Parent Teacher Conferences

The mid-year Parent / Teacher interviews are taking place next week. I encourage you to take the time to meet with your child’s teacher to discuss your child’s progress.

Parent Teacher Interviews provide opportunities for Parents and Teachers to work as a team. They allow us to:

- Share information about your child’s progress, interests and needs
- Foster positive and respectful relationships between home and school
- Improve communication with your child’s teacher
- Let the teacher know if you would like to become involved in classroom activities
- Schedule a follow-up interview if required

Even if you have no concerns, plan to ask a couple of questions in order to get the most out of the meeting. You might ask:

- ‘What is my child particularly good at, and what are some things he could do better at?’
- ‘Are there things that my child is reluctant to try right now?’
- ‘Are there things he does that surprise you?’
- ‘Are there things we could be doing at home to help him get even more out of school?’
- ‘How is he getting along with his peers?’

Optimum Learning

Everyone has some notion of the optimum conditions in which children learn. I am sure there would be a lot of agreement on many of those conditions – having a good teacher would be one that everyone would agree on.

If we were to look at all the students who do well at school compared to those who ‘struggle’, and asked the question, ‘What are the things in place for those kids who do well that those who struggle don’t have in place?’, I think the
answer would come down to a few simple, and probably obvious, principles.

- **Good school attendance**
  Apart from the obvious reason - that the more time you spend at school with good teachers, the more you learn - good attendance is also an indicator that parents are serious about their child’s education and that there is some sort of organisation and stability in the child’s life. This is important.

- **Good teachers**
  What makes a good teacher? To me it is someone who cares deeply for the kids, knows them well and attends to their needs (academic and social).

- **Supportive Family**
  By this, I mean a family who has high expectations of their children academically, socially, behaviorally and one that works with the school to support their child’s learning at home. eg listening to reading etc.

- **Optimism**
  Happy / positive people generally do better, bounce back when things go wrong, persist and believe they will succeed. A positive outlook can help enormously.

- **Reading every day**
  The simplest, most powerful thing you can do for your kids educationally is to listen to them read every day for 20 minutes. Simple as that.

There are other things that contribute to a child doing well at school. I’m sure you have a few beliefs of your own. Feel free to let me know what you think – I’d be happy to share a few responses in the newsletter.

Hope you’re having a wonderful week.

*Lena Clark*

**Some important diary dates…**

- Student reports go home tomorrow **Friday 19th June**.
- Parent / Teacher interviews will take place next week.
  The times are as follows:
  
  - **Tuesday 23rd June** 3.40 - 6.00 pm
  - **Wednesday 24th June** 3.40 - 6.00 pm & 6.30 - 8.30 pm
  - **Thursday 25th June** 3.40 - 6.00 pm
  
  Parents will be asked to book a time through School Interviews Online. Included in snippets as well as going home is the information sheet.
- **End Term 2 Friday 26th June 2015** – Early dismissal 2.30pm
June

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<td>3.40-6.00pm: Parent/Teacher Interviews</td>
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General

School Banking Term 3

Please note that as of next term (Term 3) School banking will be done on a Wednesday morning. Please send your child's yellow Dollarmite deposit book to school with them on Tuesdays.

Important!

I often have parents come to see me to borrow my personal resources for their children, which I love! However, a fair while ago, I lent some child mediation resources to a parent and they have not yet not been returned. Unfortunately on this occasion, I did not write down who I lent the books to and simply cannot remember.

The two books I am after are;
'Indigo Dreaming Meditations for Children' and 'Indigo Dreaming' adult instruction manual.

Hopefully the picture jogs the memory of the family who have the books, so that they can be returned to me ASAP and let to other families who need them.

Thank you,
Lashay Cartledge

Lost Property

Bomber Jackets

Please check your child's bomber jacket to see if they have the correct one. Anise in 3/4R has her initials in several places (this is her second named jacket this year which has gone missing). The other lost jacket belongs to Amy L in 1/2W, it is also named. Please return it the office. Thank you.

Lost Items

We have several items that have been handed in at the office. Included in these are various toys (some are quite expensive items)/children's watches, etc.

We do discourage students from bringing any unnecessary or particularly valuable items to school.

Please check the lost property box (middle building) and the basket (junior building) as there are quite a few items of clothing and lunch containers in them.
Growing Healthy Minds

Resilience is a way to describe the quality of something that goes back to its original form after it has been bent or stretched. It is also a popular term used to describe a psychological quality in people. Resilience has been described as "the capacity to cope with change and challenge and bounce back during difficult times." You may have heard the term 'bouncing back' used in this sense.

Resilience comes in many different forms, and some young people have described it as:

- Dealing with hardships and still holding your head up
- Giving things a go or trying your best
- Being strong on the inside
- Being able to cope with what life throws at you and shrug it off
- Standing up for yourself

As you can see, the idea of resilience focuses on how we deal with stressful situations and adversity - the more resilient we are, the more able we are to manage adversity.

Please read the wonderful article below, taken from the KidsMatter website, for some tips and tricks on helping to build resilience in children.

Happy reading!

Lashay Cartledge, on behalf of the KidsMatter Action Team

Building resilience to cope with stress

‘Resilience’ is somewhat of a buzz word these days. Dr Lyn O’Grady, community psychologist and Senior Education Officer at Melbourne’s Catholic Education Office, demystifies resilience and highlights all the ways it can help children to reduce stress.

What does resilience look like?

There’s probably not one way to describe what resilience looks like and, of course, no-one is resilient all of the time. There are some characteristics that we might expect to see in a child who is coping well or is resilient. For instance, they might:

- use positive self-talk for encouragement
- capably express their feelings and thoughts
- not hide away from strong feelings
- have helpful, age-appropriate strategies to manage their emotions if they are upset
- rearrange their plans to work around an unexpected situation
- use a trial-and-error approach in their daily life
- remain hopeful and keep on trying if something doesn’t work out
- know when to stop trying if they decide the effort is not worthwhile
- actively ask for help if they need it.

It’s important to note that children can appear resilient on the outside but not actually be resilient. They may have learned to behave in ways that are acceptable to the adults around them. Sometimes, these children can go under the radar in a school or community setting. A child like this might:
• not openly express their feelings
• put on a front (even though it’s obvious they are struggling)
• not fully engage in what’s happening around them
• not fully connect with other children and adults in their lives
• tend to give up if things don’t go well in the first instance
• not appear confident in dealing with situations themselves (but might not make a fuss about it).

Would you say resilience is protective of childhood stress? Would you say stressed children are less resilient?

Resilience and stress are closely connected. We all experience a range of stressors in our day-to-day lives and children are no exception to this. There is also quite a bit of variability in what individuals find stressful - what is stressful to one may not be stressful for others. The ability to cope with stress will depend on the degree of stress, the supports or buffers that are protective, and the type and helpfulness of coping skills children have developed.

But, it doesn’t mean a child is less resilient just because they are experiencing stress. Learning to manage stressful times can be part of the ongoing education process of becoming more resilient. Sometimes, we are able to predict stress, such as a transition to and from primary school. We know that it helps to reduce children’s stress and build their resilience when we work to prepare them for change.

Can you build resilience to specifically help kids deal with stress? How might schools and parents achieve this?

Building resilience really comes through the development of social and emotional skills, which include coping skills. These are the same skills that will help children deal with stress, so it follows that building resilience will really help kids deal with stress. When teaching social and emotional skills (such as understanding and managing emotions, getting along with friends, and making good decisions), it can be useful to draw on some of the actual stressors that children are facing in their real worlds. Schools have a range of social and emotional learning initiatives they use to explicitly teach these skills and practise them throughout the school day. This way, they can learn practical skills to use in the real world. It’s also important not to ignore basics like helping children sleep and eat well, as we know these are associated with stress.

School staff and parents can play a really important part in their modelling and approach during stressful times. Children learn (and take cues) from the adults around them, so it’s important for adults to be mindful of how they approach stressful situations and the skills they use to resolve challenges. They can also play an active role in supporting children during stressful times. They can do this by facilitating problem-solving steps to work through situations positively. Over time, these skills can then be developed by the child so they are able to more independently resolve difficulties. Chatting about what happened afterwards can also help to reinforce the learning and remind the child that things can turn out okay even when it’s been a bit stressful.

What are the factors that impact on a child’s ability to build resilience?

Resilience partly comes from factors internal to the child. A resilient child has social and emotional competencies for their age that help them to name their feelings, manage their emotions, be aware of other people, solve problems, and make good decisions. A child’s unique temperament or personality will have some bearing on this. Some children learn social and emotional skills quite easily, whereas other children require more support. Certain children are more easily upset or distressed than others when confronted by a difficulty.

Resilience is affected by external factors too. We know that children are more likely to be resilient when there are supports around them from family, school or community; when they are able to seek help, showing that they understand that they don’t have to do everything themselves or have all the answers. If children are surrounded by adults who model resilience – through their own behaviours as well as by explicitly teaching
and practising the social and emotional skills - they will be more likely to develop resilience themselves. It can also help for parents to learn to manage their own stress and build their own resilience so they can best support their child. Health professionals can play an active role in this regard.

Schools, as social and learning environments, provide many opportunities for children to confront and learn to deal effectively with the many day-to-day stressors that arise. A planned and strategic approach to this work can help children develop skills and gain a sense of connectedness, and really acts as a protective factor. (One example is the Catholic Education Office Melbourne’s Student Wellbeing Strategy.)

**Do you think resilience is something that can change over time?**

Absolutely. In fact, we could see resilience as something we all keep working on over the course of our lifespan. We can learn the skills and gain the confidence to deal with challenges throughout our lives. This, of course, begins in childhood and the patterns we develop then will play a role in how we continue to deal with problems in the future. We certainly see children in schools who build their self-confidence and their resilience over time, often assisted by the support of families and school staff.

**What does resilience mean for people who have experienced significant, ongoing adversity (eg abuse or neglect) as opposed to people who have experienced adversity less frequently (eg a bushfire)?**

‘Resilience’ has become a buzz word in recent years. When we talk about resilience these days we are often talking about the day-to-day challenges that arise for all of us. We also know that there are children who experience more significant challenges and, in those cases, resilience takes on quite a different meaning. For some children, particularly when living with abuse or neglect, life can be uncertain and threatening and their basic human needs may not easily be met. Resilience can be more like survival, and signs of resilience can include getting to school each day and being able to sit still and concentrate for short periods of time.

When children have gone through a crisis, such as a bushfire, resilience really does mean being able to bounce back from a situation that was, or could have been, life threatening. Significant losses may have been experienced and their lives may have been changed in many different ways. We know that most children do very well even after these events although some may require additional support if they are still having difficulties several months after the event. This highlights the human capacity to be resilient and even grow through big challenges. Again, the role of adults in the lives of children is important here as they provide support and security.

**How can we help children to be resilient but also send the message that asking for help or having a bad day is okay?**

The focus on social and emotional skills is really important for children’s resilience. These are the skills that help children to understand themselves, to manage a wide range of emotions, and to seek help when necessary. Teaching children to accept that all feelings are okay is an important aspect of this, and enables them to express things such as frustration or worry.

It is also key to help children feel in charge of their own responses to feelings, and to have confidence in their ability to solve problems that arise, with support if necessary. If we understand resilience as partly about being able to seek and accept help when required, we will be able to normalise the range of experiences we all have, including on bad days.
Dear Parents,

Parent/Teacher interviews will be held at the following times:

3.40pm – 6.00pm on Tuesday 23rd June
3.40pm – 6.00pm on Wednesday 24th June (All Levels)
6.30pm – 8.30pm on Wednesday 24th June (All Levels)
3.40pm – 6.00pm on Thursday 25th June

Enter the school event code (399G5)
Then follow the 3 simple steps.

When you click finish, your interview timetable will be emailed to you automatically - check your junk mail folder if you do not receive your email immediately.

You can return to www.schoolinterviews.com.au at any time, and change your interview times until bookings close.

For parents that don’t have access to the internet at home, at work, at a friend’s house or on their phones, computers in the lab will be available outside of school hours from Friday onwards, so that parents can still make their own bookings. Parents may also send a note to school with the approximate times they require.

Interviews are of ten minutes duration and spaces are limited. If you require more time, please contact your teacher directly to make alternative arrangements.

Parents can change their interview bookings, any time prior to the closing date, by re-visiting the website and using our event code. Remember to use the same name and email address you used when you made your original booking. Parents wishing to change their interview times after the closing date should contact the school directly on 9842 3373.
Dear families,

Highlights of the week:
This week the children have loved making their own pompoms. They have been experimenting with different colours and sizes and it has been great to see children of all ages involved in this activity. Budding chefs, Laura and Polly, made some delicious scones for the group, which we enjoyed with jam and cream. It proved to be a wonderful winter afternoon treat!

What’s on next week?
Next week is the last week of the term and at OshClub we will be doing some very special craft activities. These include; making claypots, shrinking keyrings and snow globes. As paper planes have been a very popular activity this term so we will be having a giant paper plane flying competition on Thursday morning! We will also be trying out French knitting to extend on the skills we have learnt whilst creating our pompoms this week.

Important reminders:
• Birthdays: Next week we are celebrating a lot of OshClub birthdays! Wishing Lachlan M, Alfie, Callum, Sebbie and Jennifer the happiest of birthdays! Make sure you come on Monday morning to help make them cupcakes to celebrate.
• Holiday program: If you are needing care for your child over the holiday period OshClub has various holiday programs available where the children can enjoy lots of fun activities, incursions and excursions. The closest programs are Blackburn and Mitcham. Please feel free to pick up a brochure in the Osh room for more information.
• Prep walking trial: Next term all foundation students will walk themselves to class after before school care and to the Osh room for after school care. Some of the children have asked if they can practice this and so next week all foundation students will be trialing walking to and from class. Please note, OshClub staff will still be monitoring the process and will assist the children where necessary.
Last tennis lesson: Monday next week will be our last tennis coaching for the term. It has been wonderful to see the improvement in all the children and our coach, Vicky has been very impressed with the progress. Looking forward to seeing you all there on Monday.

Thanks,
Kate

Remember bookings can be made right until 12pm the night before, or you can book on the day by calling or leaving the text message but there will be an extra charge of $3.00 for bookings within 24 hours. If you’re ever stuck and would like your child to attend OSH After School Care you can call me or leave a message on 0402 362 443 and I will get back to you. For some reason if you need to cancel the child from attending the after school care session you can cancel online if it is before 24 hours or leave a text message on the program phone (0402362443/98422261) if it is on the day.

Please remember to update the contact details (Especially the phone numbers and address) on the enrolment form if there is any change. You can do so online.

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Parent’s Association

FRIDAY AFTERNOON TREATS
A big thanks to the Hot Chocolate chicks, with a capital HOT, for making Friday afternoons even better this term!!
Love your work, & love the chocolate chip cookies.
High fives to Mel Coops who steered the ship
(or stirred the pot!!), a great community affair.

Minions – the Movie – 4pm - Sunday 21 June 2015 - Croydon Cinema
Tickets & vouchers have been sent out.
Thanks to all for your support – we have over 135 people coming!
See you Sunday!

Birthday Wishes To
Lachlan M, Kyla I, Ethan C, Sam F, Elena D, Alfie H, Nash D, Darcy B

Who are celebrating birthdays from the 19th to 25th June
More information on the following advertising is available from the office:

SLAMIN Tennis and Fitness - Tennis coaching Doncaster and surrounding areas.

CURRAWONG Tennis Club - Bring a friend, come and try tennis. Next week, racquet can be provided.

SCHOOL HOLIDAY WORKSHOP

BEGIN BRIGHT - Fun craft and science workshops, Doncaster. Free open day - 10am-1pm Saturday 11th July.

NUNAWADING GOSPEL HALL - Free fun filled holiday program.

DEEP CREEK ANGLICAN CHURCH - Wed 8th - Fri 10th July, 9.30 to 12.30