



MWPS

Partners in learning

Assistant Principal Message

Restorative Time

Self-regulation is the ability to control and manage feelings and emotions. It is a learnt skill that with practice becomes automatic. An infant with a predictable, caring and responsive caregiver learns that when they are distressed their needs can be met and a state of contentment can be achieved once again. As children assume greater independence, they begin this process of identifying and addressing their own needs in a productive and effective manner. They gradually strengthen their ability to self-regulate.

At our school, through our work with Berry Street our teachers know and understand the five steps in the self-regulation process. These steps are:

1. Emotion and feeling identification
2. Preferred feeling state or emotion (goal/intention)
3. Identification of required input to feel better (unmet need)
4. Initiate healthy action to meet the need.
5. Evaluate if this worked

Self-regulation is a core developmental strength in children. The ability to think before you act creates a life with less drama. At our school we continue to nurture our children and support them with developing emotional intelligence through the relationships our teachers strive to develop with our students and through Restorative Time at lunch times. This time is led by our two Inclusion and Engagement teachers Sarah Ralph and Liza Dearing. Restorative Time is for students who have been unable to self-regulate and have then acted without thinking and caused harm to others and /or themselves through their actions.

During Restorative Time Ms. Ralph and Ms.Dearing work with our students using reflective practices. This involves students reflecting on their actions/behaviours, the affects their actions/behaviors have had on others, and most importantly we teach students to identify the appropriate new behaviors for when they find themselves in similar situations. Students are taught to breathe consciously because often breathing is assumed to be an innate and automatic response however many people develop poor breathing patterns and many of us take very shallow, short breaths that do not use the potential of our lungs. Deep breathing with long exhales naturally stimulates our relaxation response, calms and focusses our mind.

Restorative Time at lunch breaks gives our teachers an opportunity to connect with students who are experiencing difficulties to self-regulate and to explicitly teach them techniques that will help them to overcome poor choices. We are confident that this time is a positive experience for students an opportunity to sit quietly, reflect on choices they have made, set new behavioral goals and above all leave with a sense of dignity and hope to do better.

"All learning has an emotional base." ~Plato

Warmest Regards,

Kathy Cvitkovic – Assistant Principal (3 – 6 Learning Community)



Message from our School Vice-Captains

Hello parents/ guardians,

Last week the students of MWPS had Athletics Day. Students participated in Relay, Long Jump, Hurdles, Discus and Shotput. The students had a fun day! ☺

Last Friday Grade 5/6 students participated in the Lightening Premiership Interschool Sports. Students competed in Netball, T Ball and Football.



School Vice Captains

Alith Panthum & Jessica Hodge

Getting it right in Writing!

Gift of the Gab

The school holidays are approaching and the weather is getting colder and wetter. That means that the kids will be spending lots of time at home. We know many children (and teachers!) love playing with their iPad/tablet, watching movies or playing video games on those cold miserable days.

If you're after some other stimulating activities, why not continue to build their literacy skills, particularly speaking and listening.

Resnick and Snow said "...engaging in stimulating talk is the only way young children can expand their own language skills – learning words, putting sentences together, and practising the "rules of talk" (pg. 3). Here are some fun and creative ways to get children speaking in a productive and practical way.



Morning Talk Show

Have your child take turns interviewing yourself or a sibling / friend about things that have happened over the holidays. You can also have your child report on the weather, what they had for breakfast or other daily activities. They could even use their iPad or tablet to record these and bring in the videos for Show and Tell next term.

Guess what's in the bag

Place an item in a bag and get your child to feel it through the bag and decide what it is. Ask them to explain and justify their choice.



Readers' Theatre

Scripts offer children the security of speaking as a narrator or character. Have your child practise reading the script and then when they are ready, get them to perform or record them. You can even go all out and include dress ups and props!

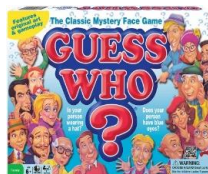
The following website has many freely available scripts. <http://www.aaronshelp.com/>

Conversation Cards

Each day give your child a card and ask them to share their responses to one of the questions. <http://www.taoc.com.au/taocchildrens.html>

Debates

Choose a topic and have your child debate the pros or cons. Some examples include: can they have dessert or not, getting a pet, having extra time to do something.



Board games

There are some great board games that promote speaking and listening. These include: Scattergories Junior, Celebrity Heads, Cluedo and Guess Who.

Sarah Marshall- Leading Teacher Literacy

Marvelous Maths

All around us, every day.

CAPACITY and RAINBOW RICE



What you need to make Rainbow Rice:

- Rice (1 kilo)
- 10 teaspoons of white vinegar
- Food colouring (5 different colors)
- 5 ziplock bags
- Baking trays

How to make Rainbow Rice:

Divide 1 kilo of rice into 5 equal parts and put each portion into a ziplock bag.

Pour 2 teaspoons of vinegar into each bag. And add drops of food coloring. The number of drops depends on how intense you want the color. Experiment with 3-5 drops first.

Seal the ziplock bag and let the kids shake, shake, shake the bag. This is actually fun for them. Not only do they contribute to making the rainbow rice, but they also see the color of the rice spreading and changing. Add more drops of food coloring as needed.

When you are happy with the intensity of the colors, spread the rice onto a baking tray. And leave the tray out under the sun to dry.

Capacity; the amount a container or something can hold.

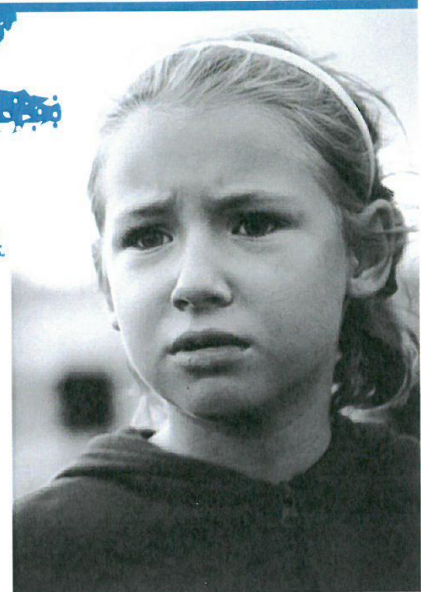
Volume; the amount of space occupied by an object.

Capacity is a fun topic to experience with children. The capacity of an object, say a cup or jug, is very different to the capacity of a bucket or box.

Children are natural scientists. They're always full of questions, always eager to explore the world around them. You don't need much time, money, or equipment to nurture your child's curiosity. It's enough just to take advantage of the opportunities for learning that pop up every day.

Water is one good example. It's clean, cheap and readily available. Children love water play, and turning play time into active learning is easy. A great experiment highlighting capacity is allowing children to use a variety of different sized cups, jugs, bowls, and kitchen utensils, and measuring the difference between how much water one can hold over the other. BUT It might be a bit cold for water play at the moment, so if you're feeling enthusiastic, you can use/make RAINBOW rice instead, by dying rice with food dye and mixing it altogether. You get the same great result, just a bit more colourful.

Have fun.



Anxiety in Primary School Kids

By Dr Jodi Richardson

Anxiety affects people from all walks of life, and lots of kids have it. If that's what's happening in your family, your little one is lucky that you know, care, and are seeking answers.

The idea that one of our kids might be experiencing anxiety sets off all sorts of alarm bells in us as parents. It's fair to say it makes us anxious ourselves, and has us asking all sorts of questions like "What does it mean?", "What's 'normal'?" and "What can I do to help?"

Like anything else in life, the more informed we are about anxiety, the calmer and more empowered we'll feel, enabling us to support and advise our precious kids through their challenges and seeking help when needed.

That's what this article is about. Giving you the facts and helping to settle your mind so that you can begin to help them settle theirs.

Before reading on, I want you to close your eyes and take three long, slow breaths in and out... Depending on what you're up to right now, you may indeed be experiencing a level of anxiety at the moment, and this breathing exercise will help.

Okay, let's get you some answers to those questions.

Anxiety, what is it anyway?

Anxiety is a feeling. We've all experienced it. It's a completely normal reaction under dangerous or stressful circumstances. Perhaps you've narrowly avoided a car accident. Your heart pounds, your breathing becomes shallow and fast, your body floods with adrenaline to put you on red alert, your blood pressure goes up, you might perspire, and glucose dumps from your muscles into your bloodstream. All of this is preparing you to face up to the 'threat' or run like heck in the other direction. This is 'fight or flight' in action.

This reaction is a survival instinct dating back to early times when life-threatening situations were ever present. These days we can experience anxiety when we're under pressure to meet a deadline, preparing to talk in front of our colleagues or for a job interview, or simply noticing how many emails are awaiting our reply. Our lives are not in danger but our bodies react as if this were the case. The same can be true for our kids.

Anxiety is a normal response to a threatening situation. All of these physical changes happen instinctively as a tiny part of our brain called the amygdala tells the sympathetic nervous system to take over and fire

us up so we can do what we have to in order to survive.

Do you know the feeling? Perhaps it happens to you now and then. But maybe, if you're one of the two million-plus Australians (including me) who experience an anxiety disorder, your body and brain respond like that more often, more quickly and more intensely than others.

Trust me, it feels awful. I've experienced anxiety since I was a child, still do and always will. My parents didn't even know anxiety existed when I was a kid and it took me until my early twenties to be diagnosed. Now that I know, I can, and do, take action to manage it. I have my ups and downs like everyone else but on the whole I live a rich, full and meaningful life. Your kids can too. Anxiety is common, it's treatable and there's so much we can do to help as parents.

Our kids are lucky. They have great parents (that's you) who know to look out for their mental health, and who have access to lots of great resources.

Anxiety affects people from all walks of life, and lots of kids have it. If that's what's happening in your family, your little one is lucky that you know, care, and are seeking answers.

Anxiety in Primary School Kids

How do I know what's 'normal'?

All kids experience fear and worry about things. It's understandable given that so much is new for them; new experiences, new places, new people, new teachers, new skills, new challenges to name just a few. What we need to look out for is when their amygdala (remember that tiny part of the brain?) is causing them to react anxiously to situations where there is no danger. Signs of this include:

- Their worries and fears begin to outweigh the situations and challenges that they are facing.
- Their anxiety starts to interfere with their participation at school and the activities, sports, parties, playdates and events than other kids their age are enjoying.
- They're more anxious, and anxious more often, when compared to other kids their age.
- They're obsessed with symmetry or cleanliness and they repeat behaviours like hand washing.

What does anxiety feel like for them?

Our minds and bodies are interconnected and are now considered as one, not separate. How we think and what we think affects us physically, regardless of age. Anxious kids can complain of tummy pains, diarrhoea, headaches and difficulty getting to sleep. They are easily upset and often like to stay close to you.

Some anxious kids will worry a lot, mulling over and over their thoughts which only serves to fuel their anxiety.



Dr Jodi Richardson Jodi is a happiness and wellbeing speaker and writer, retreat facilitator and mum to two primary school aged kids. For more great ideas on flourishing mental health for the whole family, subscribe to her newsletter at drjodirichardson.com.au and say hello on facebook. [com/DrJodiRichardson](https://www.facebook.com/DrJodiRichardson). Enquiries to jodi@drjodirichardson.com.au

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They can also look to us as parents to help them cope by seeking our reassurance that the scary thing won't happen or avoiding a confronting and anxiety-provoking situation.

Okay, so how can I help?

1. Spend regular quiet time with your primary schooler to foster a loving and open relationship while giving them time to share with you their thoughts, fears and worries. You can also help immensely by remaining calm under stressful situations (I know – easier said than done sometimes!)

2. If you think your primary schooler is experiencing anxiety, talk about it and go together to see your GP and have a conversation about what's been happening.

3. Teach your child about anxiety so he/she knows what underlies the thoughts and feelings. I highly (highly) recommend *Hey Warrior!* A book for kids about anxiety, by Karen Young. Anxiety is not nearly as frightening when you understand why.

4. Because breathing becomes shallow and fast with anxiety, a simple yet incredibly effective way to show the amygdala that everything is okay is to take deliberate, slower breaths (in for 3, hold for 1, out for 3). After all, no-one can do this when their life really is in danger!

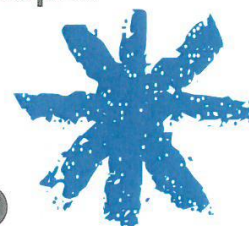
5. Mindfulness is a superpower for the anxious brain (any brain in fact!) and there are lots of great ways to help kids practice mindfulness. One fun game is lying on the floor, eyes closed and asking them to tune into their 'Spidey Senses', listening carefully

for any sounds near or far, feeling any sensations under their hands and body and smelling for any scents in the air. Mindfulness reduces the size of the amygdala among other incredible changes in the brain.

6. If they are worrying about things over and over in their minds – let's say it's about presenting to their class – instead of saying, "You'll be fine, I've heard your presentation, it's wonderful," or, "Don't worry, all the other kids will be nervous too," or similar, try this instead: "I understand how you're feeling, that's so normal. I'd feel the same way; is it helpful to keep thinking about it?" No! "Okay, then let's focus our attention on something we can do to help, like practicing more, making cue cards or going outside to bounce on the trampoline." They need to know that you understand, that you 'get' it, and that they're not alone.

"Is it helpful?" is a great question (when asked compassionately), followed up with asking your child what they can do that will help the situation, or engaging him/her in something meaningful and enjoyable, making a positive step forward.

Visit our website for more ideas and information to help you raise confident and resilient young people.



Fact Sheet



ACORN
Australian Cybercrime Online
Reporting Network

Online crime

Every year, thousands of Australians fall victim to online crime, or 'cybercrime'.

Common types of cybercrime include:

- Online scams or fraud
- Issues with buying or selling goods online
- Identity theft
- Cyber bullying
- Attacks on computer systems
- Email spam and phishing
- Illegal and prohibited content
- Online child sexual abuse material.

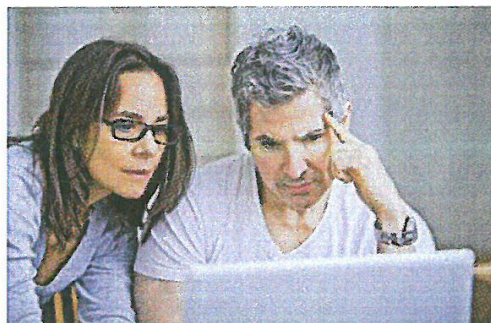
Tackling cybercrime with the ACORN

What is it?

The Australian Cybercrime Online Reporting Network (the ACORN) is an online system where people can securely report cybercrime, and find advice on how to recognise and avoid it. This national policing initiative is an Australian-first, delivered by all Australian police agencies and the Australian Government working together to combat cybercrime.

Why should I report?

If you are a victim of cybercrime and want to lodge a report with police, we encourage you to visit the ACORN. The information you provide will help to build a national picture of cybercrime. A greater understanding of cybercrime will improve our response and help to prevent and disrupt future criminal activity.



How do I report to the ACORN?

Reporting to the ACORN is simple and quick. You will be asked a series of questions about the incident, which should take no longer than 15 minutes to complete.

Once a report has been submitted, it will be assessed and may be referred to the police for investigation. Unfortunately, due to the nature of cybercrime not all reports can be investigated, however reports are taken seriously and will help to contribute to the national intelligence database, a key component of the fight against cybercrime.

Visit www.acorn.gov.au for more information or to submit a report.

Developed as a national policing initiative with:



acorn.gov.au

REPORT. PROTECT. PREVENT.

