

## How Much is Too Much Screen Time?

If you've ever wondered whether it's worth fighting with your child over the amount of time he or she spends in front of a screen such as a computer, television or other device, the answer, according to recent studies, is a very strong "yes."

Reducing time with devices makes it more likely that families will actually spend time together interacting and talking to each other face-to-face, and can give kids more time to go outside and get some exercise or read a book. Recently, studies have shown that cutting down screen time can also have a positive effect on kids' physical, social, and behavioural well-being, and can even improve their academic performance.

The Australian Health department has stated that kids who spend long periods of time in front of a screen are more likely to have poor physical, social and intellectual development. Another problem with kids and too much screen time is that as children get older and spend more time using screens, there is a measurable drop-off in the amount of educational activities they engage in, according to a recent report.

Australian Guidelines for screen time recommend that 5-18 year olds accumulate no more than 2 hours of screen time a day for entertainment (excluding educational purposes.) Guidelines for children under five have also been released and recommend children younger than 2 years do not spend anytime viewing TV or other electronic media and for children 2-5 years less than 1 hour per day.

### Strategies to Limit and Monitor Kids' Screen Time

**Set time limits—and stick to them.** Whether it is one hour of TV after homework is done or no more than 30 minutes total of texting with friends, establish clear rules and stick to them. And as tempting as it may be to give in when kids beg, whine and bargain for more time, be as firm and consistent as possible.

**Get screens out of your child's room.** Don't allow your child to have a TV or any other tech screen device in her or his room. Having a TV in a bedroom has been linked to lower academic performance, problems sleeping and obesity in kids, it's a temptation. And remember that screens aren't just TVs anymore—don't allow your child to have iPads, smartphones, or any other devices in their room.

**Know what your child is viewing.** Research shows that viewing content with a child and actively discussing themes, thinking about what's viewed critically, and talking about the effects and meaning of the viewed content is one of the best types of monitoring parents can do. Get into the habit of knowing what your child is seeing and hearing when he or she is online, playing video games, or watching TV. And be sure to limit the amount of violent content your child is exposed to.

**Remind yourself that it's worth the arguments.** Your child may be one unhappy camper when her or his screen time is limited and monitored, but remember that there will be many benefits for her or him in the long run.

Jennifer O'Connor

Assistant Principal P-2 Learning Community

Hello Melton West Community,

Welcome to Week 2! We hope you are enjoying being back at school. We know we are.

Mr. Cathro is leaving this week. He has a new job at another school. We are definitely going to miss him and know that his new school will benefit from having him there. We asked some students what they would miss most about Mr. Cathro.

Daniel – I will miss his funniness and kindness.

Lateasha – He is a very kind and loving teacher. I will miss his funny mini lessons.

Isabelle – I will miss his dad jokes.

Sarah – I will miss his dad jokes. They are the best!

Bior and Kingston – Mr Cathro has a great personality and we will miss his humour.

Shiloh, Milica and Kalais – He was our teacher in grade 5. We will never forget his dad jokes, his singing and playing Battleships with him.



Daniel



Akur

*"you are you, that is truer than true, there is no one alive who is youer than you"* – Dr. Seuss

# Getting it right in Reading!

## What is comprehension and why is it important?

Comprehension is about understanding authors' messages and responding to these messages in a range of ways. It allows readers to develop an increased knowledge about the world. In order to grow their comprehension, it is important for readers to continually develop their knowledge and use of vocabulary as well as increase their background knowledge. This helps readers more readily acquire new knowledge and understandings. Readers need to have a diverse range of understandings, knowledge and skills to comprehend what is read. Simply naming words accurately, or 'barking at print' does not guarantee that readers have understood what they have read. Readers are not truly reading if they are not understanding.

Readers need to engage in reading practices that reflect what adult readers do, which is, to think about what has been read, to talk with others and to write about their reading in meaningful ways.

(Taken from *Comprehension*, Anne Bayetto, Flinders University)



## How can I support my child to develop their background knowledge in order to support comprehension?



- Encourage your child to read/watch a diverse range of texts such as, stories/fairytales/fables, web based texts and videos, newspapers, print on packaging, print in their everyday environment, television news reports and documentaries.
- Discuss a wide range of topics with your child and share your own experiences.
- Provide experiences for your child that help them gain knowledge about the world. Take them on outings to places such as the Melbourne Museum, Science Works, Melbourne Aquarium, camping, bushwalking, the beach, the park or a farm.

## How can I support my child and check for comprehension while they are reading?

- Preview a book before reading- look at and read the blurb, the heading, look at the images. Discuss what prior knowledge your child already has about the text. Frontload them by providing them with information or the meanings of words they might encounter.
- Allow your child to talk about what they have read. Ask them questions to gauge their understanding of the text. Some examples are below.

*Tell me what happened in the story.*

*What was the problem in the story? How was it solved?*

*What were some interesting facts you read in this book?*

*What was something new you learnt?*

*Why do you think the author wrote this book?*

*How do you think the character might have been feeling at this part of the story?*

*Does this part of the book remind you of anything?*

*Sarah Mills- Leading Teacher Literacy*

## PROTECT

Everyone has the right to be safe and be protected from abuse. No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community. Tell a teacher or any adult at your school if you feel unsafe.



## Melton West Primary School is a Child Safe School

We hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school and base all our decisions on what's best for the students. Please talk to a staff member if you have any concerns about a child's safety at any time.

It is the mission of Melton West PS to work collaboratively to ensure high levels of learning for all.

## Educational Mathematics Apps for Primary Aged Students

Smartphones and tablets and the apps that go with them can have a reputation for being time wasters and distractions, but they aren't just for games or social networking. In fact, these technologies are becoming more and more common in the classroom due to the wide range of educational opportunities they offer.

Below are some fantastic Mathematics Apps that you can download and start using with your child.

### 1,2, 3 Sheep!!



**Learning Focus:** To teach students to look for patterns.

#### Learning and Teaching Ideas

Practise counting in three different games. Looking for different numbers of sheep (in groups), putting the correct number of sheep in the pens and looking at odd and even numbers (counting in 2's, etc).



### Aussie Kids Count Coins

**Learning Focus:** Features six game modes to present the different ways in which money can be used: Buying things, giving change, counting pocket money, comparing amounts, and more!

### Khan Academy



**Learning Focus:** Khan Academy covers a massive number of topics, including K-12 math, science topics such as biology, chemistry, and physics, and even the humanities with playlists on finance and history.

#### Learning and Teaching Ideas

Students are able to brush up on statistics, discover how the Krebs cycle works, learn about the fundamentals of computer science and learn how fire stick farming changed the landscape of Australia



### Tell Time- Little Matchups

**Learning Focus:** Use this app to practise analogue and digital time by using the various activities within the game.

#### Learning and Teaching Ideas

It could be used to work on a planner for a student's day (what activity they do each day) and understanding difference between am and pm.

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# insights



## 6 tips for parenting anxious kids

by Dr Jodi Richardson

If you're the parent of an anxious child you're most certainly not alone. The number of children experiencing an anxiety disorder is currently estimated at 117 million worldwide. Here in Australia, there's an average of 2 anxious kids in every classroom; and they're the ones with a diagnosis. Many more anxious kids are yet to have their anxiety identified and understood.

As much as we'd like to, we can't rid our kids of their anxiety, but we can help them to manage it in ways that enable them move it from centre stage and get on with living a vibrant, rich and meaningful life.

Here are 6 tips to support you to parent your anxious child:

### 1. Explain anxiety

Anxious kids can struggle to explain how they feel and can worry that no-one will understand what they're going through. That's why explaining anxiety is an important step in supporting an anxious child. The knowledge that anxiety is well understood, that other kids experience it and that it's manageable brings them immediate relief.

Teach your anxious child that the part of their brain that protects them from danger is always on high alert. Called the amygdala, it's meant to protect them from genuine danger but for anxious kids, it can be almost constantly activated.

Explain that when they feel anxious, their amygdala sends signals to their body to fight or flee from the threat, whether it's real or imagined.

Next, talk about the body changes such as increased heart rate, rapid breathing and an upset stomach that power them up to fight or flee. They might even feel dizzy, hot, sweaty and panicked. Anxiety affects thinking and behaviour too.

### 2. Respond with empathy

In the midst of an anxious moment it's natural to want to reassure anxious kids they've got nothing to worry about. Reassurance works in the short term but it soon wears off and they come back for more, which becomes an unhelpful pattern.

Instead, respond with empathy and validation. Use ahhh statements such as:

- "Ahhh, I see you're feeling really anxious right now, I know how hard this is for you"



- “Ahhh, I know you’re feeling really worried right now, it’s not much fun feeling like that is it?”

Anxious kids need to know you understand what they’re going through.

### 3. Show the amygdala they’re safe

Once the amygdala senses danger, the cascade of events that follow can’t be stopped. The body and brain will respond as if the danger is immediate. The best way to help an anxious child calm their anxious brain is to teach them to *show* their amygdala they’re safe. Deep and intentional breathing helps an anxious child to calm their amygdala and will begin to reduce their anxious symptoms. Practise intentional breathing regularly between anxious times before applying this technique in the midst of an anxious moment.

### 4. Practise mindfulness -the antidote to worrying

Anxiety is distress now about a possible future event, which is why worrying is common for anxious kids. When an anxious child’s mind fast-forwards to an upcoming event or expectation, their amygdala can respond as if the ‘threat’ to their safety is immediate. The antidote to worrying is mindfulness. Put simply, mindfulness is paying attention to what’s happening in the present moment. It may take time to learn, but is a powerful anxiety management strategy once it’s mastered.

### 5. Practice defusing sticky thoughts

Anxious thoughts can get stuck, refusing to budge no matter how much attention is paid to them. Defusion is a strategy that helps anxious kids look *at* their thoughts rather than *from* them.

Imagine your anxious child is worried about an upcoming test. They’re thinking “I’m going to fail the test”. The thought makes them feel awful. Defusion helps kids (all of us) to look *at their* thoughts by reminding them that the words in their heads are indeed just words, not reality.

Your anxious child can defuse his unhelpful thoughts by putting a statement in front of the thought such as: “I notice I’m having the thought that I’m going to fail the test.” Alternatively, he can say the thought in a character voice like Darth Vader or Peppa Pig, or sing it to the tune of happy birthday or a nursery rhyme. Defusion puts distance between anxious kids and their thoughts and is a wonderful skill to learn.

### 6. Get the fundamentals right

Ample sleep, good nutrition and exercise are essential for anxious kids. Support your child to adhere to their optimal bedtime so they wake naturally around the time of their alarm, reduce their sugar intake to support their gut health and to exercise regularly for optimal mental health.

These are some of the many strategies that you can share with your child to support them to recognise and manage their anxiety so they can live life in full colour.



#### Dr Jodi Richardson

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

## **MEDICATION AT SCHOOL**

Melton West Primary School encourages parents/carers to arrange for medication to be taken by students outside of school hours. We understand however that on occasion students may need to take medication at school. To support students to do so safely, Melton West Primary School will follow the procedures set out in our Medication Policy.

### **If a student needs to take medication while at school or at a school activity**

Parents/carers will need to arrange for the student's treating medical/health practitioner to provide written advice to the school which details:

- the name of the medication required
- the dosage amount
- the time the medication is to be taken
- how the medication is to be taken
- the dates the medication is required, or whether it is an ongoing medication
- how the medication should be stored.

In most cases, parents/carers should arrange for written advice to be provided on a Medication Authority Form which a student's treating medical/health practitioner should complete.

If advice cannot be provided by a student's medical/health practitioner, the principal (or their nominee) may agree that a Medication Authority Form can be completed by a student's parent/carer, this form can be obtained from the first aid officer.

### **Administering medication**

Any medication brought to school needs to be clearly labelled with:

- the student's name
- the dosage required
- the time the medication needs to be administered.

Parents/carers need to ensure that the medication is within its expiry date.

**For most students medication will be required to be stored securely in the first aid room to minimise risk to others unless a written request is completed by a medical/health practitioner**

### **Melton West Primary School will not:**

- in accordance with Department of Education and Training policy, store or administer analgesics such as aspirin and paracetamol as a standard first aid strategy as they can mask signs and symptoms of serious illness or injury
- allow a student to take their first dose of a new medication at school in case of an allergic reaction. This should be done under the supervision of the student's parents, carers or health practitioner
- allow use of medication by anyone other than the prescribed student except in a life threatening emergency, for example if a student is having an asthma attack and their own puffer is not readily available.

**If you have any queries or concerns regarding the administration of medication at school please contact the school's first aid officer**





Images supplied courtesy of Little J & Big Cuz



# NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN'S DAY

**Saturday 3rd August**

**11am-2pm**

**Melton Community Hall**

**238 High St, Melton**

Welcome to Country • Smoking Ceremony  
• Cultural activities • Melton Junior Football Club • Western Bulldogs • Animal Farm • Melbourne Victory Soccer Clinic • Raffle Prizes • Children's Day Show Bags • Face painting • Art & craft • Jumping Castle • Stalls • FREE BBQ Lunch

....and more!

For more info  
contact  
**Bec Monohan**  
9742 8300  
[rebeccam@vacca.org](mailto:rebeccam@vacca.org)

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It is the mission of Melton West PS to work collaboratively to ensure high levels of learning for all.



# Body Confident Children and Teens for Parents

## 5<sup>th</sup> August 2019 – Bacchus Marsh

Locally supported by Youth Services, Moorabool Shire Council



### FREE (BOOKINGS REQUIRED)

With so many confusing messages around weight, food and health and with many adults struggling with their own body image it can be difficult for parents to know how to support their child as they move through adolescence. Join the Butterfly Foundation for a relaxed and informative seminar for carers of primary and secondary age children to give knowledge, information and tips to help you better understand and promote positive body image in the home.

#### Topics covered include:

- Background on body image and the importance of prevention
- Key influences on body confidence, including social media
- Importance of role modelling positive body image and healthy behaviours
- Reducing appearance based talk and handling 'stuff' they say
- Awareness around behaviours that increase or decrease body satisfaction
- Referral and support information
- *Please note this session does not cover fussy eaters*

**Date:** Monday, 5<sup>th</sup> August 2019

**Time:** 7 - 8.30pm

**Venue:** Bacchus Marsh Hall, Main Street, Bacchus Marsh, VIC

Register: [HERE](https://thebutterflyfoundation.org.au/our-services/education/education-events/) - <https://thebutterflyfoundation.org.au/our-services/education/education-events/>

The Butterfly Foundation is Australia's largest charity supporting those affected by eating disorders and negative body image. We are bringing our unique whole community program to young people, parents & professionals in Moorabool on the 5<sup>th</sup> – 6<sup>th</sup> August 2019.

For further information contact: [education@thebutterflyfoundation.org.au](mailto:education@thebutterflyfoundation.org.au) 02 8456 3908