

Tarwin Lower Primary Newsletter

School Road, Tarwin Lower

Ph- 5663 5263

Email- tarwin.lower.ps@education.vic.gov.au



Tarwin Lower Primary School

Small School, Big Opportunities

23rd March 2022

Newsletter No. 4

Dear Families,

What a week many of us have had! Most of our families have been impacted by COVID in some way, and I would like to thank and praise you all for your resilience and remaining positive in tough times.

How you choose to react also determines how your children will react to their own disappointments, but it is one of the most important lessons parents can teach their children.

Our days will more often be imperfect than perfect. If you keep this in mind, you will find opportunities every day that you can use to guide your children to resilience and the inner strength that will help them all their lives.

Car trouble (or COVID) becomes a chance to role model how we choose to view such times to keep our balance and our attitude of accepting whatever life is handing to us that day. We teach them how to think about the disappointing, unwanted event.

No matter how much we try to shield our children from stress and disappointments, they will need to know how to stay even-tempered and how to keep their mood during those times. We can help them see that whining about the cancelled play date doesn't bring it back any more than our grouchiness fixes the car. In fact, many times it seems as if we cause ourselves more discomfort by our reaction to the unwanted event than the discomfort inherent in the unwanted event itself

Using the moments of our lives to teach our children what they need to learn is the foundation of having a positive and resilient mindsets.

On another note, our two day school review has been completed. The feedback from the review was overwhelmingly positive.

Feedback was that our school had a wonderful tone. The school had a safe and orderly learning environment, and the students were happy to be at school. The students said there was no bullying at the school and they knew where to go to get support.

There was a positive parent endorsement of the quality of the teaching and learning occurring at the

school, and also of our chaplain Sue. All the parents who were asked for feedback were all glowing of the school, the staff and the students.

The reviewers noted that there was strong collaboration across the school of all the teachers and leaders, and this was reflected in our school data. The work we have completed in writing has had a deep impact and improved student learning growth which has been maintained. We are above same schools in reading, writing, spelling/ grammar, and grade 5 numeracy.

Overall, the highlights for the reviewing team were teacher practices, our students, our families and engaging with the broader community.

The review has enabled the school to set the focus for teaching and learning, and wellbeing for the next four years. We are looking forward to our next chapter of learning.



Warm Regards,
Jennifer Cox

Principal



Kindness

Cooperation

Resilience

Respect



Reading at Home

First of all, I want to thank you all, so much, for the time you invest in your child's schoolwork and learning at home.

Lately, I have come across several resources that reinforce the importance of reading regularly at home and the impact this has on a child's academic development. I wanted to share these with you, not to overwhelm you, but to remind you of the positive effect that just 15-20 minutes of reading each night can have on your child's future. I know so many of you read regularly with your child, and I hope you find this information to be encouraging; every minute you spend reading with your child is helpful!

Please take a moment to review these documents; they contain helpful information about the tremendous impact you can have on your child's reading development.

I know this is a busy time of year, and I just wanted to help encourage you not to neglect those few minutes of reading with your child each night. I am thrilled with the growth and enthusiasm I am seeing among our students at school, and I know that is a direct result of the time you spend with them at home.

Thank you, again, for all you do.

<https://www.all4kids.org/news/blog/the-importance-of-reading-to-your-children/>

<https://www.vic.gov.au/how-build-your-childs-literacy-skills-years-3-6>

Harmony Day

“Everyone Belongs”

Due to the absence of over 90% of our school students over the past week we decided to reschedule our Harmony Day celebration to this Friday 25th March. Please come dressed in your favourite colour. (This is a free dress day. Uniform is not required.)

Breathing Techniques

All our students were learning different breathing techniques on Tuesday to self-regulate (the ability to recognise and manage your emotions and behaviours in different settings and activities).

Children who learn to regulate their emotions:

- Have an easier time making friends
- Handle disappointment better
- Relate more successfully with peers and adults

- Are less impulsive

Students were taught a range of breathing techniques, which is included in this newsletter. In small groups, students then came up with their own breathing technique, some have been also been included in this newsletter.

How You Can Help Your Child to Self-Regulate

- Assist with language through labelling actions, feelings, and emotions.
- Provide positive feedback in response to the child regulating their behaviour and help child regulate by modelling ways to calm down when needed.
- Provide opportunities for developmentally appropriate play.
- Promote children’s independence across the day.
- Provide a place child can go to take a break and calm down.
- Revise the techniques included in this newsletter
- Make your own family breathing technique.

Waratah Athletics Day

Our annual Waratah Athletics Day will be on Friday 1st April. This is held at the Foster Secondary College oval.

Parents will be required to transport their children to and from the event.

Students will compete with students from Fish Creek and Meeniyan.

Parents are welcome to attend. Please bring a picnic rug, chairs food and drink for yourself and your child, and don’t forget hats and sunscreen.

Please go online on Compass to give permission for your child to attend.





From the office...

Urban Camp 9-11 May 2022

Deposits are due now!!

Reminder to please pay the **\$50.00 deposit** for our camp to Melbourne.

At the moment we have only 4 students who have secured a place at the camp!!

Payments can be made on Compass, cash or directly into the school bank account (see below). Please clearly label your payment.

Curriculum Contributions

Payments for Curriculum Contributions can still be made through the office if you haven't already done so.

Life Ed Visit—Talk About It!

Supporting Your Child

It is normal for children to feel nervous and/or embarrassed when learning about private body parts, especially in a setting with their peers.

We encourage you to speak to your child before and after the session to clarify any questions or concerns.

- Some children may become heightened (e.g. laugh, fidget), withdrawn (reduced eye contact) or upset before attending the program.
- A small number of children may experience physical nausea and light headedness when discussing these topics.
- Please feel welcome to discuss what your child will be learning about before they attend the program so they feel better prepared and you are comfortable and confident with the content.
- During any program that focuses on puberty, there is a possibility of children disclosing personal issues including harm and/or abuse. Life Education's policy is for the educator to

use protective interrupting which means interrupting students before they disclose and asking them to talk privately with the teacher after class.

Students in grade 5/6 will be having a visit from the Life Ed team on **Tuesday 5th April**. This has already been added to Compass for payment. The total cost is \$36, however the school will subsidise to reduce the cost to \$20. **Please either pay online on compass or send cash in to the office.**



Senior grade measurement activities



Happy Birthday

We hope you had a great day on your birthday



◆ Kai

School Bank Details

ACC NAME: Tarwin Lower Primary School
 BSB: 633108
 ACC: 151500626



From our Chaplain...

My husband greeted me with a joke this morning.

“If you're filling your car up with petrol at the pump and your hands are sweating, and then you go to pay for the petrol and you feel sick, you may have contracted ‘Car Owner Virus.’”

At first, I laughed and then I winced as I remembered my car needed filling up and petrol prices were at a ridiculous high. I then shifted my thoughts to preparing for work and wondered how many students would be at school today.

I spent time with many of you on the phone on Thursday, checking on how you and your families were doing health wise. No one could deny that it has been a quite a tough week for us as a school community. Many of you have been home nursing sick children or/and contracted coronavirus yourself. It is amazing that our school managed to remain Covid free for so long, but the reprieve has now ended, and we have been affected, like many other schools around us.

Then there is the war in Ukraine and all the other news bytes we get that do little to lift our drooping spirits. We are surrounded by negativities, which increase anxiety and can cause us to view the future through darkened glasses. How are we supposed to cope in such an environment, you might be asking? It is a good question to ask, and I don't have all the answers. Here are a few ideas for you to consider though.

Firstly, it is okay to turn off the telly, disengage from social media for a few days and give yourself a rest. You can still keep updated on what is happening in Australia and around the world, without having the same negative reports resounding in your ears hour after hour.

I have also found that being grateful for what we do have, rather than focusing on the negatives around us, is helpful. A friend bought me a ‘Gratitude Diary’, which I regularly update, and this helps me to refocus my gaze from the negatives to the positives in my life. That doesn't mean that we should deny our realities but rather that we don't allow them to beat us down. You are more resilient than you think and have already overcome many obstacles and challenges in your lives. Remind yourselves of those victories. The children will get better and return to school. Before very long our classrooms will be bursting at the seams again.



Petrol and food prices do fluctuate, and this does put pressure on household budgets. What creative accounting skills have you used in the past to combat these fluctuations? Can you use these again or implement some new measures such as making a list of essential and non-essential expenditure? For instance, I told my husband the other day that red meat is not an essential expense, much to his horror of course! On a more serious note, if you are experiencing financial difficulty, there are services that can help. Contact me at the school and I will suggest some options.

Also, we spend a lot of time and energy worrying about things that we can do little about, instead of investing in the things that we can change. Anxiety is a robber of peace and well-being. If you are struggling in this area, there is also help available. Sometimes just sharing your concerns, lessens the load. Every Thursday and Friday morning (9am-10am) I have left a space in my schedule specifically for meeting with parents and carers. If you would like to meet with me, please contact the school and make an appointment. I am here for the entire school community and not just the students.

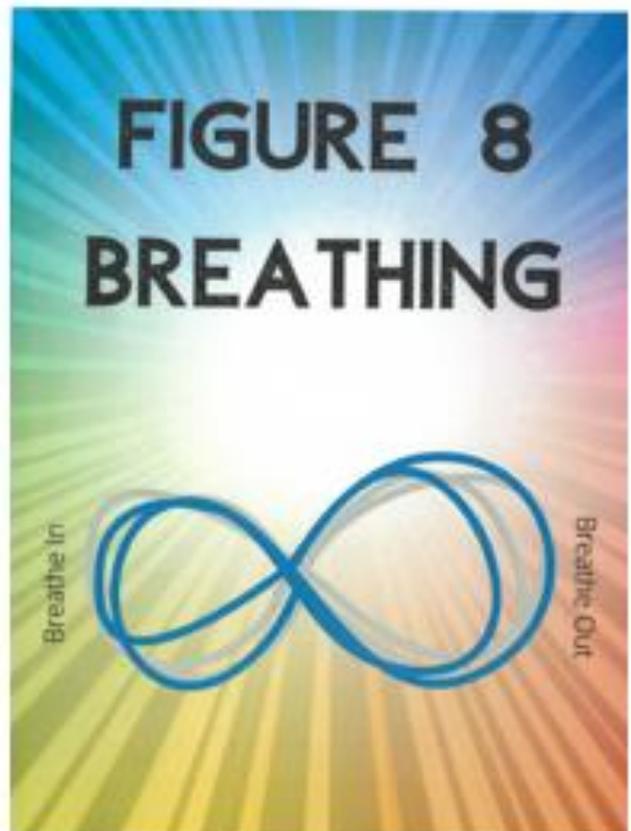
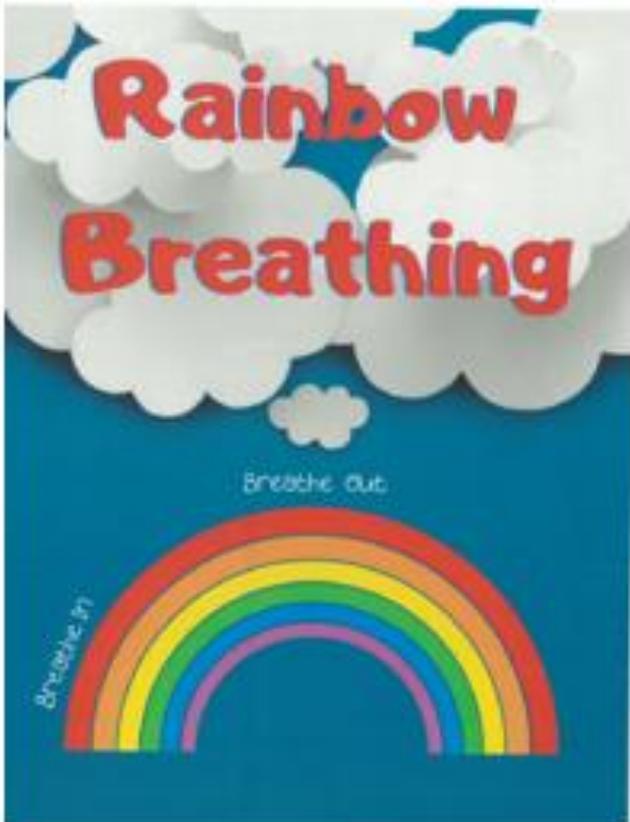
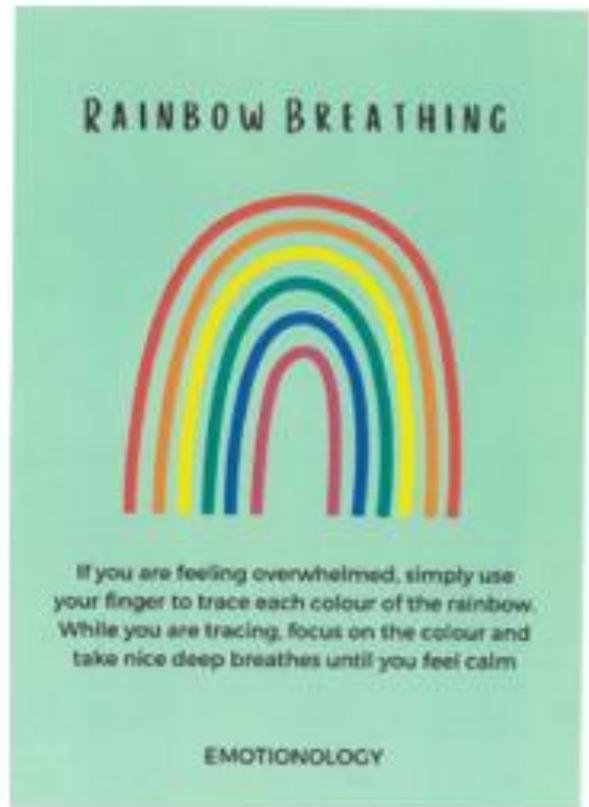
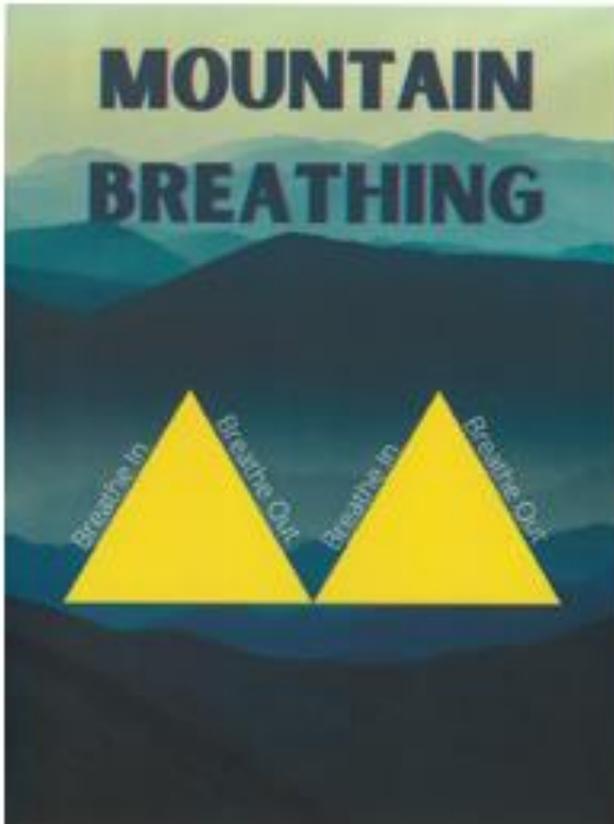
Just a reminder that there are some great, FREE, online courses available from Calm Kid Central on helping your children with anxiety, friendships, peer pressure and frustration. I have been using their material for several years now and find it very relevant and helpful. See the attachment in the newsletter for details

Lastly, I have been running a Craft group at lunch times and the children have been busy making butterflies, frogs, and other craft activities. Here is a sample of their work.

Walking alongside you. Here to support you and your children where I can.

Sue

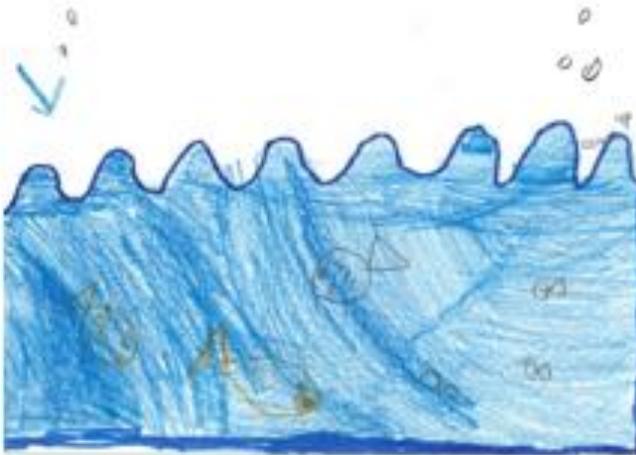






Water Breathing

Instructions
Get your finger
and follow the waves
well breathing in and out



Loveheart Breath



Skate Breathing



Get your index
finger out and
pretend it's
a skate board
Breath in and
out as you skate.

Rainbow breaths!

Instructions
Put your hands
together and breath
out slowly down
the rainbow.





Term 1 – important dates

Wed 23 March	Swimming Lessons for years 1-6 @SPLASH
Tues 29 April	AFL Primary Play Sessions P-6
	Swimming Lessons for years 1-6 @SPLASH
Fri 1 April	Waratah Athletics for years 3-6 @Foster
Tues 5 April	Life Education—Talk About It (Years 5&6)
Thu 7 April	District Athletics @Foster for selected students
Fri 8 April	Last day of school – finish 2.20pm
School Holidays 9-26 th April	
Mon 25 April	ANZAC Day – no school
Tues 26 April	Curriculum Day – no school
Wed 27 April	First day of Term 2
Mon 9th - 11th May	Urban Camp Grades 5 & 6
Tue 17th May	School Council
Thu 26th May	Division Cross Country
Mon 13th June	Queens Birthday Holiday
Tuesday 14th June	School Council



Congratulations to our award winners for trying their best and also to our leaf recipients.

And Congratulations to all our students for showing amazing resilience over the past couple of weeks.





4 **FREE** Parent webinars by child psychologist: Learn to support your primary school aged child with worry, frustration, managing impulses and tricky behaviour. Zoom into 1 or all 4 – 1 hr duration

1) Tuesday 15th of March 2022 at 7pm (ADEST) - "Helping Children through the Emotional Challenges of Primary School" - learn about the challenges children experience with emotions, learning and friendships during primary school - and what they need from parents/caregivers to succeed.

Click here: <https://us02web.zoom.us/j/83297305374?pwd=Uzg0REpiN2ZzTG1xRWE3eThrTHJPZz09>

Zoom Meeting ID: 832 9730 5374 Passcode: 732897

2) Monday 28th of March 2022 at 7pm (ADEST) - "Calm and Confident Kids" - learn to help children with a tendency towards worry or anxiety - or who are dealing with difficult life situations.

Click here: <https://us02web.zoom.us/j/88695370225?pwd=cVhac2JNVUxuVEZqUzVnR1owell1UT09>

Zoom Meeting ID: 886 9537 0225 Passcode: 719597

3) Wednesday 11th of May 2022 at 7pm (AEST) - "Calm and Connected Kids" - learn to help children to develop positive friendships and manage peer difficulties which often arise in primary school.

Click here: <https://us02web.zoom.us/j/81238889177?pwd=NIRnYVpJbXJxR3R3a1FvYUdjZFBFZz09>

Zoom Meeting ID: 812 3888 9177 Passcode: 159022

4) Wednesday 8th of June 2022 at 7pm (AEST) - "Calm and Co-operative Kids" - learn to help children who have a tendency towards frustration, have difficulties managing impulses or feeling unco-operative.

Click here: <https://us02web.zoom.us/j/87172614896?pwd=K0YxWU5YYy9aYnZqcjlsakw1RXNRZz09>

Zoom Meeting ID: 871 7261 4896 Passcode: 276561

No RSVP necessary but "zoom in" quickly as only 100 zoom spots available each session.



Presented by clinical child psychologist Kirrilie Smout. Kirrilie has had 25 years experience in working with children and families, is the author of two books about children and mental health and regularly consults with national bodies about child mental health concerns. She is the Director of Calm Kid Central, an online program of courses to help children manage emotional health challenges.

www.calmkidcentral.com (Free using FIRSTYEAR access code).

Any questions please contact Sandra on: sandra@developingminds.net.au

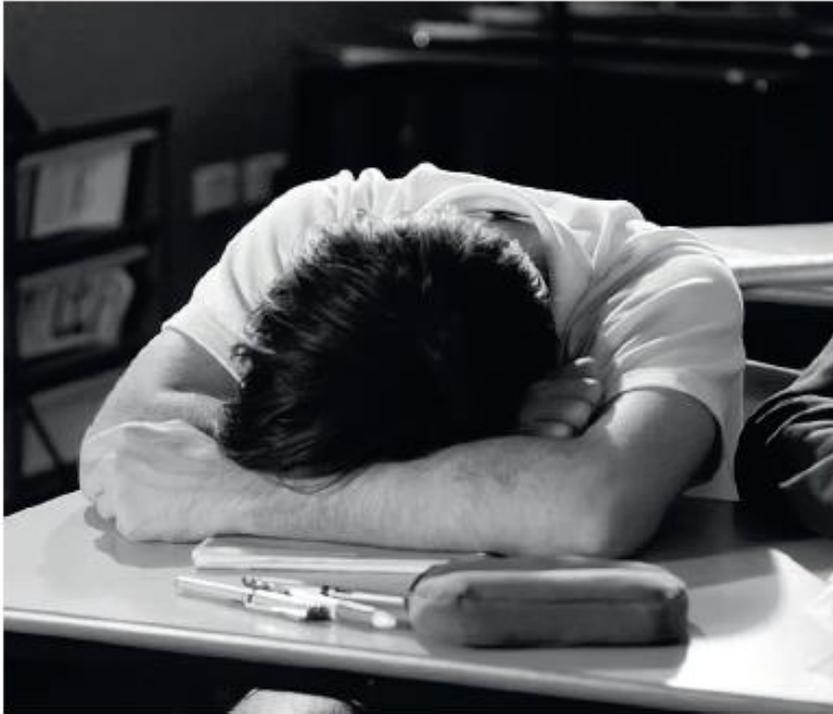
Funded by Gippsland Primary Health Network (GPHN)





FACT SHEET

THE FACTS ABOUT SLEEP



THE IMPORTANCE OF SLEEP

- Sleep is important for physical and mental health. All body systems involved in either physical or mental health do not function well without sleep.
- Sleep is important for the body to rest and repair its systems.
- Sleep happens in two stages, non Rapid Eye Movement (non-REM) sleep and REM sleep.
- Non-REM sleep occurs in four stages and is vital to get the body systems rested, this process is called homeostasis. A growth hormone is also produced during non-REM sleep, which causes children to grow and develop.
- REM sleep allows us to dream and studies have shown that dreaming allows us to learn. People who don't dream or get REM sleep will not learn as efficiently.



EFFECTS OF SLEEP DEPRIVATION

Sleep deprivation may affect the following areas:

- Physiological/Physical health (cardiovascular and endocrine systems).
- Psychological (emotional and mental health).
- Psychosocial (behaviour, peer relations, family relationships).
- Cognitive (learning, attention, problem solving).



HOW MUCH SLEEP DO YOUNG PEOPLE NEED FOR OPTIMUM PHYSICAL AND MENTAL HEALTH?

The current thoughts are that teenagers need about nine hours per night. Most teenagers get between 7-8 so they are in 'sleep debt'.



POSSIBLE REASONS FOR DISRUPTED SLEEP PATTERNS IN YOUNG PEOPLE

1. Circadian (sleep/wake) rhythm factors

During adolescence there is a delay in the time when melatonin (one of the hormones which makes us sleepy) is released from our brains to our bodies. This may mean that adolescents are not tired until later in the evening and may then find it hard to get up in the morning.

2. Social changes and pressures

Adolescents have a lot going on in their lives (phone, TV, jobs, social activities, school, sports, more homework, worry). Sleep is sometimes low on the priority list and is often given up for these other things.



FACT SHEET

THE FACTS ABOUT SLEEP



PHYSICAL EFFECTS OF SLEEP DEPRIVATION

- An increase in accidents, resulting from clumsiness.
- Increase in obesity; lack of sleep mixes up your appetite hormones so you feel hungry when you shouldn't.
- Sickness; the immune system cannot be repaired and rested, resulting in decreased efficiency.



PSYCHOLOGICAL EFFECTS OF SLEEP DEPRIVATION

- Depression
- Anxiety
- Mood swings and changes
- Increase in frustration
- Decreased ability to concentrate resulting in the decreased ability to learn



TECHNIQUES TO IMPROVE SLEEP

1. Psychological – *Are they worried, stressed, anxious or depressed?*

This can be addressed by talking with a mental health professional, school counsellor or even a good friend. Relaxation and exercise are excellent ways of learning to relax the mind and the body so sleep is easier. Routine is important – going to bed and waking at the same time every day helps establish a pattern.

2. Physiological – *(Body and physical health)*

Are they sick? If so, it is important to see a health professional.

There are other physiological reasons for poor sleep – it is worth speaking to a health professional if other factors have been ruled out.

3. Environmental and behavioural – *Are they ready for sleep?*

Is the room too dark or light or noisy or hot?

Have they had too much coffee/energy drinks throughout the day?

Avoid heavy exercise three hours prior to bed.

Turn off all screens at least 30 minutes prior to sleep.



SLEEP DEPRIVATION AND SCHOOL BEHAVIOUR

The prefrontal cortex is an area in the brain that controls important tools in the body that affect learning.

This particular part of the brain needs lots of sleep to function efficiently. When the prefrontal cortex is affected by a loss of sleep, people can find it difficult to:

- regulate learning
- regulate emotions and behaviour
- remember or concentrate on information
- plan ahead.

These effects are cumulative, meaning that a person will not just suffer from one effect of sleep deprivation, they will all pile up, decreasing their knowledge base.

If learning becomes difficult due to lack of sleep a young person may become frustrated and lose motivation to continue.

Sources

This information has been adapted from Dr Sarah Blunden's Adolescent Sleep Facts Sheet, slccpoducationunct.au/Docs/Adolcsccnt's%20Slccp%20Facts%20Sheet.pdf



Why Bright Girls Struggle: When Ability Doesn't Lead to Confidence



Parents of bright girls are often shocked to discover that their daughters can be quick to assume that they can't succeed at something new and challenging. "In my experience, smart and talented [girls and women] rarely realise that one of the toughest hurdles they'll have to overcome to be successful lies within.

We judge our own abilities not only more harshly, but fundamentally differently, than men do," writes psychologist Heidi Grant Halvorson, the author of [Nine Things Successful People Do Differently](#). "At the 5th grade level, girls routinely outperform boys in every subject, including math and science... [but] bright girls [are] much quicker to *doubt* their ability, to lose confidence, and to become less effective learners as a result." By understanding why bright girls question their capabilities, parents can find more effective ways to support their daughters, building their resilience and confidence so they can take on the world.

Understanding this tendency toward self-doubt, Halvorson observes, "is the first step to righting a terrible wrong. And to do that, we need to take a step back in time." She is referring to a series of studies from the 1980s that, while a bit dated, she says, still hold relevance today. Psychologist Carol Dweck, author of the bestselling [Mindset: The New Psychology of Success](#), found that "bright girls, when given something to learn that was particularly foreign or complex, were quick to give up — and the higher the girls' IQ, the more likely they were to throw in the towel."

Further research has shown that this arises from how girls and boys understand their abilities differently: "More often than not, bright girls believe that their abilities are innate and unchangeable, while bright boys believe that they can develop ability through effort and practice."

This difference in attitude is believed to develop in large part due to the kinds of feedback children re-

ceive from parents and teachers. According to Halvorson, "girls, who develop self-control earlier and are better able to follow instructions, are often praised for their 'goodness.' When we do well in school, we are told that we are 'so smart,' 'so clever,' or 'such a good student.'" But, she points out, these phrases imply "that traits like smartness, cleverness, and goodness are qualities you either have or you don't."

Meanwhile, she says, "boys are given a lot more feedback that emphasizes effort (e.g., 'If you would just pay attention you could learn this,' 'If you would just try a little harder you could get it right.')" The difference in feedback teaches both groups subtle messages about what it means when they encounter something difficult: "girls take it as sign that they aren't 'good' and 'smart', and boys take it as a sign to pay attention and try harder."

Halvorson asserts that these tendencies often carry on throughout life, "We continue to carry these beliefs, often unconsciously, around with us throughout our lives. And because bright girls are particularly likely to see their abilities as innate and unchangeable, they grow up to be women who are far too hard on themselves — women who will prematurely conclude that they don't have what it takes to succeed in a particular arena, and give up way too soon.... [T]hrough our mistaken beliefs about our abilities, we may be our own worst enemy."

Ultimately, she suggests that it's time to change this ingrained idea that such abilities are innate and unchangeable: "No matter the ability — whether it's intelligence, creativity, self-control, charm, or athleticism — studies show them to be profoundly malleable.... So if you were a Bright Girl, it's time to toss out your (mistaken) belief about how ability works, embrace the fact that you can always improve, and reclaim the confidence to tackle any challenge that you lost so long ago."

And if you're trying to encourage a bright girl today, [focus your praise](#) on how hard she's working, not on how clever she is: the most powerful message you can give her is that, "[w]hen it comes to mastering any skill, your experience, effort, and persistence matter a lot."

Taken from an article in *A Mighty Girl* <https://www.amightygirl.com/>



23rd March 2022

100,000 temporary election jobs

The Australian Electoral Commission needs around 100,000 workers in metro, regional and remote areas across Australia for the 2022 federal election.

All jobs are paid. Most are on election day, and some are before and after the election for several weeks.

Jobs include working in polling places, counting votes and helping with administration and logistics.

 Earn extra money  Training is provided, no experience required

Aboriginal and Torres Strait Islander peoples are encouraged to apply.
Learn more at aec.gov.au/electionjobs

Original Artwork by Marcus Lee Design  13 23 26 

 **100,000 temporary election jobs**

Register your interest to work at the 2022 federal election.

 Earn extra money  Training is provided, no experience required

Register today at

 13 23 26 aec.gov.au/electionjobs



Supported Playgroup



South Gippsland
Shire Connect

What is Supported Playgroup?

Supported Playgroups are a safe and friendly place for you and your child to have fun while receiving parenting tips and support.

Sessions are run weekly during school term by an early year's professional with morning tea provided.

Supported Playgroup is a great way to meet other families in your local area and one-on-one in-home support is also optional for eligible families.

These playgroups are supported by the Department of Families, Fairness and Housing and are free to attend.

Tarwin Lower Supported Playgroup

Tarwin Lower Primary School
34 School Road, Tarwin Lower

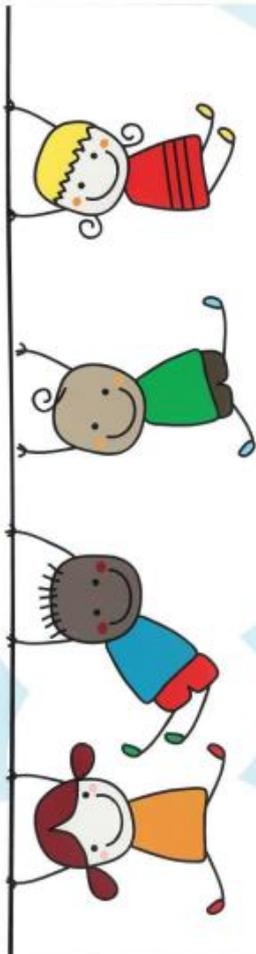
Every Friday during school term

9.00am to 11.00am

Register

To register for the Supported Playgroup or make a referral please call Michelle on 0417 388 911.

If unattended please leave a message and we will get back to you.



Tarwin Lower Playgroup

Playgroup is a fun and nurturing environment, which provides a place for children to have new experiences and opportunities to play, socialise and discover their world.

Every Friday of the School Term
9am - 11am
at Tarwin Lower Primary School

WHERE YOUR CHILD CAN PLAY AND LEARN

This is a South Gippsland Shire Supported Playgroup. Call Michelle for more information in 0417 388 911 or 56629300





ARE YOUR KIDDIES ReadySetGo FOR.....



Our 2022 program starts on

Saturday, April 30th

Our 45 - minute program includes warm up, skill development & modified netball games.

Leongatha & District Netball Association (LDNA)
Netball Courts
(behind the Leongatha Velodrome)

Girls & Boys aged 7 (turning 8 before December 31, 2022)
or older can participate

Registration Link:

<https://netball-registration.worldsportaction.com/userRegistration?organisationId=bc03d189-ba52-46ee-9b7a-2515377327d1&competitionId=97a1d1a3-cbb1-40a5-9e8f-90a2d506471a>

All participants receive a NetSetGo pack!

For further information please contact:

Leongatha & District Netball Association

Leongathaanddistrictnetball@gmail.com