Dear Parents/Carers and Grandparents,

Last Friday we had our parent consultation meeting where we asked parents what support they needed to ensure their child was achieving at school. If you were not able to participate in this meeting you can still have your say by writing down your ideas, emailing your ideas to sue.beynon@ntschools.net or discussing your ideas with Kylie Grainger.

There were many great ideas that came up and today I am just going to present two of these. Idea one is that parents can come into the school on Fridays to sit down and have lunch with their child. This gives the family more quality time together in the school setting and is a fantastic way for parents to get to know their child’s friends and teachers. Our lunch play time finishes at 12.50pm and then students go to class to eat their lunch supervised by the class teacher. Eating time finishes about 1.10pm. Parents are most welcome to join your child every Friday to have lunch together.

The second idea is around a homework centre that is run by the parents. This idea has popped up several times in the past but no-one has taken ownership of the idea to put it into reality. I am very happy to talk with parents who are interested in pursuing this idea further.

Please remember parent/student/teacher interviews are being held in week 10 and you need to send back your note requesting a day and time by next Tuesday. On Friday we have our whole school involved in the “Bullying No Way! Take A Stand Together” campaign. Students will be actively learning about the effects of bullying and what they can do to stop this. We are very fortunate to have Sara Storer, the famous Country and Western singer working with our students to create a song about taking a stand against bullying. Thank you Sara for the hours you have willingly put into our students to create a great song.

This week we farewell Janelle Lake, our intervention teacher as she goes off on Maternity leave. We wish Janelle all the very best; hope there are not too many sleepless nights and we look forward to seeing the baby soon after he/she arrives.

Have a wonderful week.

Sue Beynon, Principal and Sharon Chin, Assistant Principal

Please show your support this Friday by wearing the colour orange.

Every Child, Every Day - improving student enrolment, attendance and participation is everybody’s responsibility and everyone’s business.
### ASSEMBLY AWARDS

**GIANT MERIT AWARDS**
Sayera Abir & Pania Walker-Manning

**MAXI MERIT AWARDS**

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<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Name</th>
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<tbody>
<tr>
<td>3/P</td>
<td>Kreisha Spicer</td>
<td>Andrew Simoes</td>
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<tr>
<td>6/S</td>
<td>Sayera Abir</td>
<td>Parnia Charkhyan</td>
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### EARLY YEARS STUDENTS OF THE WEEK AWARDS

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<tr>
<th>Class</th>
<th>Name</th>
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<tbody>
<tr>
<td>T/B</td>
<td>Nate Waters</td>
<td>Rosemary Ly</td>
</tr>
<tr>
<td>T/F</td>
<td>Tyler Bolten</td>
<td>Tyla Rose</td>
</tr>
<tr>
<td>2/S</td>
<td>Laquida Banderson</td>
<td>Kyisha Plane</td>
</tr>
<tr>
<td>2/3J</td>
<td>Dunto Sailor</td>
<td>Dakota Wallace</td>
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### PRIMARY STUDENTS OF THE WEEK AWARDS

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<th>Class</th>
<th>Name</th>
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<tbody>
<tr>
<td>3P</td>
<td>Scott Thomas</td>
<td>Vanessa Jong</td>
</tr>
<tr>
<td>3/4B</td>
<td>Grace Turner</td>
<td>Hayley Pratt</td>
</tr>
<tr>
<td>5/6R</td>
<td>Leotya McCoy</td>
<td>Darshan Neupane</td>
</tr>
<tr>
<td>6/S</td>
<td>Ethan Varney</td>
<td>Anne Baldos</td>
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It’s nearly Easter!!!

Donations of Easter Eggs - big and small will be gratefully accepted to use in our Easter Raffle!
Please drop them into our front office.

### THE BEAUTIFUL THING ABOUT LEARNING

NO ONE CAN TAKE IT AWAY FROM YOU

BB KING

Week 7 Highest Class Attendance
97%
This is highest attendance this term
Well done!
6/ Stewart
Poetry Corner

To my Peers
Two hands, two feet,
One head, two eyes.
I’m just like you,
If you’d realize,
I hope, I dream,
I love, I hate
And like most people,
I don’t like to wait.
I might not wear glasses,
Like some people do
But I have my own needs,
I’m unique, just like you.
Together we’ll learn to read
And play ball,
But it might take me longer
To master them all.
But with your patience
I will bloom
I just need
A little more room
Because growing up isn’t a race,
I plan to do it at my own pace!

By Peta Southwell, 2014

HOW MUCH DAILY SLEEP DO YOU NEED?
Source: Sleep Health Foundation

- Newborns (up to 2 months) 12-18 hours
- Months– 1 year 14-15 hours
- Toddlers (1-3 years) 12-15 hours
- Pre-schoolers (3-5 years) 11-13 hours
- School age (5-12 years) 9-11 hours
- Teenage (12—18 years) 8.5 - 9.5 hours
- Adults 7-9 hours

SIGNS YOUR NOT GETTING ENOUGH SLEEP
Irritability, low mood, hyperactivity, sleepiness, poor attention span, craving sugary foods, argumentative, short temperenedness, low tolerance.

THE 10 COMMANDMENTS FOR BETTER SLEEP
For kids aged 0-12 years

1. Go to bed at the same time every night, preferably before 9 pm
2. Have an age-appropriate nap schedule
3. Establish a consistent bedtime routine
4. Make your child’s bedroom sleep conducive—cool, dark and quiet
5. Encourage your child to fall asleep independently
6. Avoid bright light at bedtime and during the night, and increase light exposure in the morning.
7. Avoid heavy meals and vigorous exercise close to bedtime
8. Keep all electronics, including televisions, computers and mobile phones, out of the bedroom and limit the use of electronics before bedtime
9. Avoid caffeine, including fizzy drinks, coffees and teas
10. Keep a regular daily schedule, including consistent mealtimes.

Better sleep, better health, better learning

PARENT SUPPORT GROUP
2nd Wednesday of the month 7pm-9pm
TEACHER SUPPORT GROUP
Tuesday night of WEEKS 3 & 7, 7pm-9pm
Meetings held at MLA Ken Vowels office at Rapid Creek Shopping Centre

For further information contact 8948 4424

"Better sleep, better health, better learning"
Our “Big Buddies” from Mrs Stewart’s class share books with us every fortnight. They have shown us where to find the front of the book the title and the author. We like reading stories with them.
Fast Facts: Bullying in Schools

- how to sort out differences and resolve conflicts
- how to treat others with respect
- the effect of bullying behaviour on others
- the need to repair harm they have caused to others
- the need to restore relationships.

Parents may also like to talk to their child’s school to come up with a plan to help their child learn more appropriate ways to behave.

What can parents expect from their child’s school

Most schools have a written policy about how they manage student behaviour, including bullying. Schools will consider your child’s circumstances and will develop the most appropriate strategies for them. These strategies could include:

- teaching and learning programs to develop students’ communication, social, assertiveness and coping skills
- changes to the school environment such as redesigning the playground
- increasing teachers’ supervision of students at particular times or places
- support from a school counsellor, psychologist or guidance officer
- mediation for the students involved with a trained teacher to resolve their problem
- changes to technology access at school
- timetable or class changes (that may be temporary or permanent) to decrease the contact the students have with each other
- disciplinary action for students who continue to bully others despite the efforts of the school to promote appropriate behaviour.

The school may develop an action plan for your child and any other children involved. Strategies you could use at home may also be included in this plan.

What can students do if bullying happens?

What can I do if I am being bullied in person?

If you are being bullied, and you feel safe to do so:

- say ‘No!’ or ‘Stop it!’ firmly
- walk away
- try to act unaffected or ignore the person
- talk to a trusted adult at the school or at home
- ask friends, parents or teachers for their help to deal with the issue safely.

Having the courage to talk to someone is important if you are being bullied. Sometimes, just telling the bully to stop can be effective. If that doesn’t work ask friends, parents or teachers for their help to deal with the issue safely.
2. Your personal alarm
Children have an innate sensitive personal alarm, which we can teach them to use. This is their natural defence system. Work with them to identify and recognize the physical and environmental signals that cause their alarm to sound. Knowing that a rush of adrenaline will cause physiological changes in our bodies and activate our personal alarm is a good start. A child’s personal alarm will present the same physical and emotional cues that an adult’s will.

3. Trust your instincts
Have you ever gotten “the creeps”? Maybe it’s the idea of snakes, mice or heights that does it for your child. Encourage them to draw on how it feels when they get the creeps. Instincts are those feelings you get when something or someone makes you feel uncomfortable. Instincts are the physiological changes that happen to your body when your personal alarm goes off. Physiological changes include noticing that you feel scared or nervous, your tummy feels upset and your heart is racing. And you know what? Our personal alarm is right 100% of the time.

4. Personal space vs. safety zone
Most kids understand the concept of personal space. How many times have we heard, “Stop invading my personal space!” Most people feel comfortable within a 2 to 3 metres range. However, how do your kids recognize their safety zone? Teach your child to be aware of their surroundings. If a “strange” person is too close, suggest they back away and maintain their safety zone. A safety zone is much bigger than your personal space – at least three giant steps bigger.

5. Safe places, safe people
There are times when a child must ask for help quickly and instinctively. We already know that not all strangers are bad, that most strangers will help a child who is lost or upset. It is situations that are safe, not places. Talk with your child and reinforce that he or she must ALWAYS use his or her skills with ALL people, including those presumed safe. Encourage your child to tell an adult they trust when someone or something has frightened them.

As parents we need to empower our children with self-confidence and trust in their ability to sense when something is just not right. It doesn’t matter if they can articulate it; they just have to feel it.

Catherine Gerhardt, Kidproof Melbourne
Kidproof provides proactive and preventative child and family education programs. We work with schools, community groups and other child centric organisations. We provide peace of mind for parents and create safer communities for everyone.

www.kidproofsafety.com.au
melbourne@kidproofsafety.com
1300 577 663