Dear Parents, Carers and Grandparents,

This is the last week of the term and I am pleased to say that in general the behaviour of students and their attitude to learning has been exceptional. We still have a small group of students who are disrupting class learning times with their attitude and behaviour. However, other students are completely ignoring this disruptive behaviour and just getting on with learning. The disruptive students do have consequences of lunch time detention or suspension. The majority of students are gaining a great understanding of what a learning zone is and the types of behaviours they have to display in a learning zone.

If you were unable to attend a student/parent/teacher interview last week please contact the school office so we can organize a time for you to meet with the teacher. This is a very important part of your child’s schooling where students understand that parents and the school are working together to help them achieve their very best. When parents do not make the time to come and meet the teacher the child feels that the parent does not value education and in particular their education.

Our attendance has slightly dropped off in the last two weeks and I want to encourage parents to ensure your child is at school every day in order that they can keep up with the class learning. Students with attendance below 75% will be referred to the attendance team and parents will need to attend compulsory meetings to complete an attendance plan. Remember an absence of only five days in one term ensures that your child has the expected 90% attendance. Students who have less than 75% attendance cannot benefit from any intervention programs as they are not at school sufficiently enough to benefit. Therefore if your child is behind it is even more important that they are at school every day.

Have a wonderful week with your children and stay safe.

Sue Beynon, Principal and Sharon Chin, AP

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**REMINDERS**

**FINAL CAMP PAYMENT DUE THIS WEEK**

**WHAT’S HAPPENING**

Harmony Day Thursday April 4
School Holidays 8—12 April
Year 5/6 Fundraising BBQ at Coolalinga Saturday April 20th

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Gray Primary School
22 Victoria Drive, Gray
Phone 89321700 Fax: 89321007
Email: admin.graysch@ntschools.net
www.www.grayprimary.nt.edu.au

Black shorts are now part of Gray School’s compulsory uniform. Please ensure that your student/s comply with our uniform policy, per the Parent Handbook (below).

“School Uniform is mandatory for all NT schools. Uniforms support self-esteem, promote school team spirit and are designed for economy and convenience. Uniform items are sold at the Front Office. When representing the school, and on excursions, uniforms must be worn. If this presents difficulties, they can be borrowed from the school for the day under special circumstances. The uniform consists of a royal blue polo knit and crew neck shirt and black skirt or shorts. Covered shoes must be worn.”
NAME: Monica Taylor
WHAT YOU DO: Teachers Assistant
WHAT YOU ENJOY: Fishing, photography and spending time with my grandchildren.
WHAT YOU DON'T LIKE: Receiving money on top of my receipt.
THE BEST PART ABOUT MY JOB IS: Seeing when the kids click onto something.

NAME: Keira Stewart
WHAT YOU DO: 5/6 Teacher & Senior Teacher
WHAT YOU ENJOY: I enjoy many outdoor activities such as fishing, camping, swimming, markets, running, netball, rugby league (NSW not QLD) and beaches without crocs.
WHAT YOU DON'T LIKE: Snakes, spiders, sharks
THE BEST PART OF MY JOB: Is seeing the smiles and satisfaction on students faces when they achieve their goals. Working at Gray School with awesome students.

NAME: Peta May
WHAT YOU DO: Quicksmart Co-ordinator
WHAT YOU ENJOY: Indoor volleyball
WHAT YOU DON'T LIKE: Noisy Dogs
THE BEST PART OF MY JOB: Seeing all the students achieve.

NAME: Mona
WHAT YOU DO: Teachers assistant
WHAT DO YOU ENJOY: Doing homework with my eldest son.
WHAT YOU DON'T LIKE: Things left undone.
THE BEST PART OF MY JOB: Working with kids.

NAME: Amatul Ferdos (Shom)
WHAT YOU DO: Quicksmart/Teachers assistant
WHAT YOU ENJOY: Reading, Watching TV and cooking.
WHAT YOU DON'T LIKE: Lizards
THE BEST PART OF MY JOB: To watch the kids do better in their studies day by day.

NAME: Susan Bobelmann
WHAT YOU DO: Teachers assistant/Quicksmart tutor
WHAT DO YOU ENJOY: 4wd, camping and the outback.
WHAT YOU DON'T LIKE: Lateness and rudeness.
THE BEST PART OF MY JOB: Seeing things simply through a childs eye.

NAME: Elissa Rummery
WHAT YOU DO: Year 5 Teacher
WHAT YOU ENJOY: Camping, hockey, travelling, other languages/cultures
WHAT YOU DON'T LIKE: This wet season!
THE BEST PART ABOUT MY JOB IS: The diversity of children I teach and the great Gray staff!!
**EARLY YEARS STUDENTS OF THE WEEK**

<table>
<thead>
<tr>
<th>Classes</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/6S</td>
<td>Adrian Richards, Josiah Rose</td>
</tr>
<tr>
<td>5/6B</td>
<td>Craig Mills, Shavayah May-Lee</td>
</tr>
<tr>
<td>5R</td>
<td>Ruby Sailor, Shaune Wright</td>
</tr>
<tr>
<td>3/4B</td>
<td>Shannon Stokes, Misteeq Quinn</td>
</tr>
</tbody>
</table>

**PRIMARY STUDENTS OF THE WEEK**

<table>
<thead>
<tr>
<th>Classes</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>T/1B</td>
<td>Jack Bendtsen, 4/M Kelsy Beyer</td>
</tr>
<tr>
<td>4/M</td>
<td>Bang Tran, 5/R Andrew Simoes</td>
</tr>
</tbody>
</table>

**ASSEMBLY AWARDS 28.3.2013**

**GIANT MERIT AWARD**

Elizabeth Kogler  T/1 B

**MAXI MERIT AWARDS**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<td>Jack Bendtsen</td>
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<tr>
<td>4/M</td>
<td>Bang Tran</td>
</tr>
</tbody>
</table>

**WHAT A GOOD LEARNING ZONE LOOKS LIKE TO SOME OF THE STUDENTS IN 4/MODOH**

**Elizabeth Kogler  T/1 B**

**Looks like**: Safe for everyone, safe place for kids

**Sounds like**: Peaceful, harmonious, put lots of effort and be a yes person.

**Feels like**: Fun, full with happiness and joy, bright and fresh to learn, safe for everyone, chill out if your not happy.

**Jason**

**Looks like**: Safe for everyone, try to work at their best ability, they’re smart.

**Sounds like**: Peaceful, Harmonious, put lots of effort and be a yes person.

**Feels like**: Bright and fresh to learn, full with happiness and joy.

**Bang**

**Looks like**: Safe for everyone, try to work at your best ability.

**Sounds like**: It sounds awesome

**Feels like**: Feels safe, it feels fun, it feels great.

**Eric**

**Looks like**: Safe place for kids, trying to work at your best ability.

**Sounds like**: Peaceful, put lots of effort in your work.

**Feels like**: Fun for kids, everyone is relaxed, everyone is confident, everyone is calmed down.

**Connor**

**Looks like**: Safe for everyone, they work together.

**Sounds like**: Try to work to your best ability, try your best to be successful.

**Feels like**: Fun for everyone, bright and fresh, cool down chill out if your not happy.

**Tamiah–Rae**

**Many Stories—One Australia**

Please join us to celebrate Harmony Day at Gray Primary School. Starting at 10:30 am we will be taking part in various activities around the school.

The whole school will join together for a picnic at 1 pm under the shade trees to share some fun and food with our friends.

**THURSDAY 4TH APRIL 2013**

**ACTIVITIES 10:30 AM—12:30 PM**

**PICNIC: 1PM**

*(Please bring a plate of food to share)*

Our Cultural diversity is one of our greatest strengths and is at the heart of who we are. We all make up the pages of a bigger Australia and we all have a story to tell.

**Bright Ideas!**

Congratulations to Jack Akers the winner of our new website Bright Ideas

$5 canteen voucher
Preschool News

On Friday the 22nd of March, Mrs Carey’s Wed, Thur, Fri class held their Art Show. Again, we had lots of visitors who moved around the room and looked at the art and talked to the artists (the students). After the art show, we enjoyed a shared lunch together. Thank you to all the parents and carers who attended and brought food.

Mrs Careys Class

[Images of drawings and photographs of students and art]
Baked savoury biscuits are just as high in salt and fat as mini packaged cheeses. Reduced fat dips made from vegetables, beans, chickpeas or yoghurt are popular. Keep them cool in the lunchbox by packing them next to an ice brick or frozen bottle of water. Avoid sweet dips such as chocolate spreads. ‘Oven-baked’ savoury biscuits are just as high in salt and fat as chips and are best avoided.

PLANNING HEALTHY LUNCHBOX SNACKS

**PLANNING HEALTHY LUNCHBOX SNACKS**

Yummy, healthy snacks can be a great source of energy and nutrition. Plan some healthy lunchbox snacks to help kids make the most of their school day.

- **Fruit** – best choices include fresh or tinned fruit (in natural juice). Dried fruit is sticky and high in sugar, so only have it occasionally. Best left out of the lunch box are dried fruit bars and ‘straps’, which are very high in sugar, low in fibre and stick to children’s teeth causing tooth decay.

- **Vegetables** – try vegetable sticks with a reduced fat dip or a small container with mixed vegetables such as cherry tomatoes, carrot sticks, capsicum and cucumber. Chips and packets of crisps are best left for parties and special occasions.

- **Milk, yoghurt and custard** – include a small drink of milk (freeze overnight) wrapped in a cloth in the lunch box. Fruit yoghurts should be kept cool in an insulated lunch box. Best left out of the lunch box are ‘dairy desserts’ and flavoured milks, which are high in sugar.

- **Dips, cheese and biscuits** – pre-packaged or your own homemade versions of cheese and crackers are fine. Children enjoy mini packaged cheeses. Reduced fat dips made from vegetables, beans, chickpeas or yoghurt are popular. Keep them cool in the lunchbox by packing them next to an ice brick or frozen bottle of water. Avoid sweet dips such as chocolate spreads. ‘Oven-baked’ savoury biscuits are just as high in salt and fat as chips and are best avoided.


**Have you used your Back to School Payment?**

Back to school Vouchers are only Valid till the 5th April. If you have not used your voucher or still have money left on it please ensure you come in and use it before this date.

**LOST PROPERTY**

This term we already have a collection of lost property in our lost property box. We will be displaying these items in front of the school at home time throughout the week until end of term. If your child has misplaced something please come into the office and check our box of lost items. All items that are unclaimed at the end of term will be donated to Redcross.

**Preschool News**

Please make sure your child has a spare set of clean clothes in their bag every day.

Some children still need to bring a sheet or towel for rest time. Everyone participates in a short relaxation time at Preschool and a sheet is required to maintain good hygiene on the beds.
Gray Primary School (Family Centre Building)

Good Beginnings Australia is a National charity, building better outcomes for children in vulnerable communities through a range of early intervention programs for families. These programs include: Play2Learn, Family Support, Community Connections and Toy Library

Play2Learn

Play2Learn is a supported play session where play based learning is designed around what the children are interested in, to help their development. The sessions are facilitated by an Early Childhood worker and Family support worker.

At Play2Learn we believe that by providing children with a secure and happy environment, where they are supported to develop their intellectual, social, emotional and physical skills, they will become confident and competent individuals.

Children and parents can participate in experiences together, strengthening relationships between children, parents and caregivers.

Good Beginnings will support you to build on your existing knowledge, skills and the resources that are available to you. Create connections and relationships in the community, both with other parent and community supports and services.

Monday: 9am – 11am Moulden Primary School (OSHC Building)

Tuesday: 9am – 11am Gray Primary School (Good Beginnings Demountable)

Wednesday: 9am – 11am Gray Primary School (Good Beginnings Demountable)

Baby Play2Learn which is run in conjunction with Maternal Health Nurse, who will answer any questions you may have in regards to your Child’s health and development Birth—12 months (Morning tea provided)

Toy Library Thursday: 9am – 11am The Toy Library aims to provide a service to families and children in the Palmerston area, by providing a mobile and outreach support service/s. Parents will be able to borrow toys from a mobile toy library that operates from at least 2 locations, including but not limited to, parks and the Gray Op Shop with the flexibility to adapt locations depending on the needs of families.

Friday: 9am – 11am (Dream Time Kids) A Play2learn group for Indigenous families with children Birth—4yrs Venue: Gray Primary School Good Beginnings Demountable. (Morning tea provided)

All Good Beginnings programs are provided free of charge

For more information please contact the office on 08-89327022 Mobile 0417200170

Light it up BLUE

Coffee Meet

All Day Long with a main meeting at 10.00am-11.00am

When: Friday 5th of April 2013

Where: Busy Bee

Casioarina Shopping Centre (Coles End)

Bring your family and friends join us to Celebrate Autism Awareness by going blue

$1.00 from every coffee sold on the day will be donated to Nemarluk School and My Time Program.

Art Workshop Opportunity

Mackillop Catholic College are looking for expression of Interest from 4/5/6 students for a 6 week Art Workshop Commencing– 2nd May and ending the 6th June which will occur each Thursday 3.30pm-4.30pm.

Students will have to make their own way to campus.

Contact details: sherri.bryers@nt.catholic.edu.au

Limited spaces.

Come and try Karate

NT Tang Soo Do martial arts training helps develop a healthy sense of respect for family, friends, school and community.

Improves Fitness, teaches Self Defence Skills and promotes Discipline, Integrity and Respect.

Age and belt specific classes from 4 years to teenagers and adults.

Classes held at:

The Lifestyle Studio NT, 31 Tilston Avenue

(next to the Tennis Courts)

Phone 8932 1080

COME’N’TRY

FIRST CLASS FREE PASS

Art Workshop Opportunity

Mackillop Catholic College are looking for expression of Interest from 4/5/6 students for a 6 week Art Workshop Commencing– 2nd May and ending the 6th June which will occur each Thursday 3.30pm-4.30pm.

Students will have to make their own way to campus.

Contact details: sherri.bryers@nt.catholic.edu.au

Limited spaces.
Dealing with a crisis

Everyone knows about stress – life has lots of it. Stress isn’t always unhealthy - it is what makes us get things done on time, or remember things. However, when we get too stressed, stress becomes distress, and things get harder to handle. If we get to the point where we are so stressed that we don’t believe we can cope with a situation any more, then we are in a state of crisis. We can have crises at work, at home or in any part of our lives. In a lifetime of bringing up children, parents can be faced with lots of crises.

A crisis is often the time to make changes so things can be better.

This PEG uses ‘he’ and ‘she’ in turn. Change to suit your child’s sex.

What is a crisis?

A crisis usually has several parts:

- an event - something happens which triggers a crisis. This event usually causes or threatens to cause some sort of loss, for example:
  - loss of someone through death or separation
  - loss of health through illness or accident
  - loss of something, a house, or a job
  - loss of good feelings, eg feeling bad about yourself, feeling old, feeling a failure, feeling alone.

- feeling that you can’t cope with the situation. This may be because you have never been in the situation before, or because right now you feel sick or worn out, or because you are in a similar situation to one you found hard to cope with before.

- an emotional response to the high level of stress such as fear, anxiety, anger.

Sometimes it can be a whole lot of things piling up on each other - it’s not always one thing alone. People cannot stay in crisis forever - it is just too painful. Experts agree that crises tend to last for between a few hours and a few weeks – six to eight weeks at the most. After that time, it is highly likely that either the situation will change, or how we react to it will change.

Everyone has crises but it’s how we deal with them that counts.

What can lead to a crisis?

Many things can lead to a crisis:

- losing your job
- changes in your workplace
- losing money or winning money
- an accident or injury to you or a loved one
- death of a loved one
- separation or divorce
- being arrested
- having a miscarriage
- having a child with a disability
- a child starting or leaving school
- a major birthday - a new decade
- natural disasters such as fire, flood
- a child getting into trouble with the law
- children leaving home.

Even ‘good’ things can lead to a crisis:

- getting married
- the birth of a child
- multiple births
- a promotion
- moving house.

What you need to know about a crisis

How we react to a crisis situation is very much a personal thing. What feels scary to someone else may not feel scary to you. What is a crisis to you today may not be a crisis to you next week.

- in a crisis there is always a sense of danger and a sense of actually or possibly losing something or someone.
- crises always involve making a choice. We can be overwhelmed by it. We can feel trapped or powerless.
- we can either do nothing about it and accept the situation or we can choose to do something about it.
- when we are in crisis we usually cannot see what we can do about it. Usually there are ways - we just can’t see them, because we are too close to the problem.
- a crisis signals a time when we are most willing to make changes.

How to know when someone is in a crisis

There are signs which suggest that a person is in crisis and these include:

- physical - eg sweating, pale skin, heart palpitations, dilated pupils, rapid breathing, shaking

- behaviour - eg broken sleep, inability to sleep, antisocial behaviour, sudden outbreaks of anger, loss of appetite, crying

- emotional - eg anxiety, withdrawal, despair, helplessness, agitation, panic

- thinking - eg confusion, inability to concentrate, inability to make decisions, not thinking straight.

People often show:

- bewilderedness - “I’ve never felt like this before”
- sense of danger - “I feel nervous, scared”
- confusion - “I can’t think clearly”
- immobility - “I feel stuck - nothing helps”
- despair - “It feels hopeless”
- anger - “How dare he/she and leave me”
- apathy - “I just don’t care any more”
- sense of urgency - “I need help now!”
- feeling of unfairness - “Why should this happen to me?”

How children react

Children have their own crises, which can be very confusing for a parent, particularly when you don’t know what caused it. Sometimes things that seem small to adults can be a crisis for a child. It is important to remember that seeing a parent or parents in distress can set off a crisis for a child.

The sorts of feelings children have in a crisis are very similar to the feelings of their parents, but they are usually less able to put them into words. Parents need to know that children often show their feelings in action rather than words. Typical reactions of children in times of crisis can be:

- fear that what happened in one area of life will take over their whole life
- loss of interest in school
- acting as though they are younger
- behaviour problems
- disturbed sleep
- problems with friends
- fear of things that may be associated with the crisis, eg food noises, dogs, strangers
- lack of concentration
- always worrying about what could go wrong.

Children react differently at different ages

- Early childhood (1-4 years): thumb-sucking, bed-wetting, fear of the dark, clinging to parents, nightmares, sleep problems (can’t get to sleep or wakes up), loss of bladder or bowel control (or constipation), speech problems, feeding problems, fear of being left alone, fretful.

- Childhood (5-10 years): irritability, whining, clinging, aggressive behaviour at home or school, competing for attention, nightmares, fear of the dark, avoiding school, poor concentration at school, fear of being hurt, fear of being abandoned, confusion, school refusal, general anxiety, headaches, ‘tummy aches’, or ‘being too good’, sleep problems.
Dealing with a crisis

For children

When a child’s world falls apart what is needed more than anything is acceptance, understanding and support. Most of all a child needs to feel that there is someone who can be relied upon.

- Try not to over-react. Your first instinct is usually to protect your child. If you panic you may only make your child more afraid. Take a few minutes to gather yourself and talk to your child. Talk to your child if you are upset but reassure him that you will be able to support him to manage the situation. If you are too distressed, you may need to get someone else to support you both.
- Allow your children to see that you are upset, but reassure them that you will be okay (if it is true) and let them know that they will be looked after.
- Recognise that your children usually become upset or fearful when you are upset.
- Take charge if you need to, particularly if your child is really upset. You will need to take over until your child is calm enough to take control of herself.
- Don’t let the situation be made bigger than it really is but at the same time recognize that your child’s sense of it being ‘the end of the world’ is a very real feeling. Show them that you understand how it must feel for her.
- Talk to your child. Give answers, even if it is very hard, but keep your answers as simple as possible, in words your child can understand. As a first answer - ‘I don’t know’ is a better choice than ‘gone to heaven’! However, ‘gone to heaven’ may be a good answer if it is part of your family’s beliefs.
- You may have to repeat simple things many times.
- Ask your child what she wants or needs from you right now.
- Don’t be afraid to say ‘I don’t know’.
- Try not to lecture.
- Give your children enough information so that they can understand what the problem is, but don’t give unnecessary detail. If you tell them nothing, they will probably imagine the worst. Tell them what they need to know - they may surprise you with how much they understand. Ask them to tell you what they understand and what else they want to know.

- Don’t expect your children to solve the problem for you. They may well surprise you with the love and reassurance that they offer you, but they will not be able to solve adult problems. Let them know that you don’t need them to look after you.
- Try to get your child doing something she would normally do as soon as she can. Something as simple as helping you to take out the rubbish bin can help your child feel some sense of normality again in the middle of chaos.
- Keep to old routines. Let your child keep to his normal routine as much as you can as this helps him to feel safer - but accept that he might just not be able to do for a while.
- Contact with friends or relatives may help to make things feel normal again.
- Reassure your child. Remember that actions speak louder than words. Hold your child - it usually makes her feel safer, but recognize if your child, particularly an older child, may not want to be touched, if so, follow the child’s cue. Just be there.
- Night-time can be especially frightening for a child. Spending extra time putting your child to bed can be useful. A night-light or allowing your child to come to you in the night may help.
- Allow a young child to use a dummy, a favourite toy or blanket as much as she needs. This can reassure her.
- Encourage your child with hope and optimism - but don’t make false promises. Your child needs to feel there can be a solution, not to have the solution.
- Allow your child to express her feelings and give her time to do so without being rushed.
- Help your child to get feelings out through play or physical activity (play dough, drawing, writing, telling stories or writing letters or keeping a diary). If your child needs to be aggressive, help her to find a physical activity that uses energy and gives a feeling of satisfaction (building blocks or a cubby house, hitting a ball, running, going to a gym or playing sports).

Reminders
- People going through a crisis often feel as though they are going crazy. Usually they are not!
- Even the most ‘together’ person can fall apart in a crisis.
- People cannot stay in a crisis forever.
- In a crisis we are usually very keen to change. There is a good chance that with a bit of help, we can come out of the situation having learned a lot and feeling stronger, or in a better position than we were before.

Want more information?
Parenting SA - www.parenting.sa.gov.au
(parenting and child health information) - www.chh.com
Crisis Care - telephone 13 16 11
Child Adolescent Mental Health Service (CAMHS) - see White Pages
Domestic Violence Helpline - telephone 1800 800 098
Child Abuse Report Line - telephone 13 16 78
Kids Helpline - telephone 1800 55 1800

Written in Partnership
Family Court Counsellors (SA)
Parenting SA
Centre for Parenting

Produced by
Parenting SA - telephone (08) 8303 1660
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Revised 06/09

Parent Easy Guides are free in South Australia

Government of South Australia
Children, Youth and Women’s Services

Parent Helpline
1300 364 100

Early teens (11-13 years): broken sleep, change in eating habits, rebelliousness, school problems (fighting, withdrawal), loss of interest, poor concentration, anxiety, physical problems (headaches, vague aches and pains, skin problems, bowel problems), loss of interest in friends, fear of being hurt, fear of losing friends or family, anger, acting as if it hasn’t happened.

Late teens (14-18 years): physical problems (nausea, bowel problems, asthma attacks), headaches, changes in appetite and sleep, agitation, loss of interest in things they normally enjoy, loss of energy, loss of interest in the opposite sex, irresponsible or antisocial behaviour, poor concentration, guilt. (Some of these things are part of the ups and downs of this age too.)

What parents can do

For themselves

Remember that children learn about life from their parents and other adults, so how parents deal with situations affects how children handle their lives. Children need to learn that bad things do happen in life, but it is how we deal with them that is our test and they will learn this from you.

When you are faced with a crisis it is important to:
- recognize how you are feeling - pretending you don’t have feelings will not make them go away
- work out what areas of your life you can control and do so - sometimes doing normal things such as putting in a load of washing will make you feel more in control
- don’t be too hard on yourself or expect yourself to be a super-parent - everyone falls in a heap sometimes!
- get support from yourself or friends or relatives, or get professional help - a counselor, doctor, lawyer or accountant may be able to give you the information you really need
- anticipate problems coming and make plans - anniversaries and special occasions such as birthdays or Christmas can often set off old hurts.