



Pelaw Main Public School NEWSLETTER

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29 JULY 2018

TERM 3 WEEK 1

DATES FOR THE DIARY

Monday 30th July
Jump Rope for Heart
**Tuesday 31st July &
Wednesday 1st August**
Public Speaking
Competition Kurri Public
School
Friday 3rd August
Zone Athletics
Tuesday 7th August
Mara Performance
Parent Teacher Meetings
Tuesday 14th August
P&C Meeting
**Wednesday 19th– Friday
21st September**
Canberra Excursion
Saturday 22nd September
Spring Fair

Canberra Excursion

Final Payments are
now due for students
attending the
Canberra Excursion.

Mara Performance

Payments of \$6.50 per
student are due for a
musical performance on
7th August. This is for all
students in the hall.

SCHOOL FEES

Our voluntary school
contributions of \$47
per family are now
due. Payments can be
made at the office by
Eftpos or cash &
online.



NAIDOC Week

Each year, during the first full week of July, Aboriginal and Torres Strait Islander cultures recognise the contributions that Indigenous Australians make to our country, and to society. This week is referred to as NAIDOC Week. NAIDOC stands for National Aborigines and Islanders Day Observance Committee. As you may be aware, our school celebrated NAIDOC day, on Thursday the 26th July.

Students from Stanford Merthyr and Mulbring Public School came along to our school to participate in Indigenous games and cultural activities and performances. Some students from Kurri Kurri High School did a wonderful job running the Indigenous games, which is always a highlight for our students.

Thank you to our wonderful canteen helpers, who ensured many students enjoyed a lunch order on the day.



Focus on Bookwork

As part of our Explicit Instruction implementation, we will be starting a strong focus on the presentation and neatness of bookwork throughout the school. This will start within our Daily Writing Warm Up process in Vocab books, where students will be explicitly taught how to take pride in the presentation and neatness of their work.

Each Friday, three randomly selected students will present their Vocab books to me to receive some feedback. I look forward to sharing some exemplary student workbooks in the newsletter and on the school Facebook page on the near future.

SMS Notifications

Our SMS notifications for absences have been very successful and the feedback and data have reflected a big difference in ensuring student absences are explained. In the first week of implementation we had 155 absences across the school, with only 9 remaining unexplained. The previous week, out of 181 absences, 52 were unexplained.

Thank you for your support of this initiative and continuing to ensure your child's absences are explained.

Education Week

Education Week will be celebrated in Week 3. A special Education Week assembly will be held on Friday, 10th August. The Girl's Drumbeat group and the choir will be performing.

Stage 3 (year 5 and 6) - Hannah Q and Eliza

These students will compete on Tuesday 31st July or Wednesday 1st August at Kurri Kurri Public School. More information will be given to successful students closer to the date.

Parent Teacher Interviews

Parent/Teacher interviews have been planned for Tuesday, 7th August from 3.30-6pm. This will be an opportunity for parents to discuss their child's report with the class teacher and review students' overall progress. More information about this will be sent home separately and interview times confirmed by class teachers.

University Students

We are once again extremely fortunate to be hosting two students from the University of Newcastle who are in the final year of their teaching degree. Both Miss Hannah Jones and Mr Thomas Choo will be with us for the first five weeks of this term. Miss Jones will be working with K Red and Mr Choo with 5/6 Pink. We welcome them into our wonderful school and know that our students will enjoy this opportunity.

Attendance

Congratulations to 1 Orange on being the winning class of Best Attendance for Term 2. They will be treated to a sausage sizzle sometime next week. Let's see which class can challenge them this term!

Reports

Semester One reports were sent home at the end of last term. A few changes were made to reports, based on feedback from parents from 2017. In the next few weeks we will be seeking some feedback from parents as to what they thought about these changes.

Child Protection

During Term 3, all classes in our school will be participating in Child Protection lessons as a part of their PD/H/PE (Personal Development / Health / Physical Education) syllabus. Child protection education aims to assist students to develop skills in:

- Recognising and responding to unsafe situations
- Seeking assistance effectively

Establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

We are informing parents, in line with policy, to ensure parents are aware of the sensitive nature of some areas of child protection. A note outlining this information was sent home with students earlier this week. Syllabus content only will be discussed during this time. Please note that all lessons have been written and approved by The Department of Education as being age appropriate for students in each year level.

If you wish your child to be withdrawn from these lessons, please contact your child's class teacher, and provide a written note. As child protection lessons are mandatory in all NSW Public Schools, written consent is needed to withdraw your child from these lessons.

Lessons will commence across the school from Week 2.

Please discuss any concerns or return a written note withdrawing your child from these lessons, to the class teacher.

Zone Athletics

The Zone Athletics Carnival is scheduled for Friday 3rd August at Turner Park Athletics Field, Cessnock. Students who have qualified have been given permission slips, medical notes and codes of conduct. Please ensure you have returned these documents and the \$7.50 payment to the office by Tuesday 31st July, at the very latest. Mrs Wan will be the team manager on the day. Please see Mrs Lantry if you have any questions.



K-6 Whole School Sport program

The Backyard League Sports program has now concluded. It's great to see students use the skills developed from this program during lunch and recess play, as well as on weekend sports. Students 3-6 who registered during the holidays have now received their free football, and all students K-2 have received their colouring-in book, pencils and small book.



Inter-Schools Public Speaking

Congratulations to the following students who will represent Pelaw Main Public School at the Hunter Interschool Public Speaking competition next week, at Kurri Kurri Public School. The program has now been distributed to inform students of their competition day and session times.

Early Stage 1 (Kinder)-

Gabriella Sneddon and Sienna Smith

Stage 1 (year 1 and 2)

Mia Bromage and Bodie Cardinale

Stage 2 (year 3 and 4)

Andrew Anderson and Jayla Cameron

Stage 3 (year 5 and 6)

Hannah Quinn and Eliza Summerville.

The school community wishes you all the very best on the day.

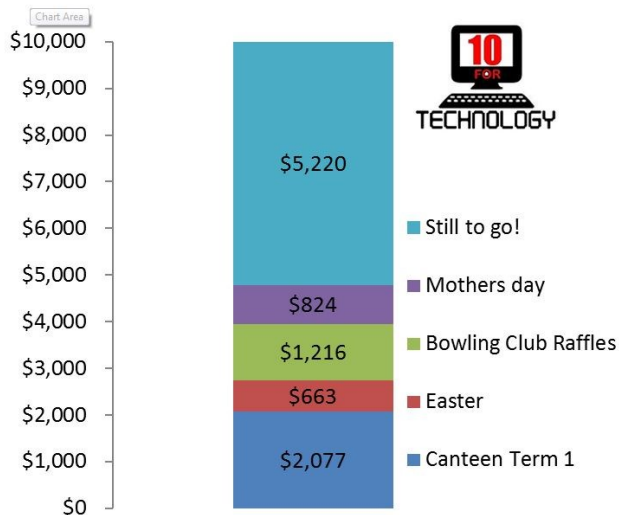
Jump Rope for Heart

Jump Rope for Heart Day will be held this Monday 30th July, 2018. Students will display some amazing manoeuvres during the program and understand the benefits of leading a healthy lifestyle. All students K-6 will participate. Look out for some skipping techniques and moves displayed around our school, allowing students to continue practicing their skipping skills.



P&C News

We are on our way to our "10 for Technology" fundraising efforts - almost half way there!



Lets hope for a great turnout at our Spring Fair on 22 September. Its only 8 weeks away! Prepaid tickets are now available at the canteen in the mornings or see Kim Snedden. The prepaid unlimited ride tickets are \$20 each and entitle you to unlimited rides and a ticket in the draw to win a \$100 Coles Voucher. At this stage rides include a bouncy castle for under 5s (to keep those younger siblings happy), a swing ride (3-15 years), giant slide and bungee hungry hippo. However if we presell enough tickets we will also be able to get a "gladiator" ride. So three good reasons to get in early – save money, go into the prize draw and get us more rides! Prepaid tickets can be bought individually at any time over the next 8 weeks. Other ticket options will be available on the day – unlimited rides \$25 per person or individual rides \$5 per ride.

As you can see our canteen is a major fundraiser for our P&C – we are currently desperate for some extra

volunteers on Fridays. If you can please help out for a few hours even once a month or once a term please see Kim Snedden or Kelly James (at canteen). Every little bit helps and your kids love seeing you in their canteen. The canteen menu has had an update in line with the NSW Healthy Canteen Strategy. Please find the new menu on our facebook page, on skoolbag or at the canteen. We have had another successful campaign with our Entertainment Book fundraiser this year. There are still a few outstanding books which we would appreciate being returned to the canteen or P&C box as soon as possible. Come along to our next P&C meeting on Tuesday 14 August at 6pm in the school staffroom. You can just listen or maybe contribute some thoughts – any participation is always welcomed.



@Pelaw Main p & C. +Spring Fair 2018

Merilyn Burton - Principal



Kurri Kurri Pre-school

would like to invite you to our
Open Day on Thursday 6th

September, 2018, 10.30 to 12.30.

We would love to see you there!

We are currently taking names for our
waiting list for 2019 for
children aged 3-5 years.

We are also preparing a waiting list for
children requiring pre-school education
for children eligible to attend
pre-school up to 2021

ie. Born before 31/7/2017.

For any enquiries, please contact the
preschool on 49372110 or email

admin@kurripreschool.com.au

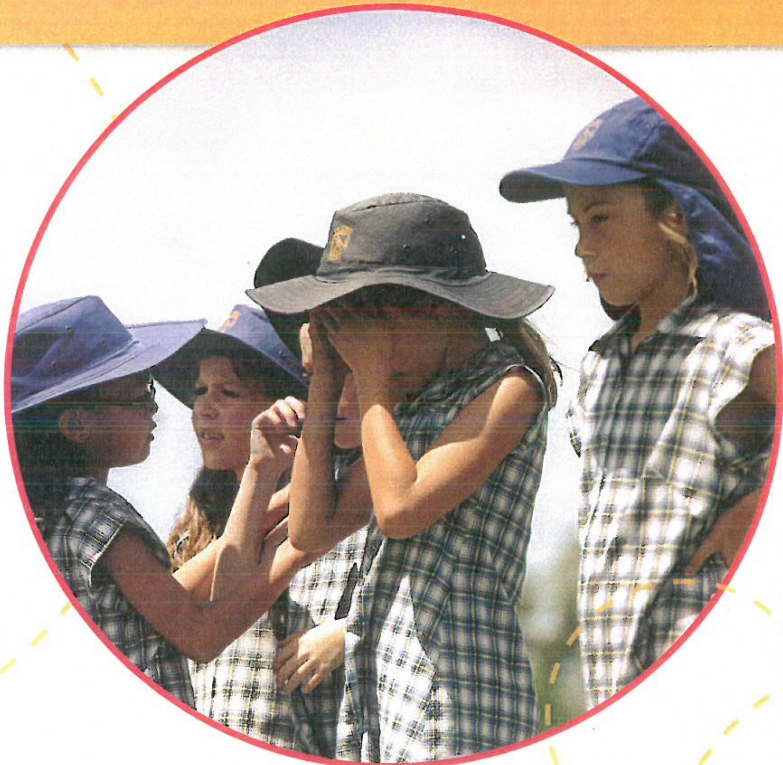
About anger

What causes anger?

Everyone experiences anger. It is a normal reaction to frustration, stress or disappointment. It can occur in children as young as three or four months old. Anger can be quite noticeable in toddlers who often express it through tantrums and other aggressive actions. However, as they grow and develop, most children learn how to deal with some of the frustrations of everyday life. They also learn how to express their anger in acceptable ways.

Some anger can be helpful. For example, when expressed effectively, anger can help tell someone else, "Stop. I don't like that." Anger can also motivate us to overcome problems and achieve goals. Whether children's anger is positive or negative depends on how effectively it is managed and whether it can be directed towards positive goals.

When children lack skills for managing anger it can lead to aggressive behaviour. Usually, it is the aggressive action that follows anger that most concerns parents, carers and school staff. Learning to manage anger involves developing social and emotional skills for calming down and having ways to express angry feelings assertively. This means learning to use words rather than aggressive actions to communicate feelings. Parents, carers and school staff have an important role in helping children learn to manage anger effectively.



The experience of anger

Feeling angry involves changes within the body and also in thinking. Muscles tense and there is a burst of energy as the heart speeds up, blood pressure rises and breathing becomes faster. These changes can lead to having a flushed or red face and to feeling hot. Symptoms of anger like these are part of the 'fight or flight response' that helps to prepare the body for danger.

Thoughts also play a big part in anger. Angry thinking can trigger angry feelings and make them last longer, so learning to understand and change thinking patterns is very important for managing anger. With help from adults children can develop skills for recognising and changing angry thinking.

What do children get angry about?

Angry feelings are usually the result of being frustrated while trying to reach a goal. Researchers have found that children feel angry (rather than sad) when they believe that the negative situation they are concerned about can or should be changed.

Different kinds of situations can lead to angry feelings in children. Some of the most common situations are listed in the table below.

Kind of situation

Possessions

Physical aggression

Verbal aggression

Control

Rejection

Unmet emotional needs

What leads to anger

- Not being allowed/able to have something they want
- Having someone take their things
- Being hit, kicked, punched, etc
- Having others (children or adults) speak to them aggressively
- Being required or forced to do something they don't want to
- Being excluded from social games
- Being rejected by other children
- Feeling unsafe
- Feeling uncared for



Differences in children's use of anger

Before they start school, most young children have learned that getting aggressive when angry is not considered appropriate behaviour. They may have also learned some strategies for managing anger, for example, counting to 10, explaining what they are annoyed about, or asking an adult for help to resolve a problem. These are positive coping strategies that help children manage their angry feelings and build skills for effective relationships.

Some children try to manage angry feelings by avoiding the situation or person that has led them to be angry. Children who use this kind of strategy very often do not build effective skills for relating to others, which can cause them problems in later years.

Some other children seem to have few strategies for managing anger and so may continue to act aggressively and impulsively. Children with anger problems are often rejected by other children because of their difficult behaviour. Feeling rejected, they may think others are being mean to them and become more angry. This may start a pattern of thinking that leads them to respond with aggressive behaviour even where no intention to hurt is present. For example, they may get angry when somebody bumps into them and react aggressively without stopping to think that it may have been an accident.

The different ways that children manage anger are influenced by a combination of personal characteristics, how much stress the child and family are under, and opportunities available at home and school for learning how to cope with feelings.

From early childhood, some children seem to react more to frustration and take longer to return to a calm state. These children may need extra assistance to learn skills for controlling anger. Some children don't learn how to manage anger because being angry is not okay in their families. They don't get the chance to practise positive ways of managing anger or telling others when they are angry. Children can also learn aggression through the examples of others. When the adults responsible for children's care get angry quickly and often, or when they use reactive, harsh and inconsistent discipline, children are more likely to behave aggressively themselves.

Research indicates that physical aggression in children is most common at the age of two. As skills for language and thinking develop, aggressive behaviour is reduced. However, for some primary school children aggression remains at a high level. These children may benefit from professional help to learn to control aggression and stop behaviour problems becoming worse. For more, see the KidsMatter Primary information sheets on serious behaviour difficulties.

Skills for coping with anger

Usually feelings of anger are directed towards someone or something that the child would like to change. Even though there may sometimes be good reasons for wanting to change things, it is often not helpful to act in anger. Intense angry feelings very often cloud judgment and lead to impulsive or aggressive behaviour rather than thoughtful actions. For children to be able to manage anger effectively they need to learn to recognise when they are angry, have strategies to manage angry feelings, and work out effective ways to solve the problem that has caused their anger.

Recognise anger signals

Learning to recognise when they are getting angry helps children understand how angry feelings work. This is the first step to managing them. Children can be taught to be aware of what triggers their anger. Then they can learn strategies to help them cool down and stay calm instead of getting carried away by angry feelings. Young children need assistance with learning, remembering and using the steps. The following table shows common body, thought and action signals for anger.

Examples of common body, thought and action signals for anger

Body signals	Thought signals	Action signals
Fast breathing	<i>I hate her.</i>	Threaten
Heart rate increased	<i>It's not fair!</i>	Run away
Sweating increased	<i>You IDIOT!</i>	Swear
Flushed, hot face	<i>I want to hit him.</i>	Punch or hit
Body feels hot	<i>I WON'T do it.</i>	Fidget
Tense muscles	<i>You think I never do anything right!</i>	Yell

Parents, carers and school staff can help children to recognise the signs of anger when it is beginning. Adults can tell when children are getting angry by the way they look, the way they speak, or the tension in their bodies. Saying, "You look upset. Are you angry about ...?" helps to build awareness of feelings and also invites children to talk about the problem situation.



Manage angry feelings

Children need skills to help them cool down their anger. Simple relaxation techniques involving deep breathing, calming strategies (eg counting to 10) and coping self-talk are very useful for helping children 'lower the temperature' of their anger. For some children it may be especially beneficial to have a special place for 'quiet time' where they can get away from anger triggers while they cool down. It is important to note that the physical symptoms of anger can take a long time to return to normal. Having a cool down strategy helps children learn the steps to manage their angry feelings.

Solve problems

Once they have calmed down, thinking through the situation that made them angry can help children to come up with other ways of approaching it. Parents, carers and school staff can support children's skills for solving problems by asking questions that help children think things through. Questions to ask include:

- What happened?
- How did you feel and react?
- How did the other person feel and react?
- What happened then?
- What could you have done differently?
- What could you do differently next time?

Adults may need to help children work through the steps by giving examples and suggestions for them to think through. For more, see the KidsMatter Primary information sheets on decision-making.

Key points for helping children learn to manage anger

For children to learn to manage anger effectively they need adult support and guidance.

They need to know that anger is a normal human emotion and that there are acceptable and safe ways of expressing it. They need to feel understood and supported rather than judged or blamed for feeling angry.

Be a model for children

Children learn effective ways of managing anger from seeing adults manage their anger effectively. Show them how you use appropriate ways to tell others you are angry and sort out problems.

Discuss feelings

Using words to discuss anger, frustration, annoyance, irritation, etcetera helps children learn that having angry feelings is normal and is something that can be talked about. This helps children understand feelings and feel understood. It also makes it easier for them to recognise that some ways of reacting to anger are okay and others are not.

Anticipate and prepare

Parents, carers and school staff can help children manage their anger by identifying situations that often trigger angry responses and being prepared to offer support as early as possible. This may include getting children engaged in activities that will take them away from a situation they find stressful. It may involve planning with an individual child in advance how he or she can handle a challenging situation.

Use positive discipline

Providing specific praise when children manage their anger well supports their learning. Setting clear rules and predictable consequences for children's behaviour helps them know what you expect. When limits are made clear and praise is provided for appropriate behaviour children find it easier to develop the self-discipline they need to manage anger effectively. For more, see the KidsMatter Primary information sheets on effective discipline.

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au



Australian Government

Department of Health and Ageing



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