

## Principal's Report | - 3

This week in the Principal's Report the following topics are covered:

- \* Filming/Photographing Students & Social Media
- \* School Council 2020-2021
- \* Bentleigh Farmers' Mkt
- \* Anaphylaxis Awareness
- \* Capital Works Update
- \* Student Leaders and School Tours
- \* Kiss and Go Area
- \* Sunsmart
- \* Coronavirus

### CSEF Applications are now due

If you receive a Centrelink Pension or have a Healthcare Card - you may be eligible for \$125.00 per child - to put towards school fees related to excursions, sport or camp.

Please come and collect an application form from the school office.

### Reporting Student Absences

Please remember to let the school know by 9am if your child will be absent.

Please call or email the school office on

Ph: 9570 3525

Email:

east.bentleigh.ps@edumail.vic.gov.au

You must also provide a reason for the absence so that we can accurately record it. Thank-you

### Diary Dates

Sat. 22nd Feb - BENTLEIGH FARMERS' MARKET 8am

**Monday 24th Feb**

**STUDENT FREE DAY - Teacher PD**

Tues 25th & Wed 26th Feb - Information Nights / Interviews

Mon 2nd Mar - Fri 13th Mar - Yr 1-2 Swimming Program

Tues 3rd Mar - MPSSA Swimming Carnival Yr3-6

**Mon 9th Mar**

**LABOUR DAY PUBLIC HOLIDAY**

Monday 9th Mar - SCHOOL COUNCIL MEETING 7pm

Wed 18th Mar - Fri 20th Mar - Year 3 Camp WOMBAT CORNER - Emerald

Fri 20th Mar - RIDE2SCHOOL DAY

Wed 25th Mar - SCHOOL PHOTO DAY

Thurs 26th Mar - Easter Bonnet Parade 9am

Fri 27th Mar - LAST DAY TERM 1 - 2:30PM finish



# East Bentleigh Primary School

Bignell Road

East Bentleigh 3165

Phone: 9570 3525 Fax: 9579 0205

Email: east.bentleigh.ps@edumail.vic.gov.au

20th February 2020

Term 1 / Week 4, Issue 2

### SCHOOL VISION:

*East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.*

**At East Bentleigh Primary School we are committed to child safety.**

### Principal's Report - Maria Shearn

Hello everyone,

**Filming/ Photographing Students and Social Media** Whilst social media can provide an enjoyable way to socialise online and keep you connected with what's going on in our school community there are some important points to note.

As a parent or carer you are your child's first role model when it comes to online behaviour. Make sure that your online conduct shows them how to use this space wisely. Whilst the idea of privacy online can be quite confusing it is important to note that the posting of personal information, including images requires consent.

As a parent you have the right to choose who sees your child's personal information, including their image online. You also have the responsibility to not share the personal details of other children.

If you upload photos on social media of school events, you must be aware of who is in the background as some parents do not want themselves or their children on social media. You should never tag a child's image with any personal information. If your child's personal information or image has been shared on social media without your consent you can request its removal by the social network hosting it. Additionally it is important that you are aware that if you do publicly share your child's image/ information online, once it is shared you have no control over how it is used and by whom.

I am aware that some classes have developed a class Facebook page for the purposes of communication. Despite one of these pages being set up as a 'closed' group, I was advised recently that the posted video of a small group of our students in clearly identified school uniform was viewed online by someone outside of our school community and that 'closed' group. As I know that we have parents in that group who do not consent to their children's image being shared on social media I was immediately concerned and ensured that the offending post was removed.

Our school has developed a 'Photographing, Filming and Recording Students Policy' based on DET advice which is currently in draft form on our website and will go to our next school council meeting for ratification. In this policy we outline the practices our school has in place for the collection, use and disclosure of images of students which are in line with the Privacy and Data Protection Act 2014(Vic) and the responsibilities of teachers and parents and to ensure that our practices are compliant with Child Safe legislation.

*Continued next page.....*



East Bentleigh Primary School acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures and to Elders both past and present.

## Principal's Report - Maria Shearn

**School Council 2020-2021** At the end of the nomination period - 4pm on Friday 14<sup>th</sup> February, we had 3 nominations for the 3 parent positions available. Thank you and welcome back to Helen Woodruff and Ofer Fridberg and welcome to Sami Mahmoud who join other parent representatives Lisa Vance, Vernesser Fernandes and Andrew Goldfinch who are in the second year of their term.

Thank you also to Alison Hackett and Dagmar McNamara who are also in their second year of the term and Sue Jackson for once again nominating. I look forward to working productively with you all over what promises to be another exciting year for us as we continue to grow together and ready ourselves to move in to our new emerging modern teaching spaces.

Please advise us at the office if you would like to join any of the school council sub committees. These are:

- \* Finance
- \* Communication
- \* Education (Policy Development)
- \* Facilities and Grounds Maintenance
- \* Farmers' Market
- \* Publicity
- \* Grants

**Bentleigh Farmers' Market** Our next Bentleigh Farmers' Market (BFM) will be on **THIS** Saturday 22<sup>nd</sup> February. For our new parents and anyone else who hasn't yet been, I encourage you to come and share in the wonderful relaxed atmosphere where browsing and shopping for the very best and freshest Victorian produce is available - all on our school oval.

The market runs from 8am till 12:30pm. Our monthly (4<sup>th</sup> Saturday of each month) market is our school's major fundraiser which primarily supports the kitchen garden program at our school, as well as many other physical improvements throughout the school, such as our wonderful greenhouse/classroom, air conditioning in the BER classrooms, our new northern fence, specialised garden spaces are only a few examples. In 2019, **\$30,853.95** was raised through the efforts of many parents helping out with the many tasks required on the day.

Throughout the year you will be asked to contribute to these efforts by helping out with one of the many tasks required at each market.

Our school hosts the 'waste wise stall' which sells our BFM reusable shopping bags and washes our reusable coffee cups.

We also host the breakfast stall where we make delicious bacon and egg and/or veggie burger rolls for our hungry shoppers. The hours between 8 and 12:30 certainly fly as we catch up with old and new friends. I hope to see you there on Saturday.

**Anaphylaxis Awareness** Although anaphylaxis is uncommon, we have a number of students at our school who have this life threatening condition and steps need to be taken to prevent an episode, minimise the harm or deal with an incident.

As a parent you can help us by not packing any nut products in your child/(ren)'s snack/lunch at school. **Our school is a NUT FREE ZONE.** We particularly request that if your child is in a class with a child at risk that you must not include nut spreads in your child's school food, as these products can easily smear on face, hands or eating surfaces and therefore can be transferred and increase the chance of an anaphylactic reaction.

You can also help by talking to your child about the condition and about the fact that we **do** have children with the condition at our school. You could also reinforce the importance of not sharing food and the importance of washing their hands and face after eating.

By educating your child about the nature of anaphylaxis we hope to gain their support for preventing exposure to allergens and ensure the affected child is protected from any teasing. As a school community we need to work together to ensure that all children can have a safe and caring school environment and we seek your support to make this happen. Please look out later in this newsletter, for more general information from Anaphylaxis Australia, as **avoidance** and **education** are the two keys to good management of severe allergies and anaphylaxis. Staff at our school receive regular updates on the management of anaphylaxis.

EAST BENTLEIGH PRIMARY SCHOOL is a

**NUT FREE ZONE**

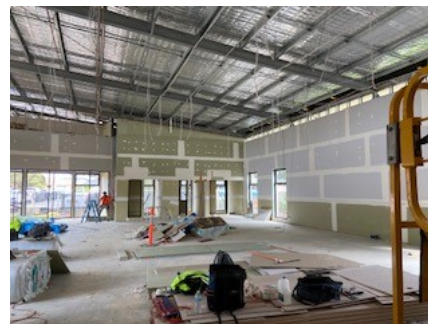


In order to keep ALL our students safe, please do not bring nuts or nut products into the school.

We appreciate your care and cooperation. Thank-you

## Principal's Report - Maria Shearn

**Capital Works Update** During the last 2 weeks we have been able to visit the site twice. Once to show our MP Nick Staikos the progress of the building and today our Senior Education Improvement Leader from Regional Office Stuart Andrews visited. Whilst the outside hasn't seen too much visible progress, inside work is progressing at a rapid rate, with insulation all now in and work on indoor plastering going well.



**Student Leaders and School Tours** The first of our tours for prospective parents took place on Tuesday this week. I'd like to congratulate and thank our student leaders who were all active and articulate in their responses to the many questions of the visitors to our school. Peta, Samuel, Jessica and Misha El were fantastic advocates for our school throughout the tour. Well done and thank you to our student leaders.

**Kiss and Go Area** Thank you to all the parents using this area so well so far this year. Please remember that it isn't a 'sit and wait' spot, rather a 'zip in and out' spot to ease the inevitable traffic congestion that is so common around our schools. **It is absolutely not a 'leave your car to walk your child into school' spot.**

**Sunsmart** Thank you to parents who have been so diligent in ensuring that their child/children not only has a hat at school but is encouraged to wear it before going outside. It really helps the teachers with this message when it is so obviously reinforced at home.

**Coronavirus Disease (COVID-19)** Please see below relevant points from the latest DET advice to schools. People who have been in mainland China (excluding Hong Kong SAR, Macau and Taiwan) in the past 14 days are advised to self-isolate until 14 days after leaving China. There is no requirement for people from the other countries recommended for testing to self-isolate if they are well. Anyone who has been in close contact with a confirmed case of COVID-19 should also stay at home and avoid public settings until 14 days after their last contact. The department has confirmed four cases of novel coronavirus in Victoria. Stay informed of updates at <https://www.dhhs.vic.gov.au/novelcoronavirus>

**Finally** - Parents, if you have any worries about anything to do with school and your class teacher is busy or can't seem to help for any reason, please come and talk to me or to Sue Jackson our Assistant Principal. Our doors are always open (unless we are already dealing with another person) and we will always drop what we are doing if possible to deal with anyone who comes to see us. If you can't wait until we are free, then you can always make an appointment with Ann to catch us as soon as we are able. Alternatively, if you would prefer direct contact, our email addresses are- [shearn.maria.d@edumail.vic.gov.au](mailto:shearn.maria.d@edumail.vic.gov.au) or [jackson.susan.s@edumail.vic.gov.au](mailto:jackson.susan.s@edumail.vic.gov.au)

### \*\*\* Thought \*\*\*

**Though times may have changed, little children have not. They need what they have always needed: strong, consistent parents; opportunities for unstructured, imaginative play; help in understanding their feelings and expressing them appropriately; and plenty of opportunities for physical activity.**

**- Georgianna Roberts**



Until next time.....Maria Shearn - Principal





### Information night/Interviews 2020

This year your class teacher will be holding an information night or organising 10 minute meet and greet interviews during the week of **Tuesday 25<sup>th</sup> February, 2020**.

Information nights are an excellent forum to hear what will be happening in your child's class during the year.

**Teachers who are organising interviews are listed below. They will be sending out a separate notice for times during this week:**

- 4M – Monica Younan
- 3L – Lara Brennan
- 3D – Ellie Denise
- 4P – Bill Portelli
- 1C- Melinda Cole
- PA - Alison Hackett

**The information nights and interviews will be held in your child's classroom.**

Time	Grade	Teacher
<b>Information</b> <b>Tuesday 25<sup>th</sup> February</b> <b>@ 6:00 – 7:00pm</b>	PD	Donna Leibowitz
	PM	Stewart McCallum
	1M	Leah Morrissy
	1D	Dagmar McNamara
	5/6G	Jill Griffin
	5/6R	Kate Raynor
	6A	Anna Pititto
	6L	Luciana Harrison
<b>Information</b> <b>Wednesday 26<sup>th</sup> February</b> <b>@ 6:00 – 7:00pm</b>	2S	Laura Siu
	2L	Lee Jellis
	2SM	Jenny Small and Michelle Mather
	3A	Anne Wilson
	5A	Amanda Kershaw
	4T	Tanja Boxelaar

Regards  
Sue Jackson  
Assistant Principal



### Maths at Home



These are two games you can try playing at home that we have fun with at school, good luck!

#### Guess Who - Maths Edition!

This game can be played with any number of people.

A fun game we play is "Maths Guess Who". Write a number on a post it, (ability appropriate eg, 1, 2 or 3 digit number) and stick it on a players head, the other players must give clues to the number. These clues can be number facts, the number before or after, more or less than, addition, subtraction, division or multiplication problems that equal this number. See if you can work it out! Challenge: Try and guess the number with 3 clues only, good luck!

#### Race against time card challenge

Take out the picture cards out of a deck of cards. Play with 2 players, split the deck into 2 piles. Each player must flip over a card from their pile at the same time, first one to add these two numbers together keeps the two cards, player with the most cards wins. Challenge: Multiply the two numbers instead of using addition, good luck!

By Leah Morrissy - Grade 1M



Laura Siu & Jenny Small - Numeracy Coordinators

### Literacy Corner



Setting aside a dedicated reading time at home helps to support your child/ren foster a love of reading. Daily reading helps to develop a love of literature, engage with reading as a leisure activity and it starts conversations. Novels, non-fiction books, plays, comics or even the sports pages in the newspaper may all provide appropriate reading text for primary children. Reading time at home can be approached in a variety of ways: reading to your child, shared reading, independent reading and discussion.

Whatever reading looks like at your house it is important that it is a positive and enjoyable experience.

*\* read to our child often (grade 5 and 6 children love to be read to)*

*\* praise your child's attempts to read (reading is a gradual process)*

*\* talk about books you enjoy and read your book while your child reads*

*\* repeat stories (children enjoy familiar stories)*

#### WHY READ 20 MINUTES AT HOME?

❖ Student A reads an average of 20 minutes per day.

❖ 3,600 minutes per school year.

❖ 1,800,000 words per year.

❖ Scores in the 90<sup>th</sup> percentile on standardized tests.

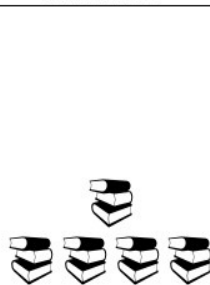


❖ Student B reads an average of 5 minutes per day.

❖ 900 minutes per school year.

❖ 282,000 words per year.

❖ Scores in the 50<sup>th</sup> percentile on standardized tests.



❖ Student C reads an average of 1 minute per day

❖ 180 minutes per school year

❖ 8,000 words per year.

❖ Scores in the 10<sup>th</sup> percentile on standardized tests.



If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

**WANT TO BE A BETTER READER? SIMPLY READ.**

Amanda Kershaw and Jill Griffin  
– Literacy Coordinators

# Wellbeing at East Bentleigh P.S.

Positive Education/Respectful Relationships/Restorative Practices



## Resilience, Rights and Respectful Relationships

As well as teaching academic skills, it is part of the core business of schools to promote student resilience, wellbeing and positive social attitudes. One way that schools can achieve this is through the teaching of evidence-based programs that explicitly foster personal and social capabilities.

At East Bentleigh Primary School we use the Department's Resilience, Rights and Respectful Relationships (RRRR) program to support a whole school approach to social and emotional wellbeing.

The program includes lesson plans and activities that engage students in discussion about how to handle the issues they will confront in everyday life, such as how to cope with stress and how to problem-solve and help-seeking if they or their friends are experiencing distress.

## THE PROGRAM

***The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary education.***

### TOPIC 1: EMOTIONAL LITERACY

Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others.

### TOPIC 2: PERSONAL STRENGTHS

Children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. This topic provides learning activities to build this vocabulary and to use it when discussing personal, social and ethical challenges.

Research in the field of positive psychology emphasises the importance of identifying and using individual strengths.

### TOPIC 3: POSITIVE COPING

Learning activities in this topic provide opportunities for students to identify and discuss different types of coping strategies. When children and young people develop a language around coping, they are more likely to be able to understand and deliberately utilise a range of productive coping strategies and diminish their use of unproductive coping strategies.

### TOPIC 4: PROBLEM SOLVING

Problem-solving skills are an important part of the coping repertoire. The classroom program provides a number of learning activities to develop students' problem-solving skills. The activities in the program assist students to develop their critical and creative thinking skills, and to apply them to scenarios exploring personal, social and ethical dilemmas.

### TOPIC 5: STRESS MANAGEMENT

Children and young people experience a range of personal, social and work-related stressors in their everyday lives. Activities within this topic have an explicit focus on teaching positive approaches to stress management.

### TOPIC 6: HELP-SEEKING

Learning activities in this topic area are designed to help students discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone. This helps to normalise and de-stigmatise help-seeking behaviour.

### TOPIC 7: GENDER AND IDENTITY

Learning activities within this topic assist students to challenge stereotypes and think about the influence of gender norms on attitudes and behaviour. They learn about key issues relating to human rights and gender identity, and focus on the importance of respect within relationships. The activities promote respect for diversity and difference.

### TOPIC 8: POSITIVE GENDER RELATIONS

Learning activities within this topic focus on building an understanding of the effects of gender-based violence and focus on the standards associated with respectful relationships. Students develop the skills needed to solve problems, set boundaries within relationships, and play an active role within the prevention of gender-based violence. They develop peer support and help-seeking skills that can be applied in response to situations involving gender-based violence in family, peer, community or on-line relationships.

The curriculum is freely available on-line and draws on a wide range of research about education programs that foster social and emotional learning, and prevent gender-based violence.

Next newsletter: *Restorative Practices*

**Lee Jellis - Student Wellbeing Co-ordinator**

# Music News

Dear Parents / Carers,

The year is off to a great start with our new Grade 3's powering through their lessons and our senior students continuing to extend themselves and learn new repertoire both individually and in their Class Orchestras.

I was lucky to hear some fantastic auditions for Extension Orchestra on Tuesday at lunchtime and am excited for the year ahead with this ensemble.

### **EXTENSION ORCHESTRA - WEDNESDAY**

Each year students prepare to play a piece of their choosing and then have to do sightreading (playing a piece they have not seen before).

This year due to the high standard we ended with in 2019 it was amazing to see students rise to the challenge with a tricky piece of sightreading.

There had been a number of students and parents who have enquired as to whether Wednesday is a possibility to run the ensemble.

**I can now confirm that as of next week Wednesday 26th February**

**Extension Orchestra will be running 3.45pm - 4.30pm in the Hall on a Wednesday.**

Our first rehearsal will run today however after this sessions will run on a Wednesday afterschool.

If your child would still like to audition and will be available on a Wednesday afterschool I will be holding final auditions tomorrow at lunchtime.

This will be the last opportunity for students to audition for Terms 1 and 2.

### **CELLO ENSEMBLE - TUESDAY**

**Due to the change of day for Extension Orchestra Cello Ensemble will now run on Tuesdays 3.45pm - 4.30pm.**

Jonathan will confirm the location via email. This is open to all students learning cello from any of our teachers and is a great opportunity to strengthen your skills

### **PRACTICE**

Each of our teachers will set different practice regimens for their students however we all agree that if a student practices after their lesson to consolidate what they have learnt, the day before their lesson in preparation for their lesson and one other day this will allow students to keep on top of their studies.

If students practice more than this this is wonderful and is to be encouraged but we also realise that music is just one of the many activities as part of their schooling and cocurricular life.

**Practice can also be a lonely experience so in order to encourage your students to practice I will be running a Practice Pal session in the Hall each Monday from 8.30am. This will coincide with Class Orchestras being held on Monday for most students.**

Students can bring their instruments and buddy up with someone from their class or grab a stand and have a play through something they are working on and if they have any questions I can come around and help them.

And as always should you have any questions or enquiries for students learning stringed instruments at our school please don't hesitate to contact me [felicitecheine@gmail.com](mailto:felicitecheine@gmail.com)



# What is Anaphylaxis?

Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening. It must be treated as a medical emergency, requiring immediate treatment and urgent medical attention.

Anaphylaxis is a generalised allergic reaction, which often involves more than one body system (e.g. skin, respiratory, gastro-intestinal, cardiovascular). A severe allergic reaction usually occurs within 20 minutes of exposure to the trigger and can rapidly become life threatening.

### What causes Anaphylaxis?

Common triggers of anaphylaxis include:

#### Food

Milk, eggs, peanuts, tree nuts, sesame, fish, crustaceans and soy are the most common food triggers, which cause 90% of allergic reactions, however, any food can trigger anaphylaxis. It is important to understand that even trace amounts of food can cause a life-threatening reaction. Some extremely sensitive individuals can react to even the smell of a food (eg.fish)

#### Insect Venom

Bee, wasp and jumper ant stings are the most common causes of anaphylaxis to insect stings. Ticks and fire ants also cause anaphylaxis in susceptible individuals.

#### Medication

Medications, both over the counter and prescribed, can cause life threatening allergic reactions. Individuals can also have anaphylactic reactions to herbal or 'alternative' medicines.

#### Other

Other triggers such as latex or exercise induced anaphylaxis are less common and occasionally the trigger cannot be identified despite extensive investigation.

### Signs and Symptoms

The signs and symptoms of anaphylaxis may occur almost immediately after exposure or within the first 20 minutes after exposure. Rapid onset and development of potentially life threatening symptoms are characteristic markers of anaphylaxis.

Allergic symptoms may initially appear mild or moderate but can progress rapidly. The most dangerous allergic reactions involve the respiratory system (breathing) and/or cardiovascular system (heart and blood pressure).

### Common Symptoms

#### Mild to moderate allergic reaction

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

#### Severe allergic reaction- ANAPHYLAXIS

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Loss of consciousness and/or collapse
- Pale and floppy (young children) [CPR instruction site >> The Red Cross](#)

### Diagnosis

A person who is suspected of having a food allergy should obtain a referral to see an allergy specialist for correct diagnosis, advice on preventative management and emergency treatment. Those diagnosed with severe allergy must carry emergency medication as prescribed as well as an [Anaphylaxis Action Plan](#) signed by their doctor. Food allergic children who have a history of eczema and/or asthma are at higher risk of anaphylaxis. Administration of adrenaline is first line treatment of anaphylaxis.

### Management & Treatment

Anaphylaxis is a preventable and treatable event. Knowing the triggers is the first step in prevention. Children and caregivers need to be educated on how to avoid food allergens and/or other triggers.

However, because accidental exposure is a reality, children and caregivers need to be able to recognise symptoms of an anaphylaxis and be prepared to administer adrenaline according to the individual's Anaphylaxis Action Plan.

Research shows that fatalities more often occur away from home and are associated with either not using or a delay in the use of adrenaline.

In Australia, adrenaline can be purchased on the [PBS](#) in the form of an auto-injector known as the EpiPen®. More information also available from [ASCIA](#). The EpiPen® auto injector is an intra-muscular injection of adrenaline for the emergency treatment of anaphylactic reactions. It is available in two doses, EpiPen® Jr or EpiPen®. **Please consult your doctor for more information on allergic reactions and life-saving, emergency treatment.**



### Attend a webinar for parents at no charge

Our school has a membership with Parenting Ideas, one of Australia's most trusted sources of parenting education and support. As part of this membership, all the parents in this school community can attend some fantastic webinars in 2020 at no cost. We're pleased to let you know about an upcoming webinar.

#### **Future-proofing your child**

This century is characterised by disruptive change that is turning our world upside down. Jobs aren't just changing, whole industries are ceasing to exist. The scripts for success are being rewritten on a daily basis in our families, at work and in life. In this webinar Nikki Bush teaches parents what to expect and how to support their kids to thrive in a future world of work.

Key learning and discussion points include:

Developing a client care strategy that builds and sustains long-term relationships

How teachers can engage parents in their child's learning

Building confidence to conduct sensitive conversations with parents about their children's learning, wellbeing and behaviour

Effective methods to support parents with many of their common parenting and family issues

Techniques to overcome parent negativity and turn adversaries into advocates for the teacher and school

#### **Presented by**

Nikki Bush

Award-winning speaker and bestselling author

#### **Video overview**

Click this link to view the video overview: <https://vimeo.com/376706791>

#### **When**

Wednesday 18 March 2020 at 8:00 PM AEDT

#### **Redeem your webinar now - it's easy**

Click this link:

[www.parentingideas.com.au/parent-resources/parent-webinars/webinarfuture-proofing-your-child](http://www.parentingideas.com.au/parent-resources/parent-webinars/webinarfuture-proofing-your-child)

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# Reducing separation anxiety in young children

by Michael Grose

In the early years some clinginess, crying and tantrums are normal when a child is separating from parents. While a great deal of separation anxiety disappears with age, some young children will continue to experience anxiety when going to pre-school, child care or other care arrangements. This anxiety can be distressing for parents, and become an unnecessary source of guilt, further fuelling a child's anxiety. Many children who experience separation anxiety are biologically predisposed to anxiousness, shying away from new or novel situations. Here are some ways to support an anxious child at drop-off:

### Become practised at separations

Help your child become used to separations by leaving them with caregivers for short periods at first and gradually increasing the length of separation.

### Get your child separation-ready

Tired, hungry kids are generally clingy, cranky kids. Similarly, rushed kids are often stressed kids. If your child continues to cling to you when you leave them at pre-school or with carers, check your home routines. Are they going to bed early enough to get sufficient sleep? Are they waking in time to complete their morning activities without being rushed? Are they getting an energy-boosting breakfast such as porridge or an egg to provide the fuel to put them in the right mood? Sometimes simple adjustments to home routines can make a big difference to how a child reacts when leaving their parents in the morning.

### Develop a regular quick goodbye ritual

Rituals, like routines, are both reassuring and personal. Develop your own special good-bye ritual, which can be simple such as a special wave or kiss. Alternatively, a fun good bye ritual such as a high five, low five, fist pump bursting into a hand explosion can be something a child enjoys. One you've said good-bye leave quickly without stalling or looking back. Avoid making leaving a bigger deal than it what it is.

### Take part of you with them

If the pre-school or child care centre allows it encourage your child to bring a comforter such as a favourite soft toy, part of a blanket or even something that you've given them such as photo or toy. Taking a part of you with them can provide an added layer of security when you're not around.

### Stay confident

Kids will often take their cues from their parents so a calm, reassuring approach can give your child the confidence they need that they will be okay.

### Involve your child's teacher or carer in the drop-off

Discuss separation with the pre-school teacher or carer and involve them in the transition. Settle your young child with the other carer, preferably being involved in an activity before saying good bye and making a quick exit while your child is in the care of another adult.

### When separation anxiety is not normal

Most separation anxiety is a normal part of your child's development. Some children will experience separation anxiety that is outside the normal range, which may require professional intervention. It can be difficult to determine whether a child's anxiety is normal or can be considered a disorder as many of the behaviours are the same. Consider seeking professional help if some or all of the following occurs:

- the intensity of the anxiety is outside the normal range for their age
- your child becomes agitated at the mention of being separated from you
- they withdraw from normal activities at home and at pre-school
- the separation anxiety continues regularly for four weeks or more

Your child's local pre-school or your general practitioner are good places to start when looking for professional assistance with separation anxiety.

*For a full blueprint for managing and minimising children's anxiety check out [Anxious Kids](#) co authored with Dr. Jodi Richardson.*

## Community Information

### FOR SALE

Taraleigh Steiner Kindergarten is selling their very large round pure wool floor rug. 3.16m diameter. It will need a steam clean but does clean up very well. Has been used as our circle space in the kindergarten for the children.

Pick up from the kinder ASAP.

Will need a couple of people to carry it as it's very heavy.

**\$300 ONO**

Jerri Powers - Chairperson

Taraleigh Steiner Kindergarten and Playgroup - PH: 9570 2246



### EXPRESSIONS OF INTEREST

#### MEDITATION CLASSES FOR CHILDREN

We are seeking expressions of interest for families who may be interested in after school meditation classes taught by one of our new parents Viktoria, mother of Philip in Prep D. Please see below for details:

When: MONDAY and/or WEDNESDAY

Where: School Hall

Time: 3:45 PM - 4:45 PM

Cost: \$15.00 per class, payment per term

**BENEFITS:** Children can learn core emotional regulation skills, reduce stress, anxiety, tiredness, this is good opportunity to unplug, it develops brain and imagination, learn how to breathe properly, build emotional and psychological resilience, increases focus and concentration, improves sleep, improve memory, improve school attendance, improve connection and relationships.

If you are interested in your child/ren attending please contact Viktoria directly on 0481 241 928 or leave a message at the school office and we will pass it on to Viktoria.

Should there be enough interest classes will begin in Week 6.

**HIGHETT**





BOYS AND GIRLS  
• 4 - 12 year olds •



**SEASON LAUNCH**

Saturday **21st March** 1pm - 3pm.

**RSEA PARK**

HOME OF THE MIGHTY ST KILDA FOOTBALL CLUB

**Sausage Sizzle - AFL Inflatables**  
**Saints Mascot - Saints AFL/AFLW players**

Come along and enjoy some fun games and coaching from our expert coaches. Meet the Saints Mascot plus plenty of Saints Prizes and Giveaways on the day.

Highett Auskick officially starts @ **9am Saturday April 18th**  
Highett Reserve, Turner Rd, Highett.

Auskick - Contact Mat Smallwood 0424 756 252 • Highett JFC - Contact Jason McGarth 0402 628 680  
Highettjfc.com.au/auskick • Highettjfc.com.au/juniors



**HIGHETT JUNIOR FOOTBALL CLUB**



**REGISTER NOW FOR 2020**

AUSKICK, JUNIOR BOYS and GIRLS

AFL Auskick	\$85
First Year Players	\$150
Junior Girls	\$150

All under 8s, 9s and 10s mixed players will receive their own **FREE SHERRIN** Football with their registration

[Highettjfc.president@gmail.com](mailto:Highettjfc.president@gmail.com)

[Highettjfc.com.au/juniors](http://Highettjfc.com.au/juniors)



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Email: gojuvic@bigpond.com

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## Educating Mindful Minds



RELAX RELAX RELAX

POSITIVE THINKING

Sessions \$25 per week

NDIS funding for self-managed or planned

Our weekly workshops will be a mix of hands on Meditation, breath focus, mindful movement and games, storytelling and age appropriate Mindfulness and Mindset education. There is also lots of opportunities for fun, sharing and learning from each other.

1. Small group Of 8-12 Students which will give each child an opportunity to be heard in a Nurturing environment
2. Ideal for kids who are between the ages of 6-12 years old who are over thinkers, reactive, have anxiety or just to manage stress.
3. Practicing principles of kindness, compassion, gratitude, acceptance, non-judgment, impermanence and letting go.
4. Children are taught a range of stress management and self-soothing techniques and strategies

**Term 1 is a 7 week program commencing on February 10<sup>th</sup> 2020**

The 75 minute program is structured with a combination of Mindfulness and cognitive behaviour Therapy with a Buddhist philosophy (Non religious)

This is an exciting early intervention program, which was developed by a mental health social worker whom in 2019 was nominated for multiple awards for allied health professionals.

Our classes are at  
**Connect Health and Community**  
2A Gardeners Road, Bentleigh East., LORIKEET room

Email: hello@mindfulminds.com.au  
Contact: 0422 919 638

**Right 4 You** 