Mona Vale Manners

Week 6 – Say “Good morning” to people.
(begins Monday 29th February)

Mona Vale School App

School App

Have you downloaded our school app?
If not go to the app store and search Mona Vale Public School.
Our app is now our first line of communication to parents.

Please go to the App Store and download – allow push notifications.

Use this app if you have an ANDRIOD

Under Mona Vale Public School
Public School Active School Apps

Use this app if you have an APPLE

Under Mona Vale
Leigh Kostiainen
Dear Parents

You would be aware that on Wednesday we received another bomb threat and as a precaution we evacuated to Sacred Heart School over the road. I must stress that at all times our students were safe and all were accounted for. The Police attended, and in conjunction with our staff, conducted a search of the school. I would like to thank our colleagues at Sacred Heart for welcoming us and providing shelter and support.

Our revised procedures worked well with a full evacuation completed in 15 minutes and a site search completed within 20 minutes. Our new procedures including; clearly organised backpacks, limited boxes and staff visual inspections of rooms in the mornings meant that the site search was completed very efficiently and quickly. Students and staff returned to rooms, ate lunch and settled back into normal afternoon routines.

While not diminishing the impact of the disruption, as it can be highly individualised, both students and staff are coping very well and in fact getting on with the job of learning and teaching. My thanks also to parents who are letting us get on with the job.

As discussed at the public meeting last week, I'm not sure if this will happen again but I am sure we are well equipped and supported to deal with it. Let's continue as a community to keep calm and the school will continue to operate as normal. I again wish to be clear that should we get another threat I will continue to take the appropriate action depending on the information on hand.

I have again included in this newsletter information to support parents in dealing with their children who may be experiencing some anxiety in relation to these incidences.

P&C Executive
On a happier note I would like to welcome our 2016 P&C Executive, President Mark Welch and his team. Our P&C work hand in hand with the school to deliver exceptional opportunities for students to learn and grow and develop. This year the P&C has again committed in excess of $140 000 to support programs and initiatives that benefit all students. This support includes, completion of the school-wide air-conditioning project, literacy support for identified students, supporting the Arts and Sport funds and to enable the Band program to grow and flourish.

Congratulations Jamie Lyon and Brent Kite
On behalf of the school community I would like to congratulate Jamie and Brent on the awarding of Life Membership of the Manly Warringah Sea Eagles. Jamie and Brent (past), parents of our school, are wonderful role models and the recognition is well deserved. To be recognised as a Life Member at Manly you need to have played over 200 games, Brent 221 and Jamie 207 currently, both are premiership winners with Brent being awarded the Clive Churchill medal in the 2008 Grand Final. Congratulations your families are proud of you as is our community.

Finally, we are designing a new newsletter, one that is easier to use, less drain on your downloads and visually more unique. We hope to launch it in week 7, we hope you like it.

Have a great relaxing weekend enjoy the last of summer.

Regards

Greg Jones  BA Macq,  MA Ed Macq
Principal, Mona Vale Public School
Excellence, Innovation, Community
Member, Macquarie University Council
Board Member, Macquarie University Hospital
TERM 1 ACCOUNT AND PERMISSION NOTES
Term 1 accounts and permission notes have been sent home with students. If you have not already returned your permission note please do so tomorrow. Accounts are due on **Monday 7th March**.

EXCURSION AND SCHOOL NOTES
Most notes for school events and excursions will now be only sent home via the school app and posted on the website. The app will alert you to let you know a note has been added and take you to the website. Alternatively, you can log onto the website at any stage if you think you have missed anything or need to check the details on the morning of the excursion. This will help save the environment and the school money on paper and time. It also provides you with a place to go to for information whether you are at home or work.

SCHOOL WEBSITE
The school website is updated on what seems like a daily basis! There is always something going on at Mona Vale. If you think you have missed any notes this term, you can always check on our website.

Here are some helpful links:

Notes

Calendar

Newsletters

Community News & Events (this is a new page)

In an attempt to reduce the size of our newsletter, whilst still keep parents informed of community events, we have created this page on our website. This page will be updated with information from non-profit and sporting organisations at the schools discretion.

CAR RAFFLE
The Rotary Car Raffle is coming! We have been involved in the Rotary Car Raffle for the past three years. In the first two years of running the raffle, we were lucky enough to have two lucky Mona Vale PS parents win the car! Surely it is our turn again this year 😊

Students will be coming home with a book of 20 tickets. Each ticket is priced at $2. Therefore, each book is worth $40. We kindly ask that you sell them to your friends, neighbours or relatives.
If you do not wish to sell any tickets, please return the books intact to the office immediately, so that we can redistribute them to students who wish to sell additional books.

Prizes are on offer to students and classes who sell the most books. All proceeds from the raffle go towards our aim of air conditioning all classrooms, which would be great in the weather we are currently experiencing.

Students who wish to sell additional books can collect them from the office.

We would really appreciate it if you converted your coins to notes before you send them back to the office.

Please make sure you return your sold ticket stubs intact with the white cover which has your child’s name and class on it as these white covers will go into a draw to win a mini ipad.

KINDERGARTEN 2017
Do you have friends, family or neighbours planning to come to Mona Vale PS in 2017? Our Open Days are on Wednesday 1st June and Wednesday 29th June from 9:30am – 11am.

We will be taking enrolments for Kindergarten 2017 from the beginning of next term.

WHOOPING COUGH
There has been a confirmed case of Whooping Cough. Please watch for signs and symptoms. If your child has a persistent cough, please take them to the doctor.

Thanking you
Leonie Gallard
School Administration Manager

Sport House Winner

The winning Sport House for Week 5 is:

Barrenjoey
16th March Tournament

MVPS will be running the 16th March heat of the Northern Beaches Primary School Chess Challenge. The March tournament is the Chess Club’s biggest event for the year. It is wonderful to see our hall packed with our own teams competing with kids from around 10 different schools. Invitations have been e-mailed out to all our chess club members (let us know if you didn’t receive one). The RSVP date is 9th March for paid-up club members.

Chess Monitors

Senior players have in the past proven wonderful assistants and mentors to the beginner/intermediate players who play at lunch on Thursdays. Our coach, Tim Priest, has a very large group on Thursday, so help from our more experienced players is much appreciated. We are encouraging grade 5-6 players to discuss among themselves a volunteering roster.

New enrolments must close and fees are now overdue

The free trials have come to an end. Now is the time to enrol if you haven’t already. Whilst we want to always encourage new players, it can be disruptive for the beginner/intermediate group to have to go back over the basics each time a first-timer joins. Next term, however, it all starts again. So if you have someone who has missed out this term, they are more than welcome to come along at the beginning of next term.

Fees are now overdue and we will be checking attendance against those paid. The enrolment form and fee structure is available on the school website under P&C Chess Club. Please e-mail your enrolment details as we are a paperless club.

Committee

This week’s AGM saw the official retirement of Lisa Ratcliff as Chess Club Chair and Richard Oldham as Treasurer. They made a dynamic duo and the club has thrived under their direction. We will be sad to see them go. Club Chair for 3 years, Lisa’s involvement with Mona Vale’s Chess Club has spanned 11 years as her 3 kids have moved through the grades.

My name is Anita O’Hart. I have volunteered to be Chair of the Chess Club as I believe it is a great club offering an amazing opportunity for our kids to have fun whilst feeding and growing their minds! I am very fortunate that Bradley Dixon, a new Year 5 OC parent to the school, and real life accountant, has kindly volunteered to take on the role of Vice/Treasurer.

With my own sons in Year 2 and Kindergarten, I am relatively new to the club. I greatly appreciate the help already offered by many of the more experienced chess parents. I will be taking you up on your kind offers!

If you have any queries or ideas about chess club, please e-mail me at chess@monavalepspca.com.au.

I’m looking forward to meeting everyone.

Anita O’Hart
Chess Club Chair
Be Healthy – Be Active

Children and adults need physical activity every day. Activity helps build better bones, muscles, joints and helps maintain a healthy weight. Physical activity can also reduce the risk of heart disease, type 2 diabetes and some cancers. Get active anyway you can - walking, riding, swimming, and playing active games such as Duck, Duck, Goose or Bull Rush.

Did You Know....?

Sedentary living causes over 20 different health problems including heart disease, type 2 diabetes and some cancers. Obesity can make nine different conditions worse including chronic back pain and stroke. Get active and stay healthy!

5 facts about strawberries

1. Strawberries aren't actually berries, they are known as 'accessory fruits'
2. On average, strawberries have about 200 seeds
3. They're the only fruit with their seeds on the outside
4. They are a good source of Vitamin C
5. Most children love them!

Why not pack strawberries for Crunch & Sip* this week?

From the ‘Live Life Well team
The weeks are flying by.

Thanks for the great feedback about our home cooked lunches 😊

The school evacuations do impact the day in the canteen. Thank you so much for your understanding in this.

Year 5 will enjoy Asian food next week at the canteen as they embrace their day in Asian colours, cultures and food. Some foods available for purchase will be dim sims, homemade egg noodle soup and homemade fried rice.

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**Week 6, 7 & 8 Roster**

<table>
<thead>
<tr>
<th>Monday 29th</th>
<th>Tuesday 1st</th>
<th>Wednesday 2nd</th>
<th>Thursday 3rd</th>
<th>Friday 4th</th>
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<tbody>
<tr>
<td>Anne Woolmer</td>
<td>Jade Warner</td>
<td>Louise Crowther</td>
<td>Terry Koo</td>
<td>Helen Mijacovic</td>
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<td>Hannah Jones</td>
<td>Nat Wannell</td>
<td>Nadine Pipps</td>
<td>Lee Thoroughgood</td>
<td>Lauren Jonsson</td>
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<tr>
<th>Monday 7th</th>
<th>Tuesday 8th</th>
<th>Wednesday 9th</th>
<th>Thursday 10th</th>
<th>Friday 11th</th>
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<tr>
<td>Emily Wearne</td>
<td>Linda Newman</td>
<td>Anthea Froggett</td>
<td>Helen Mijacovic</td>
<td>Sandra Corrina</td>
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<tr>
<td>Therese Creed</td>
<td>Deanne Bennett</td>
<td>Natalie Wood</td>
<td></td>
<td>Julie</td>
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<tr>
<th>Monday 14th</th>
<th>Tuesday 15th</th>
<th>Wednesday 16th</th>
<th>Thursday 17th</th>
<th>Friday 18th</th>
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<tbody>
<tr>
<td>Angus Gamson</td>
<td>Donna Radinovic</td>
<td>Craig Raikuna</td>
<td>Hannah Jones</td>
<td>Jenelle Stocken</td>
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<tr>
<td>Tina Taylor</td>
<td>Kirstee Humphreys</td>
<td>Jack Pfeiffer</td>
<td>Laura Rubin</td>
<td><strong>Help Needed</strong></td>
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<tr>
<td>Eltham Shams</td>
<td>Brian Gidney</td>
<td>Jason Death</td>
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Rebecca O'Donnell  
Canteen Coordinator  
9997 2442
Year 6 2016 – Graduation Jacket

Year 6 students are given the opportunity to purchase a Graduation Jacket. The cost of the 2016 Graduation Jacket is $50.00. It will be bottle green with the school emblem on the front and the names of all Year 6 students printed in alphabetical order on the back of the jacket.

Please note that this is the only opportunity to purchase the Graduation Jacket. The jackets are “made to order” and there will be no spares.

The uniform shop has sample jackets, which your child can try on to ensure correct fit. The shop is open from 8:30am–10:30am on Tuesdays and Thursdays and 2:30pm–3:00pm on Mondays. (Please note there will be no refund or exchange if the jacket is the wrong size).

Once you have entered your child’s name, please double check the spelling as it can’t be changed once the jackets have been ordered. You can shorten their names for e.g. Timothy to Tim if you wish.

This year please order your jackets on Flexischools. All orders must be received by Friday, 26th February 2016. Expected delivery date is the end of April.

Volunteers are always needed so if you can spare a couple of hours once or twice a month, please email me your Contact details to uniformshop@monavalepspca.com.au.

Profits made during the year in the uniform shop are given back to the P&C to support initiatives.

Regards

Kylie Webb
Uniform Shop Supervisor
## Dates For Your Diary

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Monday  February 29&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Tuesday  March 1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>Wednesday  March 2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>Thursday  March 3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>Friday  March 4&lt;sup&gt;th&lt;/sup&gt;</th>
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<tbody>
<tr>
<td></td>
<td>Year 3 Just Like You</td>
<td>Year 5 Chinatown excursion</td>
<td>Year 5 Chinese Cultural Incursion</td>
<td>Year 1+K-6C Incursion – sherbet, slime &amp; bubbles</td>
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<td></td>
<td>Year 5 Chinatown excursion</td>
<td>Pittwater HS Open night</td>
<td>Year 1+K-6C Incursion – sherbet, slime &amp; bubbles</td>
<td>Narrabeen SHS open night</td>
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<td></td>
<td>Year 6 Leadership Team @ Hallogen</td>
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<tr>
<th>Week 7</th>
<th>Monday  February 7&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Tuesday  February 8&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Wednesday  February 9&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Thursday  February 10&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Friday  February 11&lt;sup&gt;th&lt;/sup&gt;</th>
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<tbody>
<tr>
<td></td>
<td>Year 6 Interrelate</td>
<td>4:30pm Kindergarten Parent information evening – Literacy (in KR/KO classroom)</td>
<td>Year 1+K-6C Incursion – sherbet, slime &amp; bubbles</td>
<td>Support classes K-6C &amp; 3-6S @ nippers</td>
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<td></td>
<td>Zone Swimming Carnival</td>
<td></td>
<td>Year 7 Selective HS test</td>
<td>Life Education Van arrives</td>
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</tbody>
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## 2016 School Term Dates

**Term 1:**  
Staff Development Day - Wednesday 27<sup>th</sup> January  
Students return - Thursday 28<sup>th</sup> January (Years 1-6)  
Kindergarten Best Start Assessments - Thursday 28<sup>th</sup>,  
Friday 29<sup>th</sup> January & Monday 1<sup>st</sup> February  
Kindergarten starts - Tuesday 2<sup>nd</sup> February  
Last day for students - Friday 8<sup>th</sup> April

**Term 2:**  
Staff Development Day - Tuesday 26<sup>th</sup> April  
Students return - Wednesday 27<sup>th</sup> April  
Last day for students - Friday 1<sup>st</sup> July

**Term 3:**  
Staff Development Day - Monday 18<sup>th</sup> July  
Students return - Tuesday 19<sup>th</sup> July  
Last day for students - Friday 23<sup>rd</sup> September

**Term 4:**  
Students and Staff return - Monday 10<sup>th</sup> October  
Last day for students - Friday 16<sup>th</sup> December
Understanding and managing separation distress

Why can separating from parents and carers be distressing for young children?

From around six months, most children begin to show distress when they are away from their primary caregivers. As they don’t yet have a separate sense of self, babies see their parents or carers as part of themselves and feel a part of them is missing when they are apart. Babies may not understand you will come back after leaving them. Babies and young children may also feel anxious around unfamiliar people, though this may reduce over time. As children feel less intense separation distress and their familiarity with their early childhood service increases, they tend to worry less. Older children have developed a separate sense of self and therefore have a greater understanding their parents or carers will return.

Helping manage separation distress

Children vary in their levels of emotional sensitivity. Some children worry while others are more carefree. Most are somewhere in between. Parents and carers can work together with staff so their child has positive goodbyes and enjoys their time away from home (e.g., when a parent or carer reminds their child of the fun they have with their friends at child care). Children feel less distressed when they are confident that they will see their parents or carers again (e.g., when a parent or carer reassures their child that they will see them at the end of the day).

When children are separating from their parents and carers they may behave in hard to manage ways (e.g., screaming, tantrums, or refusal). Understanding the meaning behind this behaviour and responding appropriately assists the child to manage their emotions and experience less distress (e.g., by speaking softly to the child about their feelings, stroking their hair and providing a comforting hug). Children copy their parents’ and carers’ emotions and behaviours. Children may interpret adults’ anxiety or worry as indicating to them that their situation is unsafe and that they should be fearful too (e.g., ‘the world is a dangerous place and I am not capable to handle it on my own’).

Adults can help children manage their separation distress and help them feel safe by being calm, relaxed and reassuring, noticing their child’s emotions and comforting them. A balance is required however. For adults, it is important to find the balance between supporting and reassuring children and allowing children to have opportunities to practise managing their own emotions. By being emotionally available and showing understanding about children’s fears, you help to manage children’s distress when it is too big for them to manage on their own.

Adults can help reduce children’s fear of separation from parents and carers by reassuring and comforting them.
<table>
<thead>
<tr>
<th>Children's separation distress can be due to ...</th>
<th>Adults can help reduce the child's distress by ...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The way the child thinks</strong></td>
<td>Supporting your child to develop helpful thinking and remind them of what usually happens when you are away from each other.</td>
</tr>
<tr>
<td>'I don’t feel safe without my Mum or Dad.'</td>
<td>‘You can trust me to make sure that you are safe.’</td>
</tr>
<tr>
<td>'Something bad will happen and I may never see them again.'</td>
<td>‘When I leave you, you are ok and I’ll come back for you.’</td>
</tr>
<tr>
<td><strong>How they cope with feeling afraid</strong></td>
<td>Giving your child some ways to cope when they are apart from you</td>
</tr>
<tr>
<td>'I am scared and I don’t know what to do.'</td>
<td>‘Here is a kiss for you to keep in your pocket until I come back.’</td>
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<tr>
<td></td>
<td>‘Here is a photo of us together to remind you that we will be together again soon.’</td>
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<tr>
<td></td>
<td>‘Let’s take some deep breaths to calm us down.’</td>
</tr>
<tr>
<td><strong>Picking up on parents’ and carers’ cues</strong></td>
<td>Being calm and helping your child to be calm too</td>
</tr>
<tr>
<td>'Mummy looks worried and upset so there must be something wrong. Now I feel worried or scared too!'</td>
<td>‘Mummy seems happy and relaxed. Seems like everything is ok. I feel safe. There is nothing to worry about.’</td>
</tr>
</tbody>
</table>
### Understanding children’s separation distress

When a child gets angry, upset or worried and their behaviour is hard to manage, try to think about what may be going on for the child. Some common experiences, possible explanations and suggestions are described below.

<table>
<thead>
<tr>
<th>Some common experiences</th>
<th>Possible explanations</th>
<th>Some suggestions to try</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Hamish has been happy at child care since he was six months old. At 10 months he started becoming upset when separating from his father in the mornings.</td>
<td>Hamish is attached to his dad and has developed the capacity to remember and recognise familiar faces. He sees others as strangers.</td>
<td>Hamish may feel less distressed if he has a special toy or blanket to help him feel connected to his dad when they are apart.</td>
</tr>
<tr>
<td>Three-year-old Ruby is screaming and clinging to her mother, not letting her go.</td>
<td>Ruby has a close attachment to her mother. If her mother feels anxious and Ruby has picked up on this, she may feel scared and unsafe.</td>
<td>Practise being calm.</td>
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<tr>
<td></td>
<td></td>
<td>Talk with staff about your feelings.</td>
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<td></td>
<td></td>
<td>Think about transition times (e.g., find a special way to say goodbye to Ruby in the morning and reunite later in the day, and try to use this consistently).</td>
</tr>
<tr>
<td>Four-year-old Jarek won’t get out of bed. ‘I have a tummy ache.’ He is usually very happy to go to Kindergarten. He has a new baby brother.</td>
<td>It is not unusual for children who have settled well in their early childhood service to experience distress in response to changes in their life.</td>
<td>Talk with Jarek about how he is feeling and use this opportunity to remind him of his importance in his family. Perhaps Jarek could show his friends some photos of his new, bigger family.</td>
</tr>
</tbody>
</table>

### Parents and carers have feelings too

Parents and carers can also feel upset and experience distress when they separate from their child, especially when their child is upset. Parents and carers can help manage their own emotions by:

- calling the service about half an hour after leaving to see how their child is going.
- asking questions about their child’s day, such as how they slept or what they enjoyed. Parents and carers can ask specific questions if they want more information or if they are feeling a little anxious themselves.
- making sure you pay attention to your own emotions. For more information on self care, refer to the KidsMatter resource sheet ‘Positive mental health for parents and carers’.
There are a number of ways parents, carers and staff can respond to help children recover from a traumatic event.

**Talk to children about the traumatic event**

When a child brings up the traumatic event take their lead and enter into a discussion. If children pick up that the adults around them don’t feel comfortable to talk about events, they will be reluctant to bring it up. Children do not benefit from ‘not thinking about it’ or ‘putting it out of their minds’. In the long run this can make the child’s recovery more difficult. It is important to keep sharing thoughts and feelings and give children an opportunity to ask questions. It is also important for adults to be as honest and clear as possible about the traumatic event. Children who are not given details or explanations about traumatic events often make up stories in their head to try to understand what has happened. Use language young children can understand and give basic facts. Just as for adults, children often find the unknown is more frightening than the reality.

Some of the ways to talk with children about traumatic event include:

- calmly listening to a child’s repeated retellings of events
- letting a child express their feelings through play, such as physically re-enacting the trauma
- helping a child identify their feelings such as drawing the way they feel and naming these feelings.

**Provide consistent and predictable routines**

Change to routines and the environment can be frightening to young children who have been traumatised. They are very sensitive to changes in routines, transitions, surprises, unstructured social situation and new situations. Letting children know about changes in routine in advance and why there is a change helps children manage their fears (e.g., a new person visiting the home, going to see the doctor). Most children respond well to structured environments with clear goals, timelines and activities. Keeping familiar routines, having trusted people around, predictable routines and familiar places reduces unnecessary stress and helps children feel safe.

Some of the ways to do this are:

- having regular routines around sleeping, eating, playtimes
- telling children about what is coming up next and give them details of what to expect
- being sensitive when moving from one task or place to another, such as ending playtime or getting ready for bed.
**Tuning in and being responsive to children**

Children who have experienced traumatic events often need help to tune into the way they are feeling. When parents, carers and staff take the time to listen, talk and play they may find children start to tell or show how they are feeling. Providing children with time and space lets them know you are available and care about them.

It takes time to understand how to respond to a child’s needs and there can often be ups and downs before parents, carers and staff work out the best ways to support a child. It is helpful to keep in mind that a child’s behaviour may be a response to the traumatic event rather than just ‘naughty’ or ‘difficult’ behaviour. It is common for a child to temporarily go backwards in their behaviour or become ‘clingy’ and dependent. This is one of the ways children try to manage their experiences.

Some of the ways to do this are:

- observing the behaviours and feelings of a child and the ways you have responded and what was most helpful in case of future difficulties
- creating a ‘relaxation’ space with familiar and comforting toys and objects children can use when they are having a difficult time
- having quiet time such as reading a story about feelings together
- trying different types of play that focus on expressing feelings (e.g., drawing, playing with playdough, dress-ups and physical games such as trampolines)
- helping children understand their feelings by using reflecting statements (e.g., ‘you look sad/angry right now, I wonder if you need some help?’).

**Managing your own reactions**

It is important to acknowledge and manage the feelings that parents, carers and staff have when they are caring for children who have experienced traumatic events. Adults can become physically and emotionally worn out and may feel overwhelmed by the child’s trauma and reactions. This can lead to a traumatic stress of their own, often called secondary trauma. The signs are similar to those caused by the direct experience of trauma, although less intense.

There are a number of ways for adults to reduce their own stress and maintain awareness so they continue to be effective when offering support to children who have experienced traumatic events.

Some of the ways to do this are:

- Taking time to calm yourself when you have a strong emotional response. This may mean walking away from a situation for a few minutes or handing over to another carer or staff member if possible.
- Planning ahead with a range of possibilities in case difficult situations occur.
- Remembering to find ways to look after yourself, even if it is hard to find time or you feel other things are more important. Taking time out helps adults be more available to children when they need support.
- Using supports available to you within your relationships (e.g., family, friends, colleagues).
- Identifying a supportive person to talk to about your experiences. This might be your family doctor or another health professional.

**Living or working with traumatised children can be demanding—be aware of your own responses and seek support when you need it.**
Dealing with bedtime worries and nightmares

Sleep problems tend to be emotional rather than physical in nature.

Dr Sarah Blunden, the head of Paediatric Sleep Research at Central Queensland University, says that fear is the biggest factor when it comes to common sleep issues like bedtime nervousness and nightmares.

“We know that children who are more fearful or anxious generally tend to sleep less well,” says Dr Blunden. “This is one of the main reasons why kids have problems getting to and staying asleep. Kids who are less fearful still wake up in the night (due to natural sleep cycles), but they find it easier to get to and return to sleep.”

About bedtime worries

“Bedtime is the time of day that we are alone with our thoughts,” says Dr Blunden. “Nerves at bedtime often mean we don’t want to be by ourselves. This is especially so for children.”

Young children tend to fear things in their surroundings, like monsters under the bed, nameless noises, and shadows. Older kids are better able to interpret their environment (ie a noise or shadow might be a robber trying to break in), and ruminate on their relationships and life issues.

How to deal with bedtime worries

- Help them to be brave - use a reward system (eg stickers or treats).
- Try not to get frustrated - kids naturally want to do the right thing, so try and understand why they are fearful and avoid escalating emotions.
- Give the child some control - allow them to choose a tool to help them be brave (worry dolls, ‘monster spray’, a radio to cover noises, a torch etc) and contribute to their sleep environment (eg a special blanket, pillows, toys).
- Negotiate - get their input on aspects of their routine, like how many stories to read before bed, and when you will return to check on them.

About nightmares

“All of us have had a nightmare,” Dr Blunden says. “We believe they are the brain subconsciously processing information from the day, which is why we dream about real things in our lives. However, they can become a problem for children if they are frequent, persistent, and more and more distressing.”

Dr Blunden says the main contributors of nightmares include an anxious or fearful temperament, being
Dealing with bedtime worries and nightmares

a light sleeper, a genetic predisposition (eg if mum or dad has regular nightmares), physical and mental stress (including trauma) and, possibly, diet and eating before bed (which stimulates the metabolism and brain activity and may prompt nightmares).

How to deal with nightmares

- Talk it out - explain to your child that dreaming is a natural process, that they are safe, and that the dream will not come true. This is particularly important for young children who cannot yet understand that dreams aren’t real.

- Change the ending - have your child describe, write or draw a more positive ending to their dream (eg the robber is caught by police). This is an example of ‘cognitive restructuring’.

- Seek help - speak to a health professional like your GP or a psychologist if nightmares continue and are overwhelming for your child. The great news is that nightmares are easily treated.

For more information about dealing with common childhood sleep issues, see The Boss of My Sleep Book by Dr Sarah Blunden and Dr Kirrilly Thompson, available at www.snoozeforkids.com.
Sleep strategies for the whole family

These expert tips from Associate Professor Harriet Hiscock, paediatrician and sleep researcher, are great for managing common sleeping speed bumps or simply getting the family into the swing of a great night’s sleep.

Golden rules for kids’ sleep

- Establish a bedtime routine - so they know what to expect and have time to wind down.
- Keep bedtime consistent (within 30 mins), even on the weekends - big variations can disrupt their body clock and undo all your good work.
- Make sure they fall asleep in their bed - snoozing off on the couch or in front of the TV can affect their routine and make them less likely to want to sleep alone.
- Remove all TVs, computers and mobile devices from their bedroom - the light stimulation alone will make it harder for them to settle down.
- Avoid caffeinated foods and drinks after 3pm - caffeine is a stimulant which is likely to keep young bodies awake.
- Have a wind-down period yourself - show kids that a bedtime routine is important for the whole family.

When your child won’t stay in bed

- Limit the number of times they can come out of the bedroom (one or two times works well).
- Reward them for complying with the rules (eg a stamp or sticker in the morning).
- If they keep coming out, take them back to their room with minimal fuss or arguments.

When your child won’t fall asleep alone

- Identify who (eg mum or dad) or what (eg music) they need in order to fall asleep and return to sleep if they wake in the night.
- If it’s you, slowly withdraw from the bedroom in stages (also known as ‘camping out’).
- If it’s something else (such as music), gradually reduce the amount of time the child spends with it.
Sleep strategies for the whole family

Looking after yourself

- Go to bed soon after your child - if your child wakes often in the night, you may be up again shortly after you turn in.
- Follow good sleep hygiene rules - ie limit media use in the bedroom and have time to wind down.
- Limit your consumption of caffeine and alcohol before bedtime - they can lead to poor sleep.
- Do some stress-busting - try things like relaxation, yoga, and mindfulness meditation as often as you can.

For more information

- Sleep Health Foundation fact sheets
- The Royal Children’s Hospital sleep tip sheets
- Raising Children Network information by age group
- Healthy Kids Seminar Series - a free seminar by Murdoch Children’s Research Institute on common child sleep problems and sleep tips for parents
- Infant Sleep e-Learning Program - an evidence-based, online course by Murdoch Children’s Research Institute for professionals but it also suits families ($50, 1 hour duration, includes parent resources)
Pittwater High School

Open Night

Tuesday 1 March 2016 5.45 - 8pm

A range of academic and vocational displays of student work, practical demonstrations and agriculture displays.

Performances by award winning bands, food preparation by hospitality and food technology students, debating and art displays.

Modern computer facilities, including students displays of silver and jewellery and woodwork projects, and Science laboratories in action. See our farmyard animals and much, much more!!

Cuisine by Hospitality students, plus a BBQ provided by our P&C at 6pm near the canteen.

Principal & Captains welcome at 6.00pm in the School Hall.

All Welcome!!
Come and join the fun!
Invitation to Pittwater High School’s

OPEN NIGHT

All Year 5 and 6 students and parents welcome.

Come and see us in action!

- Initial presentation in the hall with welcome by Principal, Ms Jane Ferris, talk by students and band performance
- School tours by our student leaders
- See our farmyard animals
- Classroom displays across all faculty areas
- See students in action in our modern science laboratories, technology rooms, hospitality facilities, art and music rooms and in sport
- Visit our recently renovated library and student learning centre
- Enjoy a sausage sizzle by the P & C

Tuesday 1 March 2016
5.45 - 8.00pm
OPEN NIGHT

WEDNESDAY 2ND MARCH 2016
6:00 – 8:30PM

At Narrabeen, we look at your child’s future like you do and know the importance of a well rounded education. We invite you to experience the vibrancy and essence of our school community.

Open Night highlights:

- Experience guided tours of the schools facilities
- Meet our School Leaders and Prefects
- Watch Music and Drama performances
- View our Faculty teaching and learning displays
- Participate in Academy Sports Program
- Receive enrolment information
- Enjoy light refreshments provided by our senior hospitality students

Please RSVP at: narrabeen-h.school@det.nsw.edu.au

FOR MORE INFORMATION ABOUT OPEN DAY OR ENROLMENTS, PLEASE CONTACT THE SCHOOL OFFICE OR VISIT THE WEBSITE.
www.narrabeen-h.schools.nsw.edu.au
10 Namona St, North Narrabeen, NSW 2101 PH 9913 7820
THE FOREST HIGH SCHOOL – GATS TEST, OPEN NIGHT & MEET THE PRINCIPAL DATES

The Forest High School will be holding our GATS (General Achievement) Test on the following date:

**Saturday 12th March from 9.00am to 11.30am**

Testing will take place in the school hall. If you are unable to attend on this date a reserve session will also be held on **Monday 14th March from 4.00pm to 6.30pm**

Students wishing to be placed in our Gifted and Talented class for Year 7 2017 must first sit for this test. The Year 7 G&T class for Year 7 2017 will be determined after close examination of the test results and the students’ NAPLAN results from Year 5. The cost of the test is $40.00, payable on the day. Students are to bring a 2B or B pencil, an eraser and a ruler. No calculators or dictionaries can be used.

The test consists of three parts:
- Part 1 – Mathematics – 40 multiple-choice questions
- Part 2 – Reading and Language – 40 multiple-choice questions
- Part 3 – One writing task

Students are requested to arrive at The Forest High School **by 8.45am for a 9.00am start or by 3.45pm for a 4.00pm start**. They are also requested to bring a copy of their NAPLAN results on the day of the test. Parents are invited to stay for light refreshments from our Barista program in our common room. **If you would like your child to sit for this test please ring The Forest High School on 9451 5111 and register your name, your child’s name, address & phone number. Please register by Friday 4th March.**

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**OPEN NIGHT – Wednesday 9th March 2016 from 6.00pm to 8.00pm**

Parents and students are invited to attend The Forest High School Open Night. The evening includes an address from the Principal & School Captains; displays & activities from each faculty; faculty Treasure Hunt; school tours; music, dance & drama performances; teachers & parents will be available to answer questions.

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**MEET THE PRINCIPAL – dates for 2016**

Our informal Meet The Principal sessions give parents and students who are interested in coming to The Forest High School the opportunity to meet with our Principal Ms Rosemary McDowall, have a school tour and ask any questions you may have about The Forest High School and starting high school. Call the School Office on 9451 5111 to book a place or just come to the School Office at 9am on the day

- **Monday 22nd February – 9am**
- **Monday 21st March – 9am**
- **Monday 16th May – 9am**
- **Monday 15th August – 9am**
- **Monday 24th October – 9am**

135 Frenchs Forest Road, Frenchs Forest NSW 2086 Phone: 02 9451 5111 Fax: 02 9975 3293
www.theforest-h.school.nsw.edu.au