

Glen Innes West Infants School

WEEK 5 TERM 4

FRIDAY 15TH NOVEMBER

Coronation Avenue
Glen Innes NSW 2370

Telephone: (02) 6732 2459

Email: gleninnesw-p.school@det.nsw.edu.au

School Office Hours:

Monday-Thursday
8.45am-3.00pm

Office closed on Friday

Library

Library Day every
Friday Please
remember to send
library bags to
school with students.

Visiting Performance

Tuesday 3rd
December 10am

Swim School

Monday 9th
December to
Thursday 12th
December

Small Schools

Swimming

Carnival

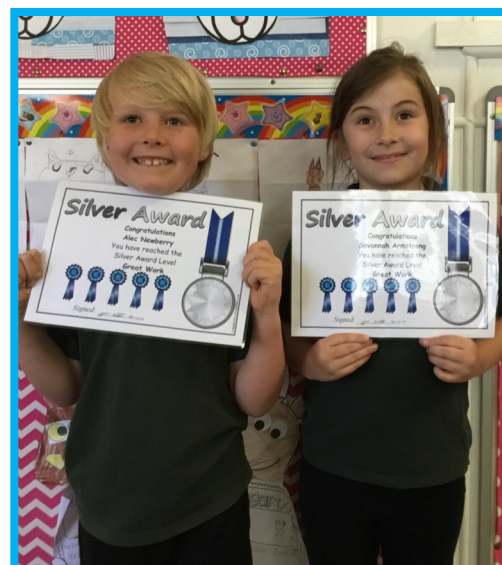
Friday 13th
December

Presentation

Evening

Thursday 12th
December

Assembly Awards



Find us on:
facebook®

Principals Pen

Egg Cartons Needed ASAP

The children are asking for egg cartons that are no longer needed to help make our yearly Red Cross Christmas Tree display in the Town Hall. If you would like to donate any please drop them to the school.



School Banking



Welcome to this week's newsletter. We are now half way through the term.

Firstly, our thoughts are with the families in our community who are experiencing difficulties due to the current bush fire situation. There is some information, which I hope you will find useful, attached to this newsletter. I would like to take this opportunity to thank everyone for their patience with the changed arrangements this week. We have had several staff members impacted by this event and your consideration is greatly appreciated.

We have a very exciting event happening next week. Our school will be hosting its very own playgroup. Our first playgroup will take place on Wednesday 20th November at 9:30am. While it is listed as an Aboriginal playgroup (our school currently has a 40% Aboriginal population), we are exploring options to enable all families to attend. No one will be turned away. We look forward to seeing you there.

Hearing tests took place on Tuesday. Unfortunately, not all children were tested as some Armajun staff were not available due to the bush fires. Another day has been set to complete the testing. If you have not yet returned your child's permission note it is not too late.

Our students will be performing at the Christmas in the Highlands event on Thursday 28th November. A note will be sent home as soon as the final details are made available to us. Our entry in the Red Cross Christmas Tree display will also be available for viewing in the Town Hall.

Semester 2 reports for students will be handed to children as part of their portfolios on Presentation Evening. This allows parents the final week of school to come and discuss their child's report with the class teacher should they wish.

On the topic of Presentation Evening, the P&C are still looking for raffle donations. Please drop any contributions into the office.

Next week we welcome Mrs Jacobs back from leave. Thank you to Mrs McPhillips for filling in during her absence.

Take care of yourselves,

Lynn Starkey

Principal

Building resilience in children

Attendance Tip

Communicate with the school and let them know if you are having a hard time getting your child to school. The school is here to help.

Create opportunities for personal challenge

Provide your child with opportunities to build their confidence and learn how to deal with obstacles, success and failure when they undertake personal challenges.

It is important to remember the following:

One idea that is very relevant to building children's confidence by taking personal challenges is 'healthy risks'. Healthy risks are age and developmentally appropriate risks such as walking to the shops with a sibling or alone. Healthy risks are not only about the risk of getting physically hurt, but also about the risk of losing, failing or making a mistake.

As a parent, you need to define what you consider to be a 'healthy risk' for your child - depending on their age, maturity and your own comfort level. It may be useful to ask yourself what risks you have let your child take in the past. What was the outcome? Would you encourage your child to take that risk again? It may be helpful to discuss 'healthy risk-taking' with other parents.

Teach your child to adopt a healthy attitude of 'having a go' early in life. Kids learn through trial and error and they need to learn how to tolerate failure when it occurs. Not learning to tolerate failure can leave children vulnerable to anxiety, and it can make them give up trying - including trying new things.

Good for Kids good for life

WAYS TO BE PHYSICALLY ACTIVE

Why not try these ideas?

There are many ways for children to be physically active and to limit sedentary behaviour every day.



ACTIVE AND FUN

- Encourage children to play active games like obstacle courses, tag, skipping or throwing a ball or frisbee.
- Visit playgrounds, parks, nature reserves, ovals or beaches.
- Get children involved in a variety of different sports and activities.



ACTIVE TRAVEL

- For short trips, walk or ride safely.
- For longer trips, park the car some distance away and walk with children for the rest of the trip.



ACTIVE AT HOME

- Limit time for watching TV and using electronic games.
- Store portable electronic devices out of sight.
- Enjoy a walk with children around your local area.
- Children can help with gardening activities like digging, sweeping or raking.



ACTIVE AND SAFE

- Start slowly and build up the amount and intensity of physical activity.
- Protect children from the sun - ensure children wear sun-protective clothing, including a hat, and apply sunscreen regularly.
- Always supervise children appropriately when in and around water.
- Speak with your doctor or other health professional if your child has a medical condition.

Image source: Department of Health

What's Happening In The District







CHRISTMAS IN THE HIGHLANDS



Thursday 28th November
5pm - 8.30pm

TOWN HALL SQUARE, GREY STREET

-  Christmas Lights Switch On!
-  Spend In Glen Giveaways & Draw.
-  Late Night Shopping
-  Market Stalls
-  Red Cross Christmas Tree Exhibition
-  Meet Santa @ The Shop In Glen

Road closure: Southern end of Bourke to Meade Street from 12pm - 10pm






Jarjums

Playgroup for Aboriginal and Torres Strait Islander Families with Children aged birth to 5 years old.

WHEN:
Every **WEDNESDAY**
9:30am to 11:30am

WHERE:
Glen Innes West Infants School
Coronation Avenue

FREE TRANSPORT available
text or call Gabe.

Morning tea provided.
Bring your hat to play
outside.

Please contact Gabe on 0427 923 842 if you have any questions or need any information.






My child was absent from school on
..... for the following reason:

.....
.....

Signature of Parent/Guardian: Date:



After a natural disaster



Natural disasters such as a flood, bushfire, earthquake or cyclone are uncommon but when they do occur their impact can be devastating and widespread. Everyone needs support after being in or witnessing a natural disaster, but the type or level of support they need may vary or change over time. People usually recover well from the emotional effects of a natural disaster with the support of family and friends.

Common reactions and behaviours

Grief and loss

People who have survived a natural disaster often feel a sense of grief and loss. They may have lost family members, friends, neighbours, pets, their homes and cherished possessions.

Young people sometimes have trouble explaining their feelings and can find it difficult to talk about what they are thinking or feeling in the aftermath of a natural disaster. They may seem 'cut off'; unable to grieve openly, particularly if others seem to have experienced greater loss.

Confusion and guilt

Trying to understand a natural disaster can be confusing, especially for children and young people. This can make them feel angry or more frightened as the days go by. Sometimes survivors of a disaster feel guilty that they

have survived while others have not, or feel guilty that they were unable to prevent or control the disaster. These feelings of confusion or guilt can be overwhelming or difficult to verbalise and may cause them to withdraw from other people or hide their feelings.

Fear, anxiety and insecurity

Natural disasters often impact the entire community and this can affect a young person's sense of security and normality. Sometimes people continue to feel anxious, frightened and unsafe for weeks after the disaster, despite being physically safe. This is a normal reaction to a frightening event but it can add to a person's distress. Some young people may also start to feel insecure about the future.

Reactions to trauma

Young people can 'act out' when they are grieving or

traumatised. They can become aggressive or irritable and start having problems at school. Alternatively, some young people might take a step back in their development and display regressive behaviour (e.g. thumb sucking) and become withdrawn and 'clingy'; finding it hard to separate themselves from family members. They might experience stomach aches and headaches in response to their distress.

Some young people may use drugs or alcohol to help them cope with their difficult emotions, and some might have thoughts of harming themselves. If a young person is reporting suicidal thoughts or plans to harm themselves, or you feel concerned for their safety, it's essential to seek professional help immediately.

Reactions of family and friends

Parents and families have to manage their own reactions to the disaster while also caring for a young person. Some of these reactions may include:

- Guilt about not being able to shield the young person from the effects of the disaster
- Fear and anxiety about the continuing safety of the young person and your family
- Negativity about your future and the world in general, which you may find difficult to conceal from the young person
- Impatience and frustration about your young person making a slow recovery or with the behavioural and emotional changes you may notice in them.

How to help your young person

Families and friends, especially parents/carers, have an important role in the healing process of a young person.

Provide stability and routine

Be available, give them time to talk and return to normal activities and previous routines where possible. Explain what will happen today and the next day as best you can. It might be helpful to write down a plan to remind them. Maintain some regular, non-stressful activities and encourage them to eat, rest and sleep well.



 Family and friends

After a natural disaster



How to help your young person (continued)

Offer reassurance

Acknowledge the losses from the natural disaster but reassure them by emphasising what is being done to help the whole community. When possible, reassure them that their friends and other family members are safe, and re-establish contact with their other support systems if you can.

Normalise, but don't minimise

Provide them with a safe environment when they are prepared to talk and encourage and let them know that you are available to discuss what has happened and how they are feeling. However, don't insist if they don't feel ready to do so. Let them know there are other people they can talk to, it doesn't have to be you, but you are there for them.

It can be a relief for young people to know that their feelings are normal, but be careful not to dismiss or minimise the intensity and importance of their reactions.

Explain gently, create a shared story

When they are calm and feeling safe, you can talk about how natural disasters can be random and unpredictable. It can be helpful to find out what their understanding of the event is and correct any

confused explanations of the disaster they may have.

Some young people might respond well to talking about their experiences verbally, while others might prefer expressing themselves through other mediums (e.g. through play, drawings, or stories). Acknowledge that what has happened is not 'fair'. If you have lost loved ones, tell them enough details so there are no 'secrets', without causing extra distress.

During discussions keep in mind what is appropriate for their age, emotional maturity, and level of understanding. Where appropriate, they might benefit from being allowed to participate or contribute to some aspect of getting things (in the family or the community) back to normal.

Use your young person's strengths and encourage coping skills

Highlight their resiliency by reminding them about their strengths and discuss how they can use them in this situation. For example, talking through another difficult time they experienced in the past, what they did then to help them cope with it, and how they can use that skill or ability now. Encourage them to think of ways to reduce their distress, find ways to relax and help them work out ways to solve problems.

Be available

Make time to be with them, to do normal things, and to have some quiet time with them. Try to be available emotionally, although this can sometimes be hard when you have a lot to cope with too. If you seem anxious, it can reinforce their view that the world is unsafe. At the same time, allow them some space and some time to themselves.

Keep in contact with teachers and other carers

So that they get a consistent response from the other significant people in their life, ensure they understand how the young person is feeling. Talk to the young person about what information you can share and with who. Let them know that others can support them if they have some understanding of what has happened and how this has affected them.

Be a role model

Look after yourself and be true to how you feel. Try to keep your life as structured as possible. If you can, put off big decisions until you feel more stable. Get enough rest and talk with friends, family and health professionals if you're feeling overwhelmed. Don't forget that caregivers need care too.



Getting help

You should think about getting help if your young person is persistently distressed or continues to have difficulties a few weeks after the natural disaster or is not functioning well in their normal activities.

If you have concerns about the safety of the young person or others, seek immediate help or contact 000.

Supporting a young person to find a health professional such as a general practitioner (GP) or counsellor who they trust and feel comfortable with is important. You could also support them to contact your local community health centre or **headspace** centre.

Don't forget to look after your own needs too and reach out for extra support if you or other family members (e.g. the young person's siblings) need it.



headspace
National Youth Mental Health Foundation

For more information, to find your nearest headspace centre or for online and telephone support, visit headspace.org.au