



## DIARY DATES

### AUGUST

**Fathers' Day On-line stall  
Now Open**  
(see page 5 for more details)

**Friday 14<sup>th</sup> – Learning Pack #3  
collection**

**WEDNESDAYS ARE NUDE FOOD DAYS**

**WEDNESDAY IS SCHOOL BANKING  
DAY – ON HOLD UNTIL FURTHER  
NOTICE**

**UNIFORM ORDERS  
TO BE PLACED VIA EMAIL  
UNTIL FURTHER NOTICE**

## DUE BY DATES:

Wed 26<sup>th</sup> – Fathers' Day on-  
line orders due

**COPIES OF ALL NEWSLETTERS, FORMS  
AND NOTICES ARE AVAILABLE ON  
OUR SCHOOL WEBSITE.**

## Principal's Report

### School Communications

We are aware that some parents are not having much luck with the Flexi-schools App which has replaced Flexi-buzz. As a result we are making sure to send out all vital communications using our email distribution list. If you are looking out for some of our communications then checking the email account every few days should help you not miss anything important.

In some instances we have also found that placing messages in Google class 'Stream' is a great way to get information out quickly. Normally this will be non-urgent information that can also be viewed by students.

It is still worthwhile trying to get the Flexi-schools App to work for you, as the previous version was a very effective form of regular and quick communication. In coming days we will endeavour to create some instructions and troubleshooting advice that might also help.



### Remote Learning Routines

The remote learning routine should be starting to settle down now, as students and their parents further adjust to learning at home. Establishing a routine is absolutely vital, as this is what students will be accustomed to at school. It may help if you sit down with children and work it out together. At school we call this 'student voice' and we know that when kids are involved in the decision making they are more likely to stick to the plan.

Any child involved in remote learning on our school site, also has to follow a strict routine. The bells still ring, and class time is still the same, except they are no longer being taught the curriculum face to face. If you live close enough to school to hear the school bell, so you might use this as a routine at home.

In saying this I am also mindful that some days may not run as smoothly as we hope, and on these days you might have to find the easiest path. If this means that the learning program is not completed, then that's completely OK. It's better that it does not become a source of tension and stress at an already difficult time. **'You do what you can, when you can, and that's OK'.**

### Learning Packs – Pick up # 3

Our next pick up for learning packs is **Friday 14<sup>th</sup> August** at school between 2.00-3.30pm. Even though we are in stage 4 restrictions, it is still permissible for one person living within a 5km radius of the school to walk to school as part of their daily exercise, and make a quick detour to grab the learning pack. We are continuing with the learning packs as we believe it has made a great difference in the learning experience for our students, and hopefully as a result, makes it less of a burden for parents.

When collecting your learning pack you should not congregate anywhere in or around the school. Anyone making the pick-up should come in quickly, access the pack/s needed and then head home. No staff will be in attendance at the collection point, so please follow the directions that will be in place. Anyone outside this radius should contact the office and we'll work out a way to get the pack to you.



## Facebook

The social media giant, Facebook, is being increasingly used by schools as a way of communicating on an 'informal' basis with their communities. Often it's a few posts a week showing off some story of interest or posting a photo of students engaged in learning. We have been exploring this option, and a little while back we set up an official Amsleigh Park Primary School Facebook page.

I want to stress that this new page is not intended to replace or compete with the Amsleigh Park community page, which is run via our Parents and Friends. There is a need for both pages, and they will in fact complement each other well.

Our official School Page should provide a further option for parents to catch up quickly on what's going on at school, and also serve to promote our school in the wider community. Rest assured we will not be inundating the page with posts, and will try and keep it to about 3 per week. Keep an eye out for a link to our page.

## On-Site Supervision

With new restrictions in place there have been some changes to on-site supervision, and all families should have received a letter via email with details. We have reduced the number of students on-site further to meet these requirements, and this also means we have far fewer staff on-site each day. In taking these actions we are playing our part in stopping COVID-19. I feel very indebted to the teaching and support staff who continue to come to school on a rostered basis to help and support our students. The risk, whilst low, is still present, and I am committed to doing everything I can to keep everyone safe. This means that I will remain very careful with making sure that any on-site attendance meets the criteria.

## Addressing Wellbeing Issues

It goes without saying that we will all, both adults and children, feel the impact of the COVID-19 crisis and Stage 4 restrictions, and this could lead to an increase in wellbeing issues for families. If your child is experiencing some anxiety then there are lots of resources that can be of great help to read and use. I'm putting together some of these resources and will share them with the newsletter.

In addition, it is the role of my staff and I to provide as much wellbeing support as we can to our students. If you find that your child might be in need of some extra support you can contact your child's teacher, who will work with you to help. Whilst we are not trained in psychology or providing counselling, we do have a great deal of experience in working with children to draw upon. Additionally, our students often feel very strongly connected with their teachers and will look to them for support. Beyond Blue produce some good materials and here's what they say about anxiety for primary age children.

### *Primary school years*

*As children's thinking skills expand and become more abstract, they can develop fears of imaginary creatures and monsters. They may also worry about schoolwork, tests and their social relationships. As they grow older, they may have anxiety about family relationships or global issues such as war or famine. The following behaviours might indicate a primary school age child is experiencing higher levels of anxiety than average:*

- Wanting things to be perfect*
- Reluctance to ask for help*
- Asking for reassurance excessively*
- Difficulty joining in*
- Requests to go to sick bay*
- Challenging behaviour.*

On the following page you will also find some information from well-known parenting educator, Michael Grose, who provides lots of insightful and common sense tools for parents to use with children. Here is a list of other online resources and tools for young people

**Kids Helpline** | 1800 55 1800 | [visit website](#)

**Beyondblue** | 1300 22 4636 | [visit website](#)

**eHeadspace** | [visit website](#)

**BiteBack** | [visit website](#)

**Headspace** | COVID specific resources | [visit website](#)

**Brave online** | free online anxiety program | [visit website](#)

## And Finally...

I want to thank all of our parents and carers for the way you are supporting remote learning at home. We know that it's not easy, and we appreciate everything you are doing to support your child. The partnership that exists at our school remains strong, and is vital in supporting our students.

Many thanks for participating in our video conference interviews – which by all accounts worked well using WebEx. I know our teachers were looking forward to talking to parents.

Stay safe, stay well and stay connected,

Michael Cormick

**Principal**

## Maintaining Kids Mental Health during the Coronavirus Pandemic

By Michael Grose

While there are concerns about the negative impact of physical isolation is having on children's learning, we should also be concerned about their mental health. Teachers and health professionals report that the strain of physical isolation is starting to show for many children and young people. Any anxiety and fear they experience is heightened by isolation from friends, lack of access to their usual sports and leisure activities and a lack of certainty about the future.

In these challenging times kids' mental health needs to be a high priority. The following plan laid out by the experts at Parenting Ideas will show you how to lay a solid foundation for good mental health, and outline key behaviours that will help build the resilience and psychological strength that kids need in these difficult times.

### [Build the foundations for good health](#)

A healthy diet, plenty of exercise and good sleep patterns are basic to good physical and mental health. Get the foundations right and you establish optimum conditions for your child to flourish even in difficult circumstances.

#### [Eat a healthy diet](#)

The 'healthy body, healthy mind' mantra that we grew up with needs to be updated to 'healthy gut, healthy brain'. Recent research has revealed the links between a child's gut health and good mental health. Kids who experience anxiety and depression typically have imbalances of adrenaline (which keeps the brain alert) and GABA (which calms the brain down), that can be rectified with good gut health.

A framework for healthy eating includes eating real rather than processed foods, consuming small and regular meals, starting each day with protein and complex carbs, drinking plenty of water and keeping kids away from caffeinated drinks.

#### [Get plenty of exercise](#)

Exercise not only promotes good mental health. It's also a tool that kids can use to manage their mental states. Exercise and movement send endorphins through their bodies improving mood and relieving tension and stress. Exercise and movement relaxes the muscles and reduces feelings of anxiety that build up over time.

A framework for exercise includes starting the day with some movement, taking regular movement and game breaks, finishing the school day with movement that gets their limbs moving and hearts pumping.

#### [Maintain good sleep patterns](#)

The benefits of good sleep patterns are immense and far-reaching, impacting kids' learning, memory and emotional stability. Sleep restores the brain to optimum conditions and rejuvenates the body, allowing hormone levels elevated during the day to return to normal. Consequently, sleep-deprived kids experience greater anxiety doing routine tasks and have a propensity for pessimistic thinking, which is associated with anxiety and depression.

A framework for good sleep patterns includes finding an optimum bedtime; creating a regular, relaxing routine, eating and exercising at the right time, creating a sleep sanctuary and getting up at regular times each day.

#### [Add the pillars of good mental health](#)

Mental health is complex and is impacted by many factors including a child's social and emotional wellbeing. The following four pillars have an insulating effect on your child's mental health, acting as circuit-breakers when life becomes difficult and complex.

#### [Maintain social connection](#)

As social beings we long for connection to others and a sense of belonging to groups. While time alone can be restorative, sharing experiences, thoughts and stories with others is absolutely essential to your child's happiness and wellbeing.

A framework for social connection includes one-on-one time with family members and other loved ones, having shared family experiences to confirm a sense of belonging, having shared time and experiences with peers from school and the neighbourhood, and a connection with the broader community through shared experience, cause or goal.

#### [Stay in the present](#)

The human mind is restless, taking us all over the place. It can make us feel happy recalling memories of loved ones or happy times and it can also drive insecurity connecting us to events in the past or future that fill us with dread, and make us feel anxious. Kids' wandering minds need to take a rest and settle in the present, stopping their mental chatter, giving them the chance relax. Mindfulness is an essential mental health tool that enables children to keep their minds in the present moment, allowing them to feel safe and secure.

A mindfulness framework includes regular mindfulness exercises, doing one thing at a time, using mindfulness during an anxious moment, practising self-kindness and forgiveness.

## *Enjoy yourself at play*

The term 'child's play' is demeaning to children and dismissive of the place of play in our lives. Play is absolutely critical to our happiness and wellbeing. Borrowing from the work of Dr. Brene Brown, play is defined as any activity that's fun (therefore highly anticipated), free (that is, self-directed) and involves flow (we don't want it to stop). Play helps kids manage anxiety and depression as it lifts their mood and is therapeutic by nature.

A play framework includes space and time for play, child-initiated activities, a mix of lone play and group activity, some social or physical risk may be involved.

## *Spend time in nature*

Recent studies highlight what we already knew – that time spent in natural environments benefits our happiness, our sense of wellbeing and reduces stress and tension. The rejuvenating benefits of time spent in the bush or by the sea may be difficult to acquire during times of physical isolation but walks to the park, spending time under a favourite tree or even bringing some green shrubs inside have proven to be just as beneficial to children's mental health.

A time in nature framework includes management and reduction of screen time, exposure to natural environments in the neighbourhood, bringing the outdoors inside, and spending some time each day outdoors.

## *Practise protective behaviours*

Our daily habits contribute to our wellbeing and mental health. Some habits such as spending too much time in front of a screen may be detrimental. There are a number of behaviours, when practised continuously, build our resilience and resistance to daily difficulties. These include:

### *Keep foundation behaviours*

Routine behaviours such as waking at the same time, having breakfast, exercising, showering and dressing get us ready for the day ahead. They underpin productivity, learning and wellbeing. Remove the structure provided by these foundation behaviours and many children and young people struggle, particularly those who are prone to anxiety and depression.

A foundation behaviour framework includes morning routines and rituals to prepare for the day, after school and evening wind down routines, and routines that prepare children for sleep.

### *Practise deep breathing*

Recognition of the benefits of deep breathing dates back to ancient Roman and Greek times when deep belly breathing was used to rid the body of impurities. Modern science informs us that deep breathing instantly engages our capacity to relax and stay calm. When a child becomes anxious or fearful their breathing becomes shallow. Taking deep, slow breaths when they become overwhelmed by anxiety is the quickest way to return to a calm state. Deep breathing has great preventative powers helping the mind stay in a state of focus and calm.

A deep breathing framework includes practising deep breathing spontaneously throughout the day, combining deep breathing with mindfulness practice, using deep breathing to restore energy when tired, and breathing deeply during an anxious moment.

### *Check in on feelings*

If children and young people are not tuning into their emotions they are missing a rich vein of information that will assist decision-making, learning and importantly, their wellbeing. It's relatively easy to tune into behaviour and our thoughts, but much harder to detect our emotions. The skill of emotionally checking in, developed by Prof. Marc Brackett from the Yale Centre for Emotional Intelligence, helps children and young people to identify how they are feeling at any given time. It requires kids to stand still, close their eyes, take some deep breaths, identify and give a name to their feeling. This simple habit of checking, once practised and learned is a wonderful life skill to acquire.

Looking after your child's mental health may seem like a mystery at times. But there is a great deal we can do. By laying a foundation for good general health and then working at maintaining the pillars of mental health and teaching kids the protective mental health behaviours you provide them with a solid framework for maintenance of good mental health that they can take into adulthood

## **Michael Grose**

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.



## APPS PFA 2020 Father's Day Online Click & Collect Stall



Father's Day is fast approaching on Sunday September 6. The APPS PFA would like to invite you to the first ever APPS Father's Day Online Click & Collect Stall.

We have limited numbers of pre-packed gift options available for either \$10 or \$5 each which we think our APPS Dad's will appreciate. We have also included some options for those amazing Mum's who are also Dad's.

Copy and paste this URL into your browser to view our online Father's Day Stall:

<https://www.trybooking.com/BKVLC>



**Online orders can be made now and must be received before 5.00pm on Wednesday Aug 26, 2020.** There are limited numbers of each option so please get in early so you don't miss out.

All Online orders will be available **for collection on FRIDAY AUGUST 28 strictly from 2pm – 3.30pm at school.**

This will be a contactless collection, along with a book pack collection as we have been doing this term.

*We are unable to mail any orders so please ensure you live within 5km of Amsleigh Park Primary to ensure no restrictions are breached.*

## APPS UNIFORM SHOP

Located in the Thelma Baily Learning & Sporting Centre

### OPENING HOURS - TERM 2 2020

**Orders for new Uniform items can be emailed to the school. Please download & complete a copy of our uniform shop order form. Note that the only payment method available is credit/debit card.**

Orders will be filled on Tuesday afternoons and sent to your child's classroom for them to take home. In the event of incorrect sizing, please return unworn items/s with tags intact, together with a note that includes the child's name, grade and the correct size required.

A copy of the approved uniform list/order form is available on our website [www.amsleigh.vic.edu.au](http://www.amsleigh.vic.edu.au)

Libby Jumas  
Uniform Shop Co-Ordinator



### WINTER ITEMS

<u>ITEM</u>	<u>SIZES</u>	<u>PRICE</u>
Bomber Jacket	4 - 14	\$37.00 each (Size 16 \$42.00)
Long Sleeve Panelled Polo	4 - 16	\$28.00 each
Windcheater	6 - 14	\$24.00 each (Size 16 \$28.00)
Track Pant - Double Knee	4 - 14	\$23.50 each (Size 16 \$27.00)
Track Pants - Straight Leg	4 - 14	\$23.50 each (Size 16 \$27.00)
Girls Pants - Straight Leg	4 - 16	\$22.00 each
Slouch Hat	Small, Medium, Large, Extra Large	\$10.00 each



## Student Banking

### Every Wednesday

Remember to place your deposit book into the classroom banking satchel

**Message from Commonwealth Bank;** The School Banking program will remain on hold until the normal operating rhythm of schools resumes. We will continue to monitor the situation and keep you informed with any updates including how we will be managing Dollarmite tokens for students. In the meantime, here are some handy online resources for parents who wish to maintain momentum with their child's financial education:

- [Start Smart](#): these resources have been created to improve children's money management skills, and is aligned to the Australian Curriculum and the National Consumer Financial Literacy Framework.
- [The Beanstalk](#): offers videos and fun activities for children to learn about money.



## ONLINE MANAGING EMOTIONS PROGRAMS FOR KIDS 4 - 12 YEARS



# TRINITY KIDS AUSTRALIA

STARTS NEXT WEEK!  
GO TO [www.trinitykids.com.au](http://www.trinitykids.com.au) FOR FURTHER DETAILS AND ENROLMENT.



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schooling slowed  
your child's  
progress?**

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them a  
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TUITION  
CONFIDENCE  
RESULTS



# VILLONY VIRUS

## COMES TO TOWN



This children's book is intended to help educate children (aged 5 – 11 years) about a pandemic; to help children realise that others may feel as they do; to reassure children that they will be okay and to give them hope for the future. Children can learn some basic strategies to help cope with stress and change.



## ABOUT THE AUTHOR



Written by Lake Macquarie Clinical Psychologist Janice McKay;  
Inspired by her separation from her grandchildren during COVID 19.

Illustrated by Jerram Fahey



## VILLONY VIRUS COMES TO TOWN



## BRINGING UP GREAT

# Kids



**19 AUG – 16 SEPT 2020**

**WEDNESDAYS  
(10.30am - 12.30pm)**

**ONLINE**

Bringing Up Great Kids (BUGK) is a 5 week program for parents/carers of children aged 2-10.

The program aims to build strong, positive and respectful relationship between parents/carers and their children.

BUGK is open to families residing in or connected with the City of Monash.

**Monash Family Services**

**FREE PROGRAM • Bookings essential**

For enquiries or to book:  
[FamilyServices@monash.vic.gov.au](mailto:FamilyServices@monash.vic.gov.au)

Learn about  
children's brain  
development

Respond to  
children's needs

Understand the meaning  
of children's behaviour

Reflect on your  
parenting approach

Explore ways to be  
a more effective parent



CITY OF  
MONASH