

FORREST PRIMARY SCHOOL



Newsletter Week 6 Term 1 2020

Mission Statement

Forrest Primary School helps all of our students reach their full potential in a safe, loving, inspiring and challenging learning environment.

We strive to develop confident, compassionate, responsible children who are lifelong learners and can make the world a better place.

Our community is culturally diverse and we value and celebrate the perspectives, knowledge, skills and abilities all bring to our school.

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EXECUTIVE ADDRESS

School Improvement

In Week 1 of Term 2, the Education Directorate will undertake a Review of Forrest Primary School. This process supports the development of the school as well as making commendations and recommendations for the next school improvement cycle.

Over the last five years the school has focused on the following priorities:

Priority 1: Embed all elements of the International Baccalaureate Primary Years Programme (IB PYP) across the whole school community.

Priority 2: Improve student outcomes in literacy and numeracy by embedding an explicit learning agenda driven by data analysis.

Priority 3: Enhance the school's environment and culture to promote success in learning while maintaining positive and caring relationships with all stakeholders.

To assist us in achieving our goals the teachers have formed School Improvement Committees in the areas of:

- Literacy – specifically writing and spelling;
- Inquiry maths;
- Restorative practices and positive education; and
- PYP including student voice or agency and action

All teaching teams become professional learning communities and undertake Action Research.

Harmony Day

Harmony Week celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone. This morning we gathered for a special assembly. This included some terrific performances and opportunities for sharing and celebrating the array of cultures that exist within our school community. It was terrific to see so many students and



DATES TO REMEMBER

Year 2 Excursion to Botanic Gardens & National Gallery
18 March

Year 6 Camp
18—20 March

Year 4 Assembly
20 March

Year 5/6 Girls Netball
25 March

Cross Country Carnival
26 March

parents dressed in their national dress or wearing orange to symbolise 'Harmony'. It was also nice to see so many parents and students come and mingle at the morning tea which followed. Thank you to all those who took part in this special event and to those who prepared a national dish to share—your cooking was divine! Huge thanks also to the EAL/D team, Specialist teachers and Jemma O'Brien for organising this special celebration.

Specialist Collaborative Planning

On Tuesday afternoon, teaching teams and specialist teachers participated in collaborative planning. We were able to share our current Unit of Inquiry and work together to include PE, Japanese, STEM and Library skills in our programmes. This ensures that the programmes we are delivering are transdisciplinary and conceptual.



Forrest Primary School Canteen

Our school canteen operates from Tuesday to Friday each week. A canteen committee elected by the P&C oversee the running of the canteen and an employed manager coordinates the operation. All ACT school food services need to follow the National Healthy School Canteen Guidelines. These guidelines use a 'traffic light' system to categorise food and drinks. 'Red' food items are not permitted to be sold and must be limited at school events and fundraisers.

The canteen relies heavily on volunteer help and your support is very much appreciated. It provides a service for the community and raises funds for the P&C. The canteen is an excellent way to meet other parents and contribute to the school. We are currently looking for people to work on Tuesdays and Wednesdays in the school canteen. If you are interested in volunteering, please email canteen@forrestpandc.com.au

To place an order please visit flexischools.com.au.

Preschool

This week the preschool was lucky to receive new storage cupboards. These cupboards hold children's bags, hats and personal items in a safe and organised way. John Hogan, the father of one of our Preschool teachers, Rachel Hogan, very kindly sourced the materials and built these cupboards in his own time. A huge thank you to Rachel's father for his time and expertise. Thank you also to Michael Rae from Project Coordination, who donated the paint. The cupboards are fantastic!



Year 6 Leadership Committees

In Year 6, students can apply to be on a Leadership Committee. The committees provide an opportunity for all students to develop the following skills:

- Responsibility
- Teamwork
- Confidence when speaking in front of an audience
- Organisation

This term students wrote an application to their teacher addressing specific criteria and outlining how they demonstrate the required skills for that role. The table on the following page provides information on the roles and responsibilities of each Leadership Committee. Congratulations to all the Year 6 students who are already showing fantastic leadership skills. The teachers and staff look forward to working with you, listening to your voice and together making our school an even better place!

Thank you

Hayley Munsie & Jemma O'Brien
on behalf of the Executive Team

Group title	Responsibilities	Mentors	Cap.	Job requirements/Selection Criteria
Sports Captains	<ul style="list-style-type: none"> House leaders Sports carnival participation/ Encouragement Sports shed organisation Sport carnival set up and pack down 	Charles Fairfield-Smith & Sarah Bauer	16 (4 from each house)	<ol style="list-style-type: none"> Enjoys participating in sports Loud and enthusiastic Happy to speak in public Supportive and caring towards others
Tech Gurus	<ul style="list-style-type: none"> Asset management In-class tech support Mini-lessons WOW assembly setup 	Dan Heap	10	<ol style="list-style-type: none"> Understanding of ICT Helpful Patient Responsible ICT user
Library Monitors	<ul style="list-style-type: none"> Assist the library with cataloguing, tidying Locates and takes books to classrooms for new Units of Inquiry Assists in choosing new books for different ages groups Resource collation 	Louise McMullen	10	<ol style="list-style-type: none"> Enjoys reading Responsible Follows instructions Knows the layout of the library
Waste Warriors	<ul style="list-style-type: none"> Leading sustainability projects Assisting with bins, composting, cans and bottle collection Educating the community about sustainability Being the font of all knowledge around recycling 	Sam Bird, Carolyn Davis, Sarah Burke	10	<ol style="list-style-type: none"> Passionate about environment Happy to get dirty Confident to talk in front of groups of people Willing to learn about sustainability and make proposals to improve the school effort
Student Mediators	<ul style="list-style-type: none"> Dealing with minor playground conflict/restorative justice training Helping Kindergarten Helping the Small Group Programme 	Hayley Singh, Ilana Keeley & Cara Tink-Evans	20	<ol style="list-style-type: none"> Supportive of younger children Patient Responsible Can help others without taking over the task
School Community and Culture Leaders	<ul style="list-style-type: none"> Helping with discos Whole school meetings Shivoo Leaders Helping with special assemblies/book week etc 	Meg Ryan, Bri Cobden, Samara Radcliffe	15	<ol style="list-style-type: none"> Willing to give up own time after school Can speak in front of large groups Creative thinking Attends events
Action Captaincy	<ul style="list-style-type: none"> Leading action club - relating to SDGs, world issues Makes decisions on whether specific 'actions' are acceptable for our school community Supporting Mr Brompton and Mrs Kowalski 	Carolyn Davis, Kylie Dorsett, Warren Brompton, Belinda Kowalski	10	<ol style="list-style-type: none"> Knowledgeable about action Creative thinking Manage multiple tasks simultaneously Good communication skills

HARMONY DAY



HARMONY DAY

Friday 13 March 2020



SCHOOL NOTICES

PEDESTRIAN GATE ON NATIONAL CIRCUIT NEAR THE SCHOOL CROSSING SUPERVISOR!

The gate to the entrance of National Circuit will continue to be opened for public access in 2020.

The gate is currently being switched to an electronic system which should go live by the middle of next week (Week 7).

The gate is programmed to open at 2:30pm each day and close at 6:00pm.

On weekends it will open on each day at 8:00am and close at 6:00pm.

You cannot get locked into the playground as you just push the handle from inside and it will allow you to exit.

This weekend, all being well, the gate will be unlocked manually.

SAFETY DOORS IN THE JUNIOR SCHOOL

The junior school has been fitted with three electronically managed doors, one in the Year 1 corridor and two at junior pick up near the uniform shop.

The doors are protected to provide a safety barrier for children who may try to abscond.

Just press the green button and push the door handle at the same time to exit.

RECOMMENDED ARTICLE

Tantrums and after-school meltdowns are normal, but you can stop them in their tracks

by Gemma Breen for *Parental As Anything*, posted 21 February 2020

If your kid struggles to deal with big emotions after school or at bedtime, you're certainly not alone.

According to the experts, it's a very common and natural response that children have when they're trying to deal with the world around them.

In fact, ever since he started school just over two years ago, I considered taking my own son to see a psychologist over what I saw was a constant string of intense emotional breakdowns.

I thought only toddlers were supposed to cry this often, or get this emotional when they were tired, or hungry, or disappointed in the way I cut their sandwiches.

It turns out I was wrong. There's a reason why our kids are losing it, and it's got to do with something called self-regulation.

We'll go into some solutions later.

But first, let's start with Kim's story

Kim Lester's experience is one I can really relate to.

As a content producer for the ABC, Kim was working during the week, putting her young kid in child care and her eight-year-old in after-school care.

Up until recently, the family was living in Canberra, which meant waking up early on chilly mornings and often picking up cold, tired kids at the end of the day.

According to Kim, her ability to cope with it all depended on what sort of day she was having.

"If I'm feeling tired or I'm in a hurry to get everyone to school, and get to work, then I start to yell. I start to make threats and not be a very good parent," she said.

Kim's experience is pretty relatable. I haven't met a parent who hasn't lost it at some point — and I can include myself on that list.

For our family, a muggy Brisbane summer's day can suck the life-force out of any kid (or adult). By dinner time, we're all over it.

But why all the big emotions? Where is it coming from?

Dr Stuart Shanker is a professor of psychology and philosophy at York University, and the founder of the Self-Regulation Institute.

He spends time developing strategies and resources to help parents and kids answer these questions and find solutions.

He says firstly, it's really important to understand that often a kid is simply stressed out — he or she is not being naughty.
"Really, what's happening is they're overloaded and they need to have their stress load reduced," Dr Shanker said.
And as parents, we need to pick up on these stresses before things get worse.
"We also struggle with our energy levels and our tension levels," Dr Shanker explained.

"The ability to manage a reaction to things is learned. And we start learning it, basically, from the moment we're born."

So they're picking up what we, as parents, are putting down.
And as the adult in all of this, we need to get across it early, or we run the risk of raising teens who can't control their feelings.
Beyond that, we could be looking at a generation of adults who can't handle big emotions like rage, jealousy or insecurity.
Yikes.

Kids aren't robots — they're all different

So let's take a step back. You really need to understand why your kids are feeling stressed before you try to fix it.
Of course, everyone's different.
Take loud music, for example. Your kid might go into a meltdown over it, but someone else's child might find it energising.
There can be literally hundreds of little things that can trigger stress (far too many to unpack in one article).
But they all fall into about five different domains — physical (such as sounds or smells), emotional (a scary movie, perhaps), cognitive (memory stuff, like learning maths), social (school and relationships) and pro-social (dealing with other people's stresses).
"Now, let me add another complication," Dr Shanker said.

"The little buggers are changing on you all the time. What was not a big stress last week, is today. And so we have to be flexible."

Awesome. Feeling stressed just thinking about all the stresses.
Perhaps it's time to start looking at the basics.

Help them recognise when they're feeling this way

Kids are always dealing with different "arousal states", Dr Shanker explains.
If it's a good morning, they'll wake up with high energy and low tension. That means they're happy and calm for the day.

But if they've just pulled a big day at child care or school, they may come home with low energy and high tension. This is where we see outbursts, meltdowns and what some might confuse with poor self-control or misbehaviour.

And the problem for little people is that they can't lower their stress levels on their own. They need adults to help them by being calming and soothing.

"Parents want to be doing this before there's a meltdown. So we want to learn to read the signs of when the child is becoming overstressed," Dr Shanker said.

**"When they are [already]
overstressed, we're just going into
soothing mode."**

As parents, we can learn to read these signs. Maybe their voice changes, or they're getting rough with their toys — or their siblings.

"That's the point that not only do we want to reduce the stress and get them back into that calm zone, but use this as a learning experience so that they can begin to recognise when they are becoming overstressed and what they need to do to bring themselves back down," he said.

"Maybe they go into their fort, go into their room and build Lego. But the parent will work with the child, to find out when they're feeling this way.

"We can help them identify the physical sensations, the feeling in their tummy or in their arms, what will bring them back into their state, where they are starting to feel calm again."

Think you're ready to change things up? Read on

When Dr Shanker works with families, he often starts off with "the number one restorative for all kids", which is sleep.

For at least an hour before bedtime, he says there should be no media.

"Then parents ask us, 'Well, what should we do if they're not playing their games, or they're not chatting with their friends?'," he said.

The alternative, he says, happens to be reading.

"Reading is a naturally self-regulating activity," he explained, as is listening to gentle music.

Connecting with your kids is also really important.

**"We want to work hard, especially with the young children, on
sleep hygiene, so that they enjoy the process of gradually
unwinding. And nothing does this as effectively as that quiet time
alone with your parent," he explained.**

"This is a special moment for them to feel safe and secure."

And there's no prize for guessing nutritious meals and exercise has a huge part to play in all of this.

"High-sugar cereals or fruit drinks are actually a hidden stressor," Dr Shanker said.

"Children can't have too much glucose in their bloodstream. If it goes up, the body goes into overdrive to get rid of it."

And exercise, he says, is vital to stimulate the creation of neurochemicals, which the brain needs to stay balanced.

There are other things you can do to help lower stress levels in your home, like decluttering.

"Clutter is very stressful for a child. When we talk about a quiet home, it has to be a home that's visually quiet, as well as sound quiet. Especially if they have their own bedroom," he said.

Encouragement of routines also takes pressure off kids' brains, as well as parents' brains. It's about anticipating what's going to happen next, Dr Shanker says.

"You have to find out what is overloading your child, and you do that by watching and thinking and reflecting," he said.

"If a child is managing stress well, they won't have those impulses. Or if they do have those impulses, they'll be much less pronounced."

For Kim, things are getting better

Kim says that for her, by simply being aware of what's going on around her when the kids are feeling stressed, it's easier to prevent big meltdowns.

"[I'm] trying to be organised, so there's not that rush going out the door ... [I'm] trying to be the adult," she said.

A big one for Kim is bed times. She's seen a huge improvement with her kids.

"I can now recognise if my son is in that low-energy, high-tension state, and I'm finding ways to soothe him and reframe," she said.

"I recognise the domain, and what the stressor might be. So if it's cold, if he's tired, if he's hungry, we try to address that.

"Let's say, for example, there is a fight at bed time over who chooses the book. Instead of having that fight ... we say, 'it's your turn tomorrow night to choose the book, choose it now and we will put it here, we will read it tomorrow night'.

"It actually has reduced a lot of stress for all of us. I'm surprised. It's such a simple solution."

It's important to remember that not coping in the middle of a meltdown can be completely normal for kids (and parents, too).

As they get older, they'll learn to self-regulate.

But in the meantime, Dr Shanker wants us to help them restore their energy.

"We've got to figure out why are they so spent? Where's all the energy gone? Why are they so tense? What's doing this to them?" he said.

"And we know the answer is stress. So now we've got to figure out as parents, what are the stressors that I should be reducing?"

SCHOOL & COMMUNITY CONTACTS

General Enquiries:	6142 1470
Enrolment Enquiries:	6142 1476
Deakin Preschool:	6142 2853
Email address:	forrestps@ed.act.edu.au
Webpage:	www.forrestps.act.edu.au
Principal:	Chris Pilgrim, christine.pilgrim@ed.act.edu.au
Deputy Principals:	Hayley Munsie, hayley.munsie@ed.act.edu.au Renee Berry, renee.berry@ed.act.edu.au
Business Manager:	Ann Hayres, ann.hayres@ed.act.edu.au
P&C President:	Jarrold Fitzgerald, president@forrestpandc.com.au
P&C Website:	www.forrestpandc.com.au
Forrest Out Of School Hours Care:	6295 8985, info@fooshc.org.au

COMMUNITY DIRECTORY

Attention Kindergarten Parents!

Kindergarten Health Checks are happening this year!

All kindergarten students in the ACT are eligible to receive a **FREE** health check



VISION CHECK



HEARING CHECK



HEIGHT, WEIGHT AND
BODY MASS INDEX (BMI)



If you have not returned your child's Kindergarten Health Check Consent and Questionnaire



FIND — Information packs will be sent home early in Term 1



SIGN — Complete the Kindergarten Health Check Consent and Questionnaire



RETURN — To your school by 5 March 2020

Your school can provide you with the date of the health check.



Canberra Health
Services

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www.health.act.gov.au | www.act.gov.au | Enquiries: Canberra 13ACT1 or 132281

COMMUNITY DIRECTORY

EASTER SCHOOL HOLIDAYS TENNIS CLINIC

Monday 20—Friday 24 April

Red Hill Tennis Club

8:00—1:00 (half day) or 8:00—5:30 (full day)

Astrolabe Street, Red Hill

- ◆ Students Kindergarten-aged—17 years old
- ◆ All skill levels
- ◆ Professional, credentialed coaching staff
- ◆ Full stroke development – ‘beginners will be serving overarm by the end of the clinic!’
- ◆ Trophy singles tournament on Friday
- ◆ Doubles training and tournaments in afternoons
- ◆ McDonald’s lunch for full-day students on Friday
- ◆ Great range of lunchtime activities, prizes galore, and heaps of fun!
- ◆ Full refund if not continuing after Monday

To enrol, call Matt McDonald, professionally qualified Level 2 tennis coach, on 0412 565 137

Enrolment forms available from the Forrest Primary School front office



**FREE CONFIDENTIAL
COUNSELLING SERVICE**

6287 3833 9AM-5PM

