



What's On?

17 September 11.30am
Whole School Assembly

17 September 2pm
Term 3 Ends

4 October
Term 4 Starts

Dear Parents and Carers,

Spring is here! Well, it was here for a moment! As per our SunSmart Policy, 'hats are to be worn outside between 1 September and 30 April'. Students who are on-site will need to wear their hat when outside. Those students at home when you go on a walk, please remember to wear a hat. If you require a new school hat please contact Nichole on 93708906.



7 simple ideas to help build a positive relationship with your child

1. **Verbally acknowledge children's efforts.** Tell your child specifically what he/she did that you are proud of. For example, you can say "I saw your work on Seesaw, I could see you were trying your best," When children get praised for doing the right thing, they want to do more of it.

2. **Use positive body language to show approval for positive behaviour.** Positive body language can include a smile, thumbs up, high-five, pat on the back, etc. Keep in mind that some children do not like to be touched and would respond better to something like a thumbs up than a pat on the back.



3. **Use humour with your child.** Make jokes, listen to their jokes, smile often, say something silly, sing something you would normally say, or anything else that would make them smile/laugh.



4. **Show your child that you are happy to see them.** Smile at them when they come into the room; for parents...put your arms out for a hug. Ask about their day, weekend, etc. and really listen when they talk.

5. **Remind your child that they should be proud of themselves** This helps build internal confidence in them, so they can learn to be proud of themselves for being persistent, working hard, being kind to others, etc. If they feel successful they will be successful.



6. **Be a role model for good behaviour.** If you want your child to treat others with respect, you do the same. If you want your child to be an honest person, set an example of honesty for them.

7. **Follow through on your promises and rules (barring unforeseen consequences) and stay away from empty threats.** If you tell your child that he can go on the computer after his sister has a turn, make sure he gets a chance to do that. Have consistent rules that teach your children that they need to stick to their end of the bargain as well.

Today is R U OK day, and today more than ever it's important to reach out to each other and ask the question R U OK? Check in on each other, listen to each other and encourage action.

Christine Monahan

What do I do for self-care?

2015-03-18c

- | | |
|--------------------------------|--|
| Get plenty of sleep | Tidy |
| Enjoy sunshine | Read |
| Cook | Read about people whose lives are more complicated |
| Write or draw (think out loud) | Garden |
| Talk to myself | Get a hug |
| Cuddle cats | Talk to select people |
| Walk or bike (esp in a park) | |

Allied Health News



Key word sign of the week is “Like”

Move open dominant hand in small circles on chest

See Getty and Aleyna’s Z- Admin SeeSaw demonstration



Core Word of The Week

Practice modelling the core word on the AVHS communication board.

“Like”

See Getty and Aleyna’s Z- Admin SeeSaw demonstration

“I like to play with my red car!”

How to cope with an anxious child

When kids are anxious, it's natural to want to help them feel better. However, in trying to protect them you can make the situation worst.

When a child becomes anxious and their parent takes them out of the situation, they learn that getting upset is a good way to cope. Instead, it's helpful for parents to let kids know that they're going to be okay, even if they're scared. You can't promise your child that nothing bad will happen. But you can express confidence that they can face their fears and feel less afraid over time.

You can show your child empathy without agreeing with their fears. For example, "I know you're scared to get this vaccination. It's okay to be scared. You can do this and I'm going to help you."

It's usually helpful to avoid leading questions ("Are you worried about the test tomorrow?"). Instead, ask open questions ("How do you feel about the test tomorrow?"). You can use your tone of voice and body language to show your child that you're calm, which can help them stay calm too.

Parents can also help by keeping kids distracted before something that might be upsetting, like a doctor's appointment. Sometimes it helps to talk with your child about what might happen if their fears came true. What would they do? Who would they ask for help? Having a plan can calm anxiety.

Finally, parents can model healthy ways of handling anxiety.

Parents get anxious too, and that's okay!

The goal is to show your child that anxiety is normal and that it doesn't have to be a big deal.

Contacting the team

Speech Pathology

Getty getty@wordsinmotion.com.au

Working days: Wednesday and Friday

Mental Health Practitioner

Monique monique.parker@education.vic.gov.au

Working days: Wednesday and Thursday

The MHP role is funded to support secondary students only.



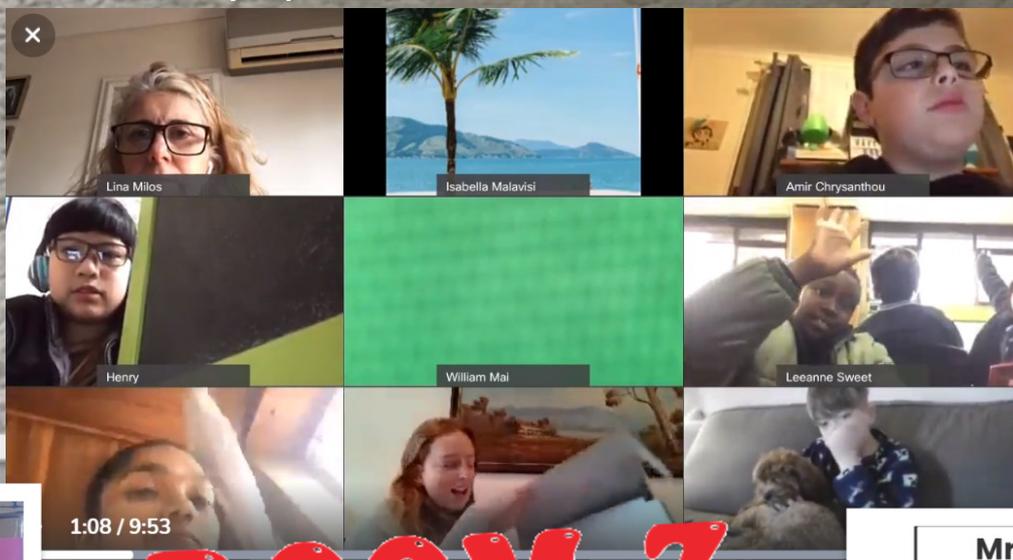


Room 7 are remote learning superstars!

All students learning at home and onsite have done a fantastic job participating in all the learning fun!

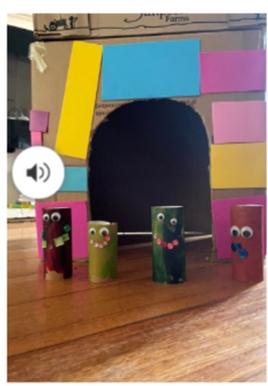
We have been focusing on the book *'Change starts with US'* and have looked at ways we can help our planet such as by recycling, composting, and saving water. Some activities during the lockdown include creating new toys with recycled materials, going on adventures with our home made telescopes, discussing our favourite fruits and experimenting how much they weigh. We have also enjoyed our very own class series called "The adventures of Royalty" where we follow characters made from recycled materials.

A new episode comes out every day!



ROOM 7

Post yourself with your telescope and your item.





Hello!

Researchers from The Royal Children's Hospital Melbourne in partnership with researchers from the University of Sydney are members of a national consortium of universities and non-government organisations collaborating to develop a disability research agenda for Australia for the next 10 years.

Our team is seeking the views of parents of children with disability and the views of adolescents /young adults with child-onset disability to help us develop the agenda.

We are inviting you to participate in an interview with our research team or to be part of a small (6-8 person) focus group which aims to understand your thoughts and priorities in relation to disability research in Australia.

We would like to hear from as many people as possible from a very broad range of backgrounds so that we have a clear understanding of the areas that people think are important for research. Please share this email with other parents and young people who might be interested.

To find out more about the project or to find out about other consultation activities please email the RCH Project Coordinator: georgie.rose@mcri.edu.au or view the National Disability Research Agenda website [here](#).

I look forward to engaging with you on this important piece of work.

Christine Imms

Dear Families,

We are sharing an invitation from researchers from the RCH and University of Sydney who would like to speak to parents of children with disabilities. Your views and perspectives are essential to guide future research into disability and disability supports.

The interviews will occur as either focus groups (4-6 people) for 1.5 hours or individual interviews for 1 hour or less. They are occurring within the next 1-2 weeks.

You can read more here:

Facebook: <https://fb.watch/7i0hls2C7L/>

Twitter: <https://twitter.com/cpachieve/status/1424263012609888258?s=21>

Your input is extremely valuable, so if you have the time to participate, we encourage you to do so.

Please see the official invitation from the researchers above.

