Principal’s Comments
With teachers busy beginning to write reports this term it is a reminder about how quickly the year is disappearing. Reports will go home at the end of term and follow-up interviews will take place at the beginning of Term 3. This will be an opportunity to discuss with teachers aspects of the reports and plans for Semester 2.

As we are into winter we do ask that every child has a jumper with them each day. To help us manage these when students take them off, could you please clearly name each jumper your child wears to school. It is easy to recognise the new year six tops (all named!) however with all other jumpers looking the same even the students cannot tell them apart.

With winter now well and truly upon us we are asking that we work together to keep our school community fit and healthy, the following information is provided by the Department of Education and Training -

Handy hygiene tips for you and your family
• Cover your mouth and nose with a tissue when coughing or sneezing
• Throw used tissues in plastic-lined rubbish bins
• Wash your hands with soap and water, preferably warm water if available
• Reduce the spread of germs by avoiding touching your eyes, nose and mouth

Further information on influenza is available at the Better Health Channel, see: Better Health Channel

What can you do to prevent the spread of infectious diseases?
The three main ways of preventing the spread of infection are:
1. Remind your child of effective hygiene methods.
2. Keep your child home when they are unwell. Your doctor will let you know if your child has an ‘excludable’ condition. You will need to advise the school as soon as possible and keep your child home for the length of time that your doctor advises.
3. Ensure your child’s immunisations are up to date.

Do you know when you should keep your child home from school?
The Department of Health and Human Services outline the minimum period of exclusion from school for various infectious diseases. To find out more about the minimum period of exclusion for infectious diseases, see: School Exclusion Table at : http://ideas.health.vic.gov.au/guidelines/school-exclusion-table.asp

Our school values underpin everything we do at Ararat North Primary School. This week I would like to focus on one of our three values outlined in our strategic plan - resilience. Teachers incorporate into their daily teaching strategies and activities that help our students to become more resilient. Resilience – what does it mean to be resilient? Being resilient means that our students have the ability to cope and ‘bounce back’ after something happens. It means that students can return to a safe level of emotional wellbeing. For some students they need to know what this safe level is. How to do this is not always easy which is why we teach and support students to know what it means to be resilient and why we help students build skills to become, and or be, more resilient. Please help us to help your child/ren become more resilient by discussing what it means to be resilient at home.

Have a wonderful week
Judy Hilbig
CHAPLAIN'S CHAT: SCREENS

As parents, we are all grateful for anything which gives us some down time, in the midst of the busyness of raising a family. It may be relatives who step in to provide a break, but increasingly we are turning to electronic means. We see this as a “safe” babysitter: after all we can still see our kids, they’re quiet and happy and hey, aren’t they learning stuff at the same time? It’s easy to think that, especially when it’s so convenient and we can be guilt free. I thought that way too, until attending a conference in Melbourne last week which has given me some new things to think about.

Scientists are now discovering that too much use of screens (that includes television, but especially ipads, computers, tablets and mobile phones) actually damages developing brains and sets our kids up for addictions (which can be any pattern of behaviour which they struggle to break). Some of the damage includes reduced ability to focus, not being able to have to wait for anything, loss of creativity and imagination, not being able to predict consequences of their behaviour and being unable to plan for the future. And that’s just the beginning!

I’m sure that this is not what any of us wants for our children. So how do we know how much time is too much? That’s a really important question and the scientist’s answers shocked me. Here they are. Children under 2 years – ZERO screen time per day (No, not even Play School or Sesame Street). Children under 12 years - No more than 1 HOUR per day (that’s the absolute maximum!) Children over 12 years – No more than 2 HOURS per day (that includes adults).

Wow! There go all my plans for free time. Your children won’t appreciate it if you try to cut them back, but the more they object, the more it indicates that this habit may be drawing them into addiction. So encourage them to ride a bike, bake a cake, read a book, play a board game, and join them. But for the sake of their future (and yours), work towards turning off those screens.

If you have any questions, or need support, then don’t hesitate to contact me.

Your Chaplain,

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A SHORT REMINDER THAT SCHOOL CONTRIBUTIONS ARE NOW DUE AND ARE REQUIRED TO BE PAID
FRIDAY, JUNE 12 IS NATIONAL BUDDY DAY!

LEARNING AREA 1 AND 3 STUDENTS WILL BE PARTICIPATING IN SPECIAL BUDDY ACTIVITIES ON THIS DAY.

- ALL BUDDIES (BIG AND LITTLE) ARE ASKED TO WEAR PURPLE FOR NATIONAL BUDDY DAY. (Just a splash of purple – headband, ribbon, shoelaces, tie, wristband etc.)
- ALL BUDDIES ARE ASKED TO BRING A SMALL PLATE OF FOOD TO SHARE FOR OUR SPECIAL BUDDIES AFTERNOON TEA.

THANKYOU FOR HELPING US BE BETTER BUDDIES!