

# Marong Primary School Newsletter



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## July

25th Pupil Free Curriculum Day  
27th School Council Meeting 7pm  
28th Ring of Rhythm Music Performance

## August

28th Book Week Commences

## September

4th -8th Whole School Swimming

**RESPECT**

**RESPONSIBILITY**

**HONESTY**

Dear Parents and Carers,

### Curriculum Day

Parents and carers are reminded that next Tuesday July 25th is a pupil free day. Staff will be involved in a second day of Berry St street training.

### Cold and Flu Season

The cold and flu season is well and truly here and hence I wish to remind everybody that if your child is showing symptoms of a cold or flu, that it is best that they remain at home until they are fully recovered.

### Grade 3/4 Camp

Permission forms will be sent home with our grade 3/4 students with respect of their forth coming camp. This camp will be conducted in the week beginning 21st of August. It is a split camp with the grade 3 students attending on the 21st -23rd of August and our Grade 4 students attending the camp from 23rd -25th of August. The venue for the camp is the Log Cabin Camp Creswick. The cost per student will be \$230. Parents with camps and excursions funds or other funds in cred will have this amount deducted as part payment.

### Grade 5/6 Camp

On Wednesday I took the opportunity to visit the staff and students at the Queenscliff camp. Everyone was thoroughly enjoying the camp and the venue is amazing, with stunning views of the entrance to the bay from the main dining room. Despite the wintery weather the students were boogie boarding and the excitement far outweighed the effect of the cold water. The coach will return to Marong by 3:30pm today. I am sure there will be some very tired but happy people on board.

### School Council Meeting

The next meeting of school council will take place at the school on Thursday 27th of July commencing at 7pm.

### Well Done and thank you!

A big thank you to our parents club who coordinated the recent pie drive. Activities such as this are very much appreciated. Well done!

## **Students of The Week**

P/1 M

Bella Jeffery - Bella has been a very kind and caring friend this week. She has very thoughtfully offered to play with our new student at lunchtimes and has been making sure she feels welcome and included within our classroom community. I am very proud of Bella for the leadership and kindness she has demonstrated this week. Well done, Bella!

P/1 O

Max H- Max has had a wonderful week of school and I am very proud of his efforts and concentration. Max is settling into Marong Primary School well and I have loved seeing him so happy and smiley this week! Keep up the great work Max!

P/1 CT

Patrick B

For always displaying such a positive attitude in class and continuing to work super hard in his reading and writing sessions. Wonderful work Patrick!

2/3 S

A new student at Marong, Jack has slotted in nicely to the Marong Primary School environment, making friends with ease and stepping up in terms of his focus and determination at the start of a fresh term. Well done Jack.

2/3 M

Congratulations Chaz on a great week. Chaz has been working hard on his poetry this week, following the structure carefully and including lots of adjectives in his writing. He has been a great team member in our science experiments, working well with all his peers.

2/3 F

Tait Taruvinga – Tait has continued to try hard and give 100% effort to meet his learning goals. He is a popular member of our grade and is a great friend to others. Tait loves playing sport and continues to show improvement during P.E. sessions. Keep up the outstanding effort, Tait!

Gr 4/5/6 J

Jett A – Jett has had a wonderful week at school. He's been respectful of his classmates and teachers alike and has stepped up and been a leader in the classroom. Keep it up Jett and we can't wait to see more of this!

Gr 4/5/6 TW

Xiaver is very deserving of this award this week. Xiaver has impressed all teachers on 5/6 camp with his enthusiastic approach towards all activities and for demonstrating kindness towards all his peers. You have had an excellent start in term 3. Keep it up Xiaver!

Gr 4/5/6 R

Elizabeth - for demonstrating all our school values this week. Elizabeth has been super on camp, being helpful and supportive to all on camp. It has been great to see Elizabeth happy and enjoying her time on camp. Well done Elizabeth.

## **Grade P/1 News**

We have had another super week in Prep/One. In Smart Spelling we have been looking at the word 'shark', focusing on the 'sh' and 'ar' digraph. Students have been working hard and we have been blown away with some beautiful, neat writing! In Math we have been looking at money this week. The students have had lots of fun playing, experimenting, and ordering coins and notes. In Reading this week we have been focusing on non-fiction texts. The students have been exploring all the different features of non-fiction books and have learnt some interesting and cool new facts!

Thank you all for another wonderful week.

The Prep/One Team

## **Grade 2/3 News**

It's been a busy week in the grade 2/3 unit this week. We began our week with some more predicting, looking at character relationships and settings. To end the week, our reading has focused on different genres of books and how we tell the difference between them.

We have continued our poetry focus this week, learning how to write nursery rhymes, shape poems, acrostic poems and haiku poems. It has been great to see our creative minds at work.

In maths, we have continued our fraction work, creating our own flags. We followed fraction-based criteria to create our design. Students were critical in their thinking to work out how to make each of the items fit on their flag in the correct fraction.

Finally, we have been busy in science. We have experimented with dissolving and melting, looking how what things dissolve in water and what can help slow the melting process of ice.

Thanks for a great week!

Mr Fry, Mrs Maher and Mr Stacey.



## Grade 2/3 News Continued



GRADE 4/5/6 CAMP

PICTURES— MORE NEXT WEEK



# WELLBEING

## Helping pre-teens and teenagers calm down

(The following article can be found at [www.raisingchildren.net.au](http://www.raisingchildren.net.au))

### Calming down from strong emotions: why pre-teens and teenagers need help

Pre-teens and teenagers often feel and express strong emotions. For example, they might feel really angry if something seems unfair, or really disappointed if something doesn't turn out the way they wanted.

These emotions can be overwhelming. At the same time, because of teenage brain development, teenagers don't always have the skills to think about things rationally. They might have trouble solving problems. They might also do things without thinking them through.

Pre-teens and teenagers might behave in these ways even if they had fewer difficulties in these areas when they were younger.

Your child's personality or particular circumstances like family changes or stress from schoolwork or relationships can also affect pre-teens' and teenagers' abilities to deal with emotions.

Learning to calm down is an important part of learning to understand and manage emotions for pre-teens and teenagers.

### Helping pre-teens and teenagers calm down: five steps

Here are five steps to help your child calm down from a strong emotion:

1. Notice and identify the emotion.
2. Name and connect the emotion.
3. Pause and say nothing.
4. Support your child while they calm down.
5. Address the issue.

#### 1. Notice and identify the emotion

If your child looks like they need help to calm down, stop. **Pay attention to what your child's behaviour is telling you** about their feelings before you do or say anything else.

Here are some ideas to help you identify your child's feelings:

- Try to stay calm and listen to what your child is saying. For example, if your child does badly on an assessment, they might be feeling disappointed. But they might complain that the teacher hates them or that their chores don't give them enough time to study.
- Try 'standing in their shoes' by remembering or imagining yourself in a similar situation. For example, you might think about how you feel when you make a mistake at work.
- Be patient. You might need a lot of practice to identify your child's emotions.

## **2. Name and connect the emotion**

The second step is to label the emotion and connect it with the event. For example, 'I think you might be feeling frustrated and disappointed with that grade'. This helps your child understand what they're feeling and why. It also helps them understand what happens in their body when they feel this way.

Labelling the emotion also **shows your child that you understand how they feel** and that this emotion is OK, even if their behaviour isn't OK.

It can be hard for your child to work out what the emotion is when they're very upset, particularly if they're still learning to identify their emotions. That's why it's best to label the emotion rather than asking about it. So you might say, 'You seem really angry' rather than 'Are you feeling angry?'

## **3. Pause and say nothing**

Pausing and saying nothing for a few seconds gives your child time to take in what you've just said. It's hard not to jump in and start talking. You might find it helps to **count slowly to five in your head** while you wait.

This pause might be enough for your child to calm down. Or they might solve the problem for themselves. For example, 'I think I didn't put much effort into studying. I'll put more effort into the next assignment'.

Also, a pause can sometimes give your child time to think more about why they're feeling the strong emotion. If they want to talk through their thoughts, you might need to wait a little longer.

## **4. Support your child while they calm down**

If your child is very upset, they might need more time to calm down. For example, they might keep shouting or acting out physically. Or they might shut themselves in their room or leave the house.

**Here's what to do if your child needs more time:**

- Make sure that they're safe, you're safe and the people around you are safe.
- Get someone to help you if you need it – for example, your partner, if you have one.
- Stay calm. Stay close to your child if it's safe to do so. Staying close shows your child that you understand and that you can handle whatever their emotions are. It also helps them understand that emotions don't have to be overwhelming.
- Wait for the strong emotion to pass. Be patient. Your child is more likely to calm down if you stay calm and accept their emotions.
- Give your child some space if they want it, but let them know you're close by – for example, 'I'm just going to sit outside your door'.

- If your child leaves the house, match your response to your child's age and maturity. For example, you could follow them, let them 'walk it off' for a few minutes then call them, or just wait for them to come back.
- If your child's emotions don't seem to be passing, go back to step 1 – for example, 'I can see you're really furious about this'.

It's tempting to say things like 'Why don't you go for a walk?' or 'Try taking some deep breaths'. But your child might not be able to respond to these suggestions until their emotions have passed. It's often best just to wait and send the message that you're there if they need you.

It's important to let your child know that it's OK to feel strong emotions. When your child is calm, you might need to help your child understand the difference between the emotion and the behaviour. For example, 'It's OK to feel frustrated and disappointed. But it wasn't OK to swear at me and kick the wall'.

### **5. Address the behaviour or problem-solve**

Your child needs to calm down before you can help them solve a problem or change a behaviour you don't like. What you do after your child has calmed down will depend on the situation – for example, what caused the outburst and how your child was behaving.

Here are some suggestions:

- If it's appropriate, ask your child whether they want some help with problem-solving. The first step in problem-solving is to identify the problem. For example, 'You have two big assignments due next Wednesday'.
- If your child is upset about a rule that you won't or can't change, acknowledge your child's emotions but avoid a debate. For example, 'I know you're angry because you can't go to that party. But we're not comfortable with you attending parties where there's no adult supervision'.
- If your child is behaving in physically or verbally harmful ways, let them know this behaviour is unacceptable. For example, 'It's not OK to speak to me like that', or 'We'll have to patch and paint that hole in the plaster this weekend. The cost of the materials will come out of your pocket money'.
- Give your child comfort and reassurance if they need it. For example, 'That was a scary thing to happen' or 'I'm sorry to see you so sad. Would you like a hug?'

Autistic teenagers who show aggressive behaviour and teenagers with ADHD often need extra support to cope with strong feelings and control their impulses. Your child's therapist can give you ideas for strategies that might help.

### **Calming down: getting help**

If you think your child needs more help dealing with their feelings, start by talking to their GP. The GP can help you find support for your child, which might include seeing a counsellor or psychologist. A school counsellor might also be able to help.

These professionals can also recommend parenting programs that can help you learn more about teenagers' emotions.

You're best able to help your child with their emotions when you're calm yourself. Staying calm also gives you the chance to be a positive role model for managing emotions. Looking after yourself, especially your physical and emotional wellbeing, can help you stay calm around strong emotions.

*Please don't hesitate to contact myself and or Ms White if you or your child are in need of support. We can provide you with confidential advice, support and information on the various services and support available to students and their families.*

Marc Cowan  
Chaplain & Student Wellbeing Officer