



# Mill Park Primary School

## Newsletter

Blamey Avenue Mill Park 3082 PO Box 163 Mill Park 3082  
t 03 9404 3337 f 03 9404 2757 e mill.park.ps@edumail.vic.gov.au www.millparkps.vic.edu.au

**ISSUE 23**  
**3rd Aug 2017**

**Our vision is to be a dynamic school, promoting integrity, life long learning and the attainment of excellence**

**Excursion Payments - PLEASE NOTE  
NO PAYMENTS WILL BE ACCEPTED  
AFTER THE DUE DATE.**

**Year 1 Wild Action Incursion \$13 due 9th August**  
**Year 5 Water Safety Program \$23 due 10th August**  
**Year 1 Games and Dinner \$23.50 due 17th August**  
**Year 6 Water Safety Program \$23 due 18th August**  
**Year 2 Sleepover \$15 due 18th August**

**ENROL PREPS NOW FOR 2018**

### Coming Events

**Aug 5 PFA BBQ at Bunnings in South Morning**  
**Aug 8 Year 3 Swimming**  
**Aug 9 After School Chess Program**  
**Aug 10 Year 4 Water Safety Program**  
**Aug 11 H7 Mill Park Library Excursion - DigiTech**  
**Aug 14 Year 1 Wild Action Incursion**  
**Aug 15 ICAS Testing - Mathematics**  
**Aug 15 Year 3 Swimming**  
**Aug 16 After School Chess Program**  
**Aug 17 Year 5 Swim Survival Program**  
**Aug 18 H4 Mill Park Library Excursion - R'Orchestra**  
**Aug 21 Year 4 E5 & E6 Minecraft Incursion**  
**Aug 22 Year 4 E7 & E8 Minecraft Incursion**  
**Aug 22 Year 3 Swimming**  
**Aug 25 Year 1 Games and Dinner Night 4.30pm-7.30pm**  
**Sept 1 Yr.6 Graduates, Sports & Special Groups Photo**  
**Sept 13 Year 5's Try-On Day of 2018 Commemorative Garments**

### FROM THE PRINCIPAL'S DESK

#### 100 DAYS OF LEARNING

To acknowledge their 100 days of learning our Foundation students and their teachers dressed up like 100 year olds today. Our Foundation students are making excellent progress with their learning. We congratulate them on their great attendance rates as well as positive attitude to learning. Well done and keep up the outstanding effort!



### School Council Meetings in 2017

15th August, 19th September, 17th October, 21st November, 12th December (if required).

**Finance & Fundraising; Buildings & Grounds; Education & Policy; Community Building & Relations Committee Meetings - 8th August**  
**OSHC - 9th August**

## IMPORTANCE OF FEEDBACK

Children respond to the world according to their perception and experience of it and very often it is not the same as an adult's perception or experience of the world. When teaching and guiding children it is helpful to step into their shoes and really see the world through their eyes, hear the words from their ears and feel how the situation feels to them. This may change your perception of the event or situation and help you to be more tolerant and understanding of their view.

No matter how old our children are, our praise and encouragement will help them feel good about themselves. This boosts their self-esteem and confidence. However, what you say, and how you say it, determines how well you are understood and how others respond to you.

Feedback should be tangible – even as little children we learn how to walk, to hold a spoon and understand certain words from guidance and feedback given by adults. It's not easy to tell your child they messed up, knowing it may cause anxiety, disappointment or embarrassment. But try not to protect your child's feelings at the expense of telling them what they truly need to hear. Without honest feedback, they can't possibly figure out how to do it differently or better next time.

If feedback is specific and useful, it provides actionable guidance. Comments such as 'Good job', 'You did that wrong' or 'You got a C' are not feedback. Children won't make sense of these words and will wonder what to do more or less of next time based on this information. Actionable feedback should be meaningful to the child with a goal set for future improvement. It is the action plan, the 'how' that adds value to the feedback. Deliver the feedback in such a way that your child believes that success is within reach, no matter what mistakes were made.

Feedback should be user friendly and timely. It is of little value if the child cannot understand what you are saying or using words that are too complex for their stage of development, as is giving feedback about more than one issue at a time. For maximum effect, feedback should also be given sooner rather than later.

When there is demonstrated effort to make improvement, remember to praise your child:

- When you feel good about your child, say so
- Describe what it is that you like about their behaviour
- Praise your child's efforts and strengths
- Encourage good behaviour with praise, rather than pointing out the bad
- Look for little changes and successes
- Praise effort as well as achievement
- Accept that everyone is different, and love those differences

Feedback is all about future improvement, so it's important to praise aspects of a child's performance that were under their control. Talk about their creative approach, their planning, persistence and effort, attitude and willingness to improve. Praise their actions, not just their abilities.

That way, when they run into trouble later on, they will remember what helped them to succeed in the past and put that knowledge to good use.

## PARENT OPINION SURVEY

On Monday, 7th August the 2017 Parent Opinion Survey will be emailed or mailed to families randomly selected through the school's CASES program. Each year a group of randomly selected parents is asked to respond to a brief survey about our school. This survey provides valuable data that enables us to better understand how the community feels about the school and to help guide school improvement efforts.

## PERSONAL ITEMS AT SCHOOL

I remind parents that personal goods, not required for school programs, that are brought to school are at the owner's risk. Personal items brought to school by students and/or parents are not insured and the Department of Education and Training does not accept responsibility for any loss or damage. This includes mobile phones, calculators, games, toys and sporting equipment.

# Thank You!!



I am sending all our students and staff a big **THANK YOU** for acknowledging my 40 Years of Service Award with the Department of Education and Training. I was spoilt with a special afternoon tea and presentation at assembly last Friday. The beautiful certificates given to me by each year level are proudly displayed in my office.



I leave you with a quote from Bill Gates, 'We all need people who give us feedback. That's how we improve.'

**Lu Alessi**  
**Principal**

## SCHOOL COUNCIL PRESIDENT'S REPORT

A warm welcome back to all our students, teachers and school community to Term Three.

Recently in our School Council meeting for July we discussed the current canteen menu. Council approved a recommendation to remove the food colour coding from the menu. A new black and white menu will be released soon.

### School Council approved the following dates:

- Year 6 Graduation: 8th December 2017
- Christmas Concert: 11th December 2017
- Christmas Concert back up date: 12th December 2017
- Early Dismissal for 22nd December at 1.00pm

### School Council also approved the following:

- Risk Assessment for the Year 5 Phillip Island Adventure Camp, as well as the staff attending
- Dress Code Policy
- Healthy Eating Policy
- SunSmart and Heat Policy
- Volunteers Policy

These policies are available on the school's website.

The new carpet in the Hibiscus Building was installed during the school holidays and looks fantastic.

We have received positive feedback regarding the mid-year student reports.

I am sure some of the community have noticed the beautiful large trees at the front of our school were removed over the break. This was due to a safety issue and smaller plants have already been planted.

Finally, **Saturday, 5th August 2017** is our Bunnings BBQ Fundraiser at Bunnings Mill Park. This is one of our major fundraising events so we hope the School Community will support us. Myself and other members of School Council and the PFA will be turning sausages and would be delighted to meet more of our School Community. Pop in and say hello!

**Darren Symes**

**School Council President**

## FROM THE ASSISTANT PRINCIPAL'S DESK

Welcome to the final month of winter! With only a few more weeks of the cold weather, spring is just around the corner with some much anticipated sun!

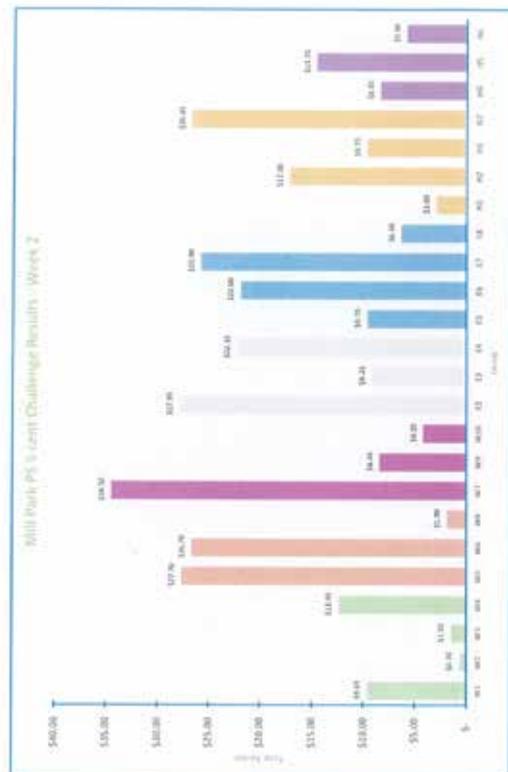
While we are on the topic of spring and having things to look forward to, our Whole School Expo will be held on Wednesday 20th September where students will have the chance to share what they are learning in their classroom. Save the date- it's sure to be a great experience for students and their families.

### PFA NEWS

The 5c Drive has begun and we have had a real positive response to it, which is fantastic!



Please keep sending your loose coins to your child's classroom, jars will be counted every Friday due to the great support. Last week's winning class was W7 followed closely by E2 and then W5.



Weekly winners will be announced at each assembly on Friday, so start collecting! A graph displaying the amounts raised by each class will be shown in all classrooms.

### PFA needs your help!

On **Saturday August 5th 8:00am – 4:00pm**, the PFA is holding a Sausage Sizzle BBQ at Bunnings South Morang to help raise money for classroom library shelving. If you are able to help, even if it is only for an hour or two, please leave your name and number at the office and a PFA member will ring you as soon as possible. Supporting these events not only raises much needed funds for the school but it is also a great way to meet other parents. I hope to see you all there!

### Lost Property



We currently have a large amount of clothing in Lost Property that are unnamed. All clothing that is labelled is returned to classrooms on a weekly basis. Please ensure that all your child's clothing is labelled so any items can be returned to the owner promptly!

### Student Attendance



**Every Day Counts- Primary School Attendance**

In primary school, some students miss on average 3 weeks of school per year. That's half a year of school by the end of year 6.

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind not only academically but socially too.

### **Why it's important**

We all want our children to get a great education, and the building blocks for a great education begin with children coming to school each and every day.

If children miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a child misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

### **What we can do**

The main reasons for absence generally are:

**Sickness** – There are always times when children need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

It's vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided.

**"Day off"** – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

**Tuancy** – This is when children choose not to go to school without their parent's permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- ♦ Speak with your classroom teacher and find out what work your child needs to do to keep up.
- ♦ Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

### **Curriculum News**

This week, the focus is on supporting your child's reading and writing at home.

Create a routine at home for learning and provide materials to motivate writing such as:

- ♦ Notebooks to write their ideas and feelings
- ♦ Computers and/or netbooks
- ♦ Markers, pencils, highlighters and pens
- ♦ Dictionaries and thesauruses as references. These can be books or found online
- ♦ Online resources such as online maps, encyclopedia's weather sites

It's amazing what a difference it can make to your child's learning if the environment and support is available. Have a great week and stay warm!



**Carol Vidmar**

**Assistant Principal**

## **PRINCIPAL'S DAY FRIDAY 4TH AUGUST 2017**

This tomorrow, the staff and students of Mill Park Primary School will be turning on our brightest smiles and saying thank you to two very special people who help to make our school a great place to learn. Every year we celebrate Principal's Day and we are very privileged to recognise Mrs Alessi and Mrs Vidmar for the hard work they do every day at our school.

It seems strange to think that, in TV shows and movies, principals are often the villains of the story – when in real life we know them to be the opposite. Our principals are absolutely heroes to all of us at Mill Park! On behalf of all the staff and students, this day has been set aside for us to step back and think about how important the school principal and assistant principal are to the success of the school.

One thing that may have been missed is the endless energy that principals must devote to their jobs. A school principal's mind is constantly whirring with facts, figures, questions and problems that must be solved – from before the school day begins to long after the students have gone home. With all of these thoughts bubbling beneath the surface, they come to work and devote themselves tirelessly to navigating the challenges presented by students, staff and mountains of paperwork. Why do they do this, day in and day out? Because at the core of the school principal's heart is a passionate drive to support teachers and students to achieve their goals, to improve their learning, to feel loved and supported and ultimately to know they belong.

Throughout the school day, they meet with teachers and students to listen to our concerns, support our well-being or to motivate us to try a little harder; reach a little higher. The work they do is vital, endless and more than worthy of being honoured and celebrated.

So, thank you Mrs Lu Alessi and Mrs Carol Vidmar for all you do to make our school better every day. For all the hard work we see, and all the even harder work we may never know about; thank you for being our amazing principals. The staff and students at Mill Park Primary love you more than we can say! We only wish that every day could be Principal's Day!

Remember: The Principal is your PAL!



**From Staff and Students**

## WELFARE NEWS

### Breakfast Club

We are still running Breakfast Club this term so come along on a Tuesday morning from 8.30am and enjoy a yummy breakfast in the Eucalypt Building.

### Fine Motor Skills – information from 'Kids Sense'

#### What are Fine Motor skills?

Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with lego or duplo, doing up buttons and opening lunch boxes.

Fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine motor skills require a number of independent skills to work together to appropriately manipulate the object or perform the task.

#### What skills do 'fine motor skills' include?

- **Academics skills including**
  - Pencil skills (scribbling, colouring, drawing, writing)
  - Scissors skills (cutting)
- **Play**
  - Construction skills using lego, duplo, puzzles, train tracks
  - Doll dressing and manipulation
  - IT use (e.g. mouse and stylus manipulation)
- **Self-care including**
  - dressing – tying shoelaces, doling up sandals, zips, buttons, belts
  - eating – using cutlery, opening lunch boxes and food bags
  - hygiene – cleaning teeth, brushing hair, toileting.

### Why are fine motor skills important?

Fine motor skills are essential for performing everyday skills as outlined above as well academic skills. Without the ability to complete these everyday tasks, a child's self-esteem can suffer, their academic performance is compromised and their play options are very limited. They are also unable to develop appropriate independence in 'life' skills (such as getting dressed and feeding themselves) which in turn has social implications not only within the family but also within peer relationships.

### How can you tell if a child has fine motor skill difficulties at a glance?

- Avoidance and/or disinterest of fiddly finger skills (and has tasks listed above)
- Preferring physical activity (again to avoid sit down tasks)
- Interest in 'passive' activities such as IT (e.g. watching TV an IPAD that don't require Fine Motor skills)
- No interest in pencil or scissors skills
- Being 'bossy' in play and asking others to "draw a cat for me"
- Not persisting in the face of a challenge (e.g. asking parents to fix a problem without physically trying to fix it themselves)
- Waiting for parents to dress them or clean their teeth rather than trying themselves
- Refusal to use stylus with the IPAD

### Help kids change their perspective when things go wrong – Article written by Michael Grose

This is a fantastic article focusing on parents helping to change their child/children to not catastrophise things when something goes wrong. The article is attached to this week's newsletter.

### 'Health Ability' – for your health and wellbeing

'Health Ability' have several groups, programs and health and wellbeing services and Healthy Bite Dental's oral health services. They are a community health organisation that exist to inspire people and communities to be healthier and inclusive. The organisation have been supporting people of all ages, from young children to seniors in the community for over 40 years and are a registered provider for NDIS supports and My Aged Care services.

Everyone is welcome to use their services and there are brochures in the front office. If you would like further information you can look on the following websites:

- [healthAbility.org.au](http://healthAbility.org.au)
- [healthybitedental.org.au](http://healthybitedental.org.au)

## Parentline

Parentline offers a confidential, anonymous telephone counselling, information and referral services for all Victorian parents and caters with children from birth to 18 years of age.

The professional counsellors are available to discuss issues including child behaviour and development, parent-child relationships, education, bullying, living with adolescents, family violence, family breakdown and parental stress. A translating and interpreting service is also available for families with a non-English speaking background. The hearing impaired callers can access Parentline through the National Relay Service.

Parentline is available 7 days a week from 8am to midnight every day of the year on 13 22 89.

Enjoy the remainder of the week! *'Happiness* is an acquired taste. The less attention you pour onto drama and negativity around you and the more you learn to APPRECIATE the small things.....the more meaningful your life becomes'- taken from 'Gentle Reminders' by Dodinsky.

## Kelly Spurr

Welfare Coordinator/Leading Teacher

## STUDENT BANKING

**Congratulations to Lani W9, Patrick E5, Aran E6, Elias E7 and Skylah E8.** Please come to the office to collect your reward.

## Vivian Gulia

Student Banking Coordinator

## 2018 YEAR 6 COMMEMORATIVE GARMENTS

On Tuesday I handed out letters to the current Year 5 students for 2018 Year 6 Commemorative Garments. Please take time to read it and choose carefully the correct size, the garments are a generous size. **The zip up jacket is \$68.00 and the polo top is \$43.** The lovely ladies from Northern Regional Uniforms will come out to the school to measure and fit the children on **Wednesday, 13th September 2017 from 10.00am - 11.00am.** Parents/guardians are welcome to attend this try on day.

If you have any queries please come and see me or call on 9404 3337.

## Vivian Gulia

Year 6 Garments Coordinator

## UNEXPLAINED ABSENCE/LATENESS LETTERS

Unexplained absence and lateness letters have gone out this week, please complete and return them to the office as soon as possible. This is the only way we can update your child's absence or lateness.

## Vivian Gulia

Attendance Coordinator

## READING MATTERS



There are only 3 weeks until the Premier's Reading Challenge is over for another year. We are so close to having everyone complete the Challenge for the seventh year in a row. Come in out of the cold. The library is open at lunchtime every day of the week. There is a tub of PRC Books next to the heater. Grab one, read and write it down, I will add it to your list. Goals set early in the year are hard to maintain as the year goes on but we are almost there and the sense of achievement will be amazing for all.

## PREMIER'S READING CHALLENGE

**Congratulations!** W8, W5, W2 and E6 finished their challenge and other classes are so close I smell victory. Please bring your completed sheets to my office (Eucalypt building next door to E8) so that I can update the data. As the Premier's Reading Challenge is part of our Literacy Program it is therefore compulsory for each child to enter **Home Reading books are not on the list so please borrow from the library.**

The website for the Premier's Reading Challenge Book list is [www.education.vic.gov.au/prc](http://www.education.vic.gov.au/prc)

## OVERDUE BOOKS

I still have books overdue from Term 1 and now Term 2. Please look through your bookcases, under beds, in the car for these missing books. Overdue notices went homelast Friday. If yours is highlighted then these books have been missing for quite a long time. The library is open from 8.30am – 3.45pm. Students may return and borrow during that time. So there is no excuse for an overdue book.

Happy Reading

Sharon Turner

Library

## Citizenship Awards



### Term 3 Week 3

#### Foundation

**Waratah 1: Jesse**

**For demonstrating the value of Compassion.**

**Waratah 2: James**

**For demonstrating the value of Excellence.**

**Waratah 3: Aerita**

**For demonstrating the value of Respect.**

**Waratah 4: Adam**

**For displaying the value of Compassion.**

#### Year 1

**Waratah 5: Ryder**

**For demonstrating the value of Excellence.**

**Waratah 6: Afif M.K.**

**For showing the value of Integrity.**

**Waratah 8: Fariq Hussain**

**For demonstrating the value of Excellence.**

#### Year 2

**Waratah 9: Krishnar**

**For demonstrating the value of Excellence.**

**Waratah 10: Leena**

**For demonstrating the value of Respect.**

#### Year 3

**Eucalypt 2: Shilah Neary**

**For demonstrating the value of Compassion.**

**Eucalypt 3: Michael Theochari**

**For showing the value of Excellence.**

**Eucalypt 4: Liam McClurg**

**For demonstrating the value of Respect.**

#### Year 4

**Eucalypt 5: Isabella**

**For demonstrating the value of Compassion.**

**Eucalypt 6: Amani**

**For demonstrating the value of Excellence.**

**Eucalypt 7: Ella**

**For demonstrating the value of Respect**

**Eucalypt 8: Zynah**

**For demonstrating the value of Excellence.**

#### Year 5

**Hibiscus 1: Kobe**

**For displaying the value of Compassion.**

**Hibiscus 2: Thalia**

**For displaying the value of Respect.**

**Hibiscus 3: Max**

**For demonstrating the value of Excellence.**

**Hibiscus 7: Tariq**

**For demonstrating the value of Excellence when creating his own country's map.**

#### Year 6

**Hibiscus 4: Rehman**

**For demonstrating the value of Compassion.**

**Hibiscus 5: Margarita**

**For demonstrating the value of Excellence.**

**Hibiscus 6: Zac**

**For demonstrating the value of Integrity.**

## Learning Awards



### Term 3 Week 3

#### Foundation

**Waratah 1: Nicholas**

For working hard during our addition games.

**Waratah 2: Jessie**

For showing great leadership skills during our 100 days of learning activities.

**Waratah 3: Theo**

For his massive improvement with his journal entry.

**Waratah 4: Jiaqi**

For a huge improvement in her reading.

#### Year 1

**Waratah 5: Aleyna**

For a wonderful retell of her holiday adventures.

**Waratah 6: Ritu**

For showing excellent understanding of location.

**Waratah 8: Ray**

For fabulous work on location.

#### Year 2

**Waratah 9: Rama**

For great work with multiplication.

**Waratah 10: Grace**

For wonderful "Wow!" words in her narrative writing.

#### Year 3

**Eucalypt 2: Mackenzie**

For great improvement in her Addition skills.

**Eucalypt 3: Konstantinos**

For working hard to improve his learning.

**Eucalypt 4: Zaynab**

For always trying her best in all learning areas.

#### Year 4

**Eucalypt 5: Ana**

For a great effort in all learning areas.

**Eucalypt 6: Aran**

For creating an outstanding 3D model for his History project.

**Eucalypt 7: Trent**

For always persisting with his learning goals.

**Eucalypt 8: Basant**

For showing initiative and always seeking out help and extra work, particularly in Maths.

#### Year 5

**Hibiscus 1: Kristian**

For excellent efforts with poetry.

**Hibiscus 2: Ethan**

For outstanding work with poetry.

**Hibiscus 3: Homa**

For working extremely hard during LDG sessions.

**Hibiscus 7: Dilara**

For showing persistence in Maths when finding percentages of a collection.

#### Year 6

**Hibiscus 4: Iman**

For her enthusiastic approach during Literature Discussion Groups.

**Hibiscus 5: Dave**

For excellent use of punctuation in writing

**Hibiscus 6: Suraka**

For her excellent work during English.

## PARENTS & FRIENDS ASSOCIATION

### FUNDRAISING CALENDAR – Term 3

#### Bunnings BBQ

#### Father's Day Stall

#### 5 cent Challenge

The PFA will be holding a **Bunnings BBQ tomorrow Saturday 5th August** to help raise funds for our school.

In order for the day to be successful we require help from our school community. Duties are easy and there are always friendly faces to work with under the tent. Parents that can help for an our or two are asked to please leave your details at the office and we will be in contact with you.

We thank you in anticipation of your support for this fundraiser!

The Parents and Friends Association meet on the second Tuesday of each month in the Community Room.

These meetings are open to all parents and guardians, grandparents and interested members of the School Community.

Our next meeting will take place on **Tuesday 8th of August at 9.05am in the Community Room**. We hope to see you there!

**Christine Gale**

**PFA Secretary**

Mill Park Pre-School



**Taking Enrolments**

**For**

**3 year old and 4 year old  
Kindergarten at**

**Mill Park Preschool**

**Please contact: 9404 2623**

Rear 7 Mill Park Drive  
Mill Park Victoria 3082



# Kids Share



On Thursday July 27<sup>th</sup> the Year 6 students were lucky enough to attend Plenty Rangers Convention Centre to see the production of Seussical the Musical performed by Mill Park Secondary College. Here are the thoughts of H5 on the production.

*Mirae - My favourite singer was the sour kangaroo and my favourite act was when Jojo went to military college.*

*Edelynn - I loved hearing everyone sing. It was very harmonious! Jamie - I loved The Cat in The Hat! I want to do it myself.*

*Daniel - My favourite part of the musical was that it was a mixture of a few of Dr. Seuss' books joined together.*

*Em - I loved the fantasy that Dr. Seuss put into the play.*

**MARGARITA - I LIKE THE CAT IN THE HAT AND SOUR KANGAROO.**

**HOLLY - SEUSSICAL THE MUSICAL WAS GREAT! IT WAS FUNNY AND COLOURFUL.**

*Pavel - Seussical the Musical was extremely fun and enjoyable.*

*VINCENT - MY FAVOURITE PART ABOUT THE MUSICAL WAS THE MUSIC. IT SOUNDED GREAT AND LOOKED HARD TO DO.*

*Keely - My favourite part was when Horton the Elephant was singing about the WAO's.*



*Dave- Seussical the Musical was something that I've never seen before. It was an amazing performance by high school students.*

Tara- My favourite part of the musical was when the guy from the Military Academy started dancing.

**MARGARITA- I LIKE THE CAT IN THE HAT AND SOUR MANGAROO.**

**TONYA- I ENJOYED THE MUSICAL SO MUCH. I MET MY FAVOURITE CHARACTER AND I GOT TO GIVE HER A HUG. IT WAS AN INCREDIBLE PERFORMANCE AND I HOPE TO BE IN THE NEXT ONE.**

**SAM- MY FAVOURITE CHARACTER WAS JO- JO. SHE WAS VERY GOOD.**

*William- In the play Seussical, my favourite character was The Cat In The Hat. During the play he did some funny things.*

**MAMI- THERE ARE NO WORDS TO EXPLAIN SEUSSICAL THE MUSICAL. IT WAS SEPARATED INTO TWO ACTS AND I THINK THAT THE CAST DID A FABULOUS JOB.**

Maja- Seussical the Musical was an amazing production. This musical inspired me, I would love to be a part of the musical next year.

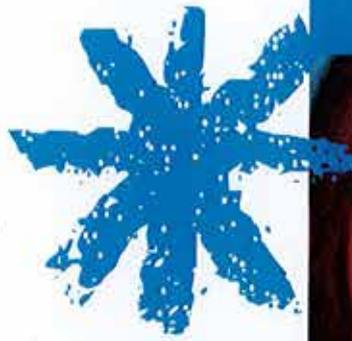
*Romas- I really enjoyed the musical!*

*THE 11 STUDENTS*



parenting \* ideas

# insights



## Help kids change their perspective when things go wrong



By Michael Grose

*Parents can help catastrophisers learn to change their perspective when things go wrong.*

It's natural when things go wrong to think that life will never be the same again. I recall as a teenager doing poorer than expected in my end of school exams, and missing the tertiary course I had set for myself. At the time it was such a catastrophe. I thought that there was no point taking another course – naturally, I would hate it. Of course, I undertook a teaching course, which I really enjoyed and I didn't look back.

Breaking up with a friend, losing close sports events and being on the receiving end of teasing can at the time seem like events from which we will never recover.

Catastrophising (jumping immediately to the worst possible scenario) only exaggerates kids' worries and makes them feel even more anxious. It always helps to keep your sense of proportion, but it's not easy when emotions run high. We all exaggerate our problems from time to time, particularly, when we are under stress. It takes a cool customer to moderate their thinking the whole time, but some kids are prone to jumping to the worst-case scenario, even when the events are quite minor.

If your child is a serial catastrophiser, always seeing the worst case in a

negative situation, try to change their thinking so they learn to keep things in perspective. Ask them the following questions to challenge your child's catastrophic thinking:

### 'What's the most likely scenario?'

Sometimes it's useful to introduce a dose of old-fashioned rational thinking for those kids who always assume the worst will happen to them. 'Yep, you could break your leg if you go skiing. But the odds are that you won't.'

'You may be right, but does it really matter?' One way to help hard-core catastrophisers is to admit that they could be right, but then ask them to imagine that the worst possible scenario actually happens. Then challenge them to understand that even the worst possible scenario is not so bad after all. This is the type of reality check many kids need.

### 'Where does this fit on the disaster meter?'

Catastrophisers tie themselves in a knot about relatively insignificant things. Okay, making a fool out of themselves when they give a talk at school may not be insignificant to kids, but there are plenty of worse things that could happen. Help them get some perspective by giving their worry a score out of ten on how important the issue really is.

### 'Is that helpful thinking?'

Sometimes kids' thinking is so out of whack with reality that they become anxious about minor things. Thinking things such as, 'Everyone must like me,' 'I must never make a mistake' and 'Bad things always happen to me' are extreme and need to be replaced by more moderate, realistic thoughts, such as, 'It would be nice if everyone liked me but not everyone will. It's important to have some good friends.'

When children experience hardships it is helpful if parents and teachers can assist them to process what happened to them. Children are faulty observers and often have difficulty seeing the full picture particularly when they are so close to the situation. Help your child see the full picture and in doing so they may realise that things may not be as bad as they seem.

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