

**Diary Dates:**

**July**

**Thursday 30**

- Principal's Tour 9am

**Friday 31**

- Assembly hosted by LA2-11 & LA2-2

**August**

**Monday 3**

- Environment Committee 4pm
- Parent Innovation Team 6pm

**Tuesday 4**

- Sports Committee 5pm
- P&C Committee 6pm
- OSHC Committee 6pm

**Thursday 6**

- Canteen committee 2pm

**Friday 7**

- Finance Advisory 8am

**Monday 10**

- Governing Council Exec 6pm
- Governing Council 7pm

**\* NEW DATES \***

**Pupil Free Day  
Monday 17 August**

**School Closure  
Friday 6 November**

**SMS Absence Number**

**0476 857 224**

**School Values**

**Bravery Care  
Challenge Trust**

**SA Term Dates for 2020**

Term 3 20 Jul to 25 Sept  
Term 4 12 Oct to 11 Dec

**Traffic Monitors**

**Week 2**

Morning: Olivia & Ebony  
Afternoon: Yi Nan & Rosie

**Week 3**

Morning: Cain & Angus  
Afternoon: Alex & Lenny

Dear Families,

It has been wonderful to see how engaged the children have been in their learning this week since returning from the term 2 holidays. When visiting classes each week, it is obvious that our staff are providing a wide range of rich, relevant and challenging learning experiences for the children across reception to year 7. It was wonderful to welcome parents back on site this week, and we are grateful of everyone's respect to keep to the non-restricted areas.

We look forward to another productive (and hopefully predictable!) term of learning here at Paringa Park for term 3 with many exciting events including:

- Growth and Development - years 4, 5, 6 & 7
- Cybersafety workshops for children years 3-7
- Reception enrolment interviews (weeks 8-9)

Please note that Book Week, which was scheduled for 22-28 August with the theme *Curious Creatures, Wild Minds*, has been postponed because of COVID-19 to week 2 next term 4. See the library article later in this newsletter.

The holidays always allow time for some professional reading and I came across this interesting article on Self-monitoring from Kirrillee Smout from Developing Minds. Here is a summary for you with the link to the full article here:

<https://developingminds.net.au/blog/2020/6/4/using-the-science-of-self-monitoring-to-help-children-and-teens-to-change>

In recent times, we have seen an increasing number of 'apps' that help us to encourage what psychologists (and others) call "self monitoring". Self monitoring is simply paying attention to a specific aspect of our life – usually a behaviour or a mood - and regularly recording whether or when that behaviour or mood happened. It has been found that self monitoring can be an effective way of changing young people's behaviour, mood and the situations in their life –even if they do nothing else to change or manage that behaviour or situation. In other words, there is something about just "noticing" what happens, which changes what happens.

There are a number of theories as to why this is the case.

**First – monitoring our behaviour helps us pay attention to and therefore learn about a) the causes or triggers for and b) the consequences of that mood or behaviour.** For children and young people in particular – who might not have as much information about triggers and effects of emotions and behaviours as adults do – noticing this information can then help them change their behaviour.

**Second – monitoring behaviour often helps increase our feelings of personal responsibility and sense of control over that behaviour.** For children and young people in particular - who are often especially keen for and responsive to feeling independent - this can lead to better mental health and well-being in general. This then can positively affect their behaviours and mood.

**Third – monitoring our behaviour “tricks” our brain into thinking the behaviour is being observed;** even though it may only be ourselves who observes it. When we feel we are being observed, we are more likely to act in ways which are consistent with how we want to behave and feel – which makes us change our behaviour. Sometimes, this can even be a subconscious process.

**Fourth – if we monitor our behaviour and then see any, even slight, improvement, then this can lead to a big jump in conscious motivation to try to maintain this “improvement”.** For young people, they often get caught up in a sense of excitement and positive emotion about seeing something change and can help them make more changes.

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There have been many studies examining self-monitoring over the last few decades both with adults and with young people – in areas related to education, learning, health and well-being.

According to this article, one of the best and easiest ways to start to use self monitoring with young people, is to monitor and change a **specific, positive behaviour**. Here are some steps to take to do this.

1. **Identify a specific, positive target behaviour you and your child/young person would like to notice, work on or change.**

Note my emphasis on “specific” and “positive” in the sentence above. Unfortunately although it’s much easier to identify a general problem, self monitoring is about noticing a specific behaviour related to the general problem.

Also, although it’s often easier to identify what we think the child/teen should “stop” doing, monitoring often works better if we identify a “positive” behaviour we want them to increase – in other words, to start or do more of a positive behaviour which is the opposite of the “problem” behaviour.

It’s important to recognize that this target behaviour will not be the complete answer to the underlying problem. However, if the behaviour is a positive one in the first place, then it often won’t hurt – and will sometimes be a great step towards broader progress.

Here are some examples:

General area of concern: *separation anxiety*. One specific, positive behaviour: number of times the child says a cheerful goodbye in a week.

General Area of concern: *remembering to do homework tasks in a timely way*. One specific, positive behaviour: number of times the child/teen looks at their diary/online learning management system/to do lists during the course of a week.

If you are having difficulties thinking about a specific, positive behaviour, try this strategy: Think about your general area of concern. Then, thinking about this concern, visualise your child/teen acting in a way which you feel is healthy, and positive for them and others. What **is** your child/teen actually doing or saying? Now pick **one** of those actions or sentences – that is your “target behaviour”.

2. **Discuss the self monitoring with the child/teen**

The word “self” in “self-monitoring” is crucial; we are trying to support young people to notice and change behaviour which they care about, for their benefit and not just ours as parents/caregivers. This means we need to help young people understand and be invested in both wanting to make changes and secondly in recording how they are going.

Here are some sentences which might help engage older children/teens:

- *In a perfect world, would you be managing this differently?*
- *Is there anything you think would be helpful for you, and for others - to be doing more of, or more often?*
- *If you could pick one thing you might say or do more often which might make just a small “dent” in this situation, what would it be?*
- *Here’s an idea (this is the time to share your idea for a target behaviour) – what do you think? If you did more of this, do you think it would help you in the longer term or not?*

- *I would like us to try keeping a record of how many times this happens, to help me/you learn about how to make this better/easier for you – how do you feel about that?*

And for younger children...

- *What could you do which would/might make everyone feel happier?*
- *What could we help you practice to help you feel better in this situation?*
- *We are going to keep a record of how you are going, would you like to help me do that?*
- *We are going to do some noticing of how often you can do this and this will help us learn.*

3. **Set up practical and easy ways to record behaviour – and how long to do it for**

Any system we use to record behaviour needs to be quick and easy. A chart, notepad or other way of recording needs to be accessed quickly and easily. In addition, we usually need to set up some kind of reminder/cue to have the child/teen do their recording, otherwise it will get forgotten.

Here are some examples.

- *Pen and paper visible by the bed, with M/T/W/Th/F – and a space next to each one: before turning the light off, the child estimates the number of minutes of physical activity they did that day.*
- *Piece of paper on the fridge with a series of boxes drawn on it, and a set of round stickers attached to the paper. Child puts a round sticker in each box after a “dry night”.*

4. **Decide on whether to have goals and acknowledgement for goals**

Here is an important point: Self monitoring does not have to involve *goals or rewards*. In other words, self monitoring is not necessarily the same as a “star/reward chart” for the child/teen achieving a change in their behaviour. In fact, sometimes having goals can increase anxiety and backfire for young people.

In other words, self monitoring can be just a “let’s watch and learn” approach rather than a “you have to get to this level” and “if you do get X, then you get Y” approach.

This is not to say we should never set goals or targets, or use “incentives” for any behaviours – but this is a slightly different type of strategy, and one which is the focus of another article.

If you are going to add targets/goals or rewards, please do watch out for two potential problems:

- 1) an increased pressure and anxiety which makes things worse, and
- 2) a decreased motivation for doing the behaviour once the rewards have been withdrawn.

5. **Review learnings and think about what is next**

Once the period of self-monitoring is over, it is really important to review what the young person has learnt from the experience and to think about what to do next.

Here are some example review questions:

- *What did we learn about when this happened, what happened beforehand and what happens afterwards?*
- *What did you learn about yourself, your life or your situation?*
- *Is there anything you want to try next or do differently?*

- If you could continue to increase or decrease (the target behaviour) what would happen then?
- Would you like to try to do this?

I hope this article inspires you to do some self monitoring within your family.

Kind regards,  
Leanne

## COVID-19 Update

An email was sent to all families on 3 July outlining the measures which have been put in place at Paringa Park from the start of this term. Here is a summary for your information:

- Adults to continue to follow density and physical distancing guidelines as outlined by SA Health (currently 1.5 metres). This does not apply to children.
- Parents may re-enter some of our school grounds while following the above protocols; **parents are not permitted to gather under the LA1 COLA, LA4 verandah or enter any classrooms.**
- Parents may access the front office for essential school related business – adhering to physical distancing guidelines is essential.
- Continue to adhere to sensible and appropriate hand hygiene.
- Volunteers, service providers and departmental personnel may enter the school grounds. All such visitors must complete the site access form on entry via the front office and are not to enter classrooms.
- School assemblies will resume, but at this stage no parents are permitted.
- It is important that children and staff stay home if unwell.
- The general public should not access school playgrounds or play equipment.

## SVE News

### Casual Day

On the last day of term our school participated in a rainbow themed casual clothes day that was the brain child of the Student Voice Executive Team. The day was a little overcast and we had to make some adjustments but the sun shone through and we were able to form a human rainbow in recognition of the great work the Starlight Foundation do for kids in need. The day was very well supported by both staff and children as you can see from the photo. The school raised \$644 which yesterday we officially donated to the Starlight Foundation.

The SVE were thrilled with the result and we are already creatively planning our next themed day for this term.



## Literacy Improvement for All 2020 Kids News Short story competition

Thank you to all the children who entered the Kids news short story competition.

Entries have now closed for 2020 and they look forward to announcing the winning stories on Kids News soon.

Here is Ollie's short story. Goodluck to Ollie and all the entrants.

### The Yeti

by Oliver

*Once in the snowlands there lived Mitchell, Casey and Zion. They all loved searching the internet for information about Yeti's. One day in the library they found a book called 'The Legend of the Yeti'. Mitchell found a page that said there was a Yeti at Rock Mountain. "Look at this" said Mitchell "that's close to the town". "I wish we could go there.....to Rock Mountain that is....not to see the Yeti" said Casey. "Let's go find the Yeti" Michell and Zion shouted. "I just said I don't want to see the Yeti!" yelled Casey. "How about I pack my mum's apple pie" promised Zion and Casey agreed. The boys grabbed their jackets and snow equipment to get ready for their epic adventure.*

*As soon as they put one foot on Rock Mountain their whole body started trembling. "Just remember I only came up here for the pie" whined Casey. As they were about to leave Zion spotted something "Y...Yyyyyyeti!! Run!!" Shouted Casey. "Wait, I think he's ticklish," said Mitchel as he reached out and scratched the Yeti. "Are you still alive Mitchel" asked Casey, covering his eyes. "Yeah, I'm not dead," said Mitchell. "Sweet!" said Casey.*

*That day they made a new friend that they visited whenever they wanted and learnt that sometimes scary things aren't always scary if you can be brave. The friends visited the Yeti all the time and had awesome snowball fights. Everyone wanted the Yeti on their team. They named him "Komo" and they were friends for life.*

*The End.*

For more information please click on the link below.

[Kids News Short Story Competition](#)

Tracey Bennett

## Numeracy R-7

One of the leading maths educators for our times is Dr Jo Boaler, a Professor based at Stanford University. She promotes the idea that anyone can 'do maths', it can be fun and is a creative way of thinking. Her work is promoted through the website [www.youcubed.org](http://www.youcubed.org)

There are many good ideas, activities and articles on maths on the website. You can also follow youcubed on Facebook. Here is the link to one of their newsletters with a focus on integrating maths into daily life. It includes links to 'useful advice for parents', ideas for maths at home including cooking, noticing numbers and how to use 'I Spy'. [youcubed at home](#)

Happy reading and playing around with maths.

Margy Holland

## Wellbeing

### Separation Anxiety- Identifying it and getting help

Separation anxiety has come into its own in recent months with the inconsistency of school routines and procedures due to Covid-19. While this is just part of the shifting world we live in these days, it makes it very tricky for working parents to return back to work. This article link from Developing Minds Psychology runs through what separation anxiety is, where it stems from and possible suggestions of how to help your child. Worth a read and subscribing to Developing Minds Newsletter.

[Developing Minds article](#)



### Year 6/7 Canberra 2021

Currently we have bookings for our 2021 Canberra camps for our graduating year 6 and year 7 students. In the coming weeks we will advise parents of seminars that they can attend to gain more information and before the end of the term we will require a deposit so we can book flights. Information for these sessions will come via classroom teachers of year 5 and 6 students and via the newsletter. Stay tuned.



### Year 7 Language Screening Pilot Program

Paringa Park Primary is working in collaboration with Brighton Secondary to begin a pilot project aimed at identifying students at a year 7 level with potential speech and language issues. The project will be run by Kathryn Anderson (DfE Speech Pathologist) and Flinders Uni graduate students. It will aid in providing both Paringa Park and Brighton Secondary with valuable data around speech and language needs and methods for teachers to assess and assist students at a year 7 level with such needs. We are very excited to be working in collaboration with Kathryn and our feeder secondary school to help improve outcomes for our senior students as they transition.

### Brighton Secondary Showcase

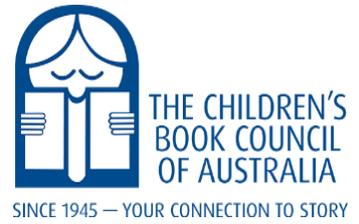
**Thursday 20 August**

Brighton Secondary Transition Team and Leadership along with a few past students will be coming to speak to our year 7 community of students about life as a year 8 at Brighton Secondary. Students will hear first-hand experiences from past students and gain an understanding of what is on offer for them at Brighton Secondary academically. This presents a great opportunity for our year 7 children to ask questions about next year and begin to think about their transition experience.

*Jamie Meredith*

## The Library Loop

Welcome back to term 3. Normally in this term we would be celebrating Book Week with all the shortlisted books on display. As with many things, this has been moved to later in the year. It will now be held during the week of October 17 to October 23. The theme this year will be “*Curious Creatures, Wild Minds*”. We will be having an onsite performance by Perform Education called “*2020 The Greatest Discovery*” on Tuesday 27 October. More information to come.



Congratulations to the following children for completing their Premier's Reading Challenge. You can read ANY 12 books to complete the challenge this year.

Millie M. 1-7	Eric S. 1-7 (7 <sup>th</sup> -11 <sup>th</sup> )	Halle S. 1-10
Alarah L. 1-6	Tyler C. 1-6	William L. 1-6
Lucy S. 1-6	Oliver G. 1-3	Eva P. 4-3 (1 <sup>st</sup> -2 <sup>nd</sup> )
Mariah P. 4-4	Ethan E. 1-6	Declan W. 1-5
Bridget W. 2-5	Lucas G. 1-1	Willow D. 4-4
Aaron M. 1-7 (9 <sup>th</sup> -11 <sup>th</sup> )	Gurmaan H. 1-6	Niamh M. 1-6
Eddie S. 1-4	Amelie H. 4-3	Elsie W. 4-3 (2 <sup>nd</sup> )
Ciara R. 1-5	Bianca S. 1-6	Holly L. 1-4 (2 <sup>nd</sup> )
Edmond L. 4-4 (2 <sup>nd</sup> )	Ava S. 1-9	Georgia C. 1-3
Hanna C. 1-3 (2 <sup>nd</sup> -3 <sup>rd</sup> )	William M. 2-5	Lilly H. 1-10

*Happy reading,  
Tracey, Anne and Caroline*



## Soft Plastics Recycling

In week 10 last term, LA1-5 & LA1-6 visited all the classrooms to empty their soft plastic collection bags. We were very pleased to see so many children were using the soft plastic collection bags instead of the red general waste bin. Our two classes will be emptying the soft plastic collection bags in each classroom on a fortnightly basis. We hope our soft plastic collection will reduce our schools landfill footprint. The children were all amazed how much soft plastic the school had used in only one fortnight. Thank you to all the teachers and classes who supported the collection of soft plastic in our school.



## Canteen News

### New Menu!

The canteen is back to full operation, with lunch orders and snacks available Monday to Friday. We are also very excited to launch our new menu! We have a new format, with sandwiches, salad boxes and favourite pastries available every day, and daily specials for all of those special treats that we know you love!

We are also trialling some tasty new snacks at recess – check out the specials board each day!

### Lunch Orders

Occasionally children are home sick on a day that they have a lunch order booked, and we are seeing an increasing amount of food going to waste. We ask that parents please ring the school by 9:30am to let us know that you won't be needing the lunch order and we can then transfer it to another day. Unfortunately we are unable to do this if we are not advised by this time. Thank you.

*Lisa & Kristy*

## Year 7 \$20 Boss Project

Each year our year 7 children participate in the \$20 Boss project. The children create a business concept with starting capital of \$20 per person, and they have to make, market and sell their product, with any profits donated to a charity of their choice. You may hear your children talking about some of the businesses soon as they launch in week 3!

### Donations needed!

One group of children is looking for donations of egg cartons for their business – you'll have to wait and see what they are creating, but if you have some clean cartons at home please ask your child to take them to LA2-7.

## Dresscode Update

As you would be aware, the uniform shop was closed last term due to COVID-19 restrictions. The Dresscode Committee has made the decision that going forward we will continue with sales via Qkr only.

Ordering via Qkr is quick and easy, with any orders placed by 5pm being distributed to children the next day. Not sure of the size? Don't worry! We will gladly exchange any items with tags still attached.

From this term we will no longer offer a second hand uniform service to families. We will continue to accept donations of good quality items, which we use for emergency change of clothes or as part of our social justice program for families who need assistance.

### Hats

A reminder that children are required to wear hats outside during term 3. Please ensure your child has a hat at school every day.

**Beanies** are back in stock! This will be our last batch for this year, so if your child would like one, order now via Qkr!



### Lost property

We continue to see an enormous amount of unnamed lost property. Please ensure **ALL** items have your child's **FULL NAME** on them. We regularly sort the lost property and return anything that has a name, but if it's not named it cannot be returned to its owner.

The lost property unit has been moved from the front office area to the corridor outside the French room. With current restrictions on parents entering classrooms and corridors, this will mean that parents are unable to check lost property. Please send your children in to look for any items.

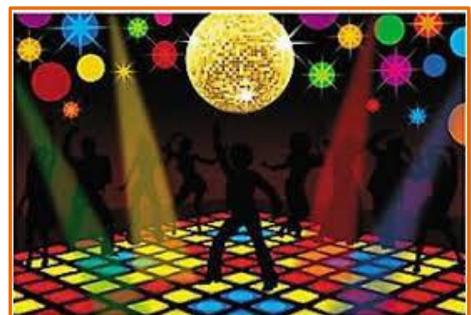
### Spare Clothes

At this time of year things can get a little muddy outside! We ask families to pack a spare set of clothes if their children like to play in the mud. A pair of gum boots is also a great idea. A spare set of clothes, particularly for our younger children, is a good idea at any time of year as they occasionally may have an "accident" at school.



## School Disco

Save the date! With the easing of COVID-19 restrictions, we are very pleased to announce that our annual school disco will be going ahead on **Friday 21 August** (week 5 term 3). See the attached flyer for more information.





PARENTS & COMMUNITY  
COMMITTEE PRESENTS

# School Disco

**\$10**

*Friday  
21st  
August*

**SCHOOL GYM**

**R-3: 5:00 to 6:30 pm**

**4-7: 7:00 to 8:30 pm**

**Fully SUPERVISED**

**All children to be collected by an ADULT  
(Social distancing will apply)**

**Ticket price includes drink + treat (GF)  
(nothing extra to purchase on the night)**

**Tickets ONLY available via Qkr (cut off 18th August)**

**COVID-19 Considerations**

**No glow products or BBQ available on night**

**No parents inside gym (unless recorded volunteer)**

# Additional Childcare Subsidy

## Available at your Outside School Hours Care

The Additional Child Care Subsidy (ACCS) offered by the Government is part of the Child Care Safety Net, to give the most vulnerable and disadvantaged children, as well as those from regional and remote communities, a strong start through access to quality early childhood education and care.

The ACCS includes four elements:

- ACCS (child wellbeing) - for families who require practical help to support their children's safety and wellbeing.
- ACCS (grandparent) - for grandparents who are the primary carers of their grandchildren.
- ACCS (temporary financial hardship) - for families experiencing temporary financial hardship.
- ACCS (transition to work) - for families transitioning from income support to work.



### Are you struggling to pay your Child Care Fees?

Has one or more of the following happened to you in the past 6 months? If so, you could be eligible for Temporary Financial Hardship.

- Death of a partner or child.
- Unexpected loss of employment, other than due to resignation or retirement.
- Loss of income or business failure due to circumstances outside of your control (such as serious illness).
- Loss of income due to the death of a former partner who was providing ongoing financial assistance in relation to the child.
- Adverse effects from a major disaster event
- Destruction of, or severe damage to, home.
- Having to leave home and not being able to return because of an extreme circumstance (such as domestic violence).
- For individuals who are still living at home and a family member has left or has been removed because of domestic violence against the individual.

### ACCS Temporary Financial Hardship

To be eligible for ACCS Temporary Financial Hardship, an individual must have had a substantial reduction in their ability to pay child care fees as a direct result of the temporary financial hardship circumstance.

Eligible families can receive a subsidy equal to the actual fee charged or up to 120% of the relevant CCS hourly rate cap (\$10.67), whichever is lower, up to maximum of 100 hours per fortnight. In most cases this means the full cost of childcare will be covered or you may be left with a small out-of-pocket cost per booking.

Individuals will need to provide evidence to demonstrate there is a link between the

circumstances they are experiencing and the financial hardship (including evidence of a substantial reduction in their ability to pay child care fees). Evidence will also need to show that the circumstance or event occurred within six months from the date the application was made.

In some cases, more than one of these circumstances may affect a family at the same time, increasing and compounding the hardship that the family is facing. Individuals can nominate one or more circumstances that have led to their situation of temporary financial hardship.

### How to apply for ACCS

**Before applying for ACCS, you need to apply for the Childcare Subsidy (CCS).**

You can apply for the CCS by first registering for a MyGov account at [my.gov.au](https://my.gov.au). Follow the prompts to apply for CCS, ensure you confirm your activity hours and then start creating your bookings with Camp Australia.

If you already have bookings with us, you should apply as soon as possible as new claims can only be backdated for a maximum of 28 days.

An application for ACCS Temporary Financial Hardship may be made by the family through their Centrelink online account. Centrelink will assess the application and advise the provider if ACCS Temporary Financial Hardship is to be paid.

**If you would like to apply for ACCS Temporary Financial Hardship and Transition to work, please contact Centrelink directly on 136 150.**

For ACCS (grandparent), please call the Grandparent Advisory Line on 1800 245 965. An application for ACCS Child Wellbeing is generally requested by a Government Department to Camp Australia.

For more information: <https://www.education.gov.au/child-care-provider-handbook>