



Carlton Primary School

A welcoming, diverse, community focused school

Term One 2019
Newsletter #5

Supervision

Families are reminded that teachers are on duty before school from 8.45-9.00am and after school from 3.15 until 3.30pm. Children should not be unattended in the school grounds before or after these times.

Dates to Remember

Friday April 5th

Last day of term one—
2.15pm finish

Tuesday April 23rd

First day of term two—
9.00am start

Thursday April 25th

ANZAC day public holiday—
no school

Monday April 29th

School photos



Monday May 6th

School Council Meeting—3.30pm

Friday May 31st

Report Writing Day—no school for students

Ride 2 School Day

Thanks to Rosie Parry and the fabulous Ride 2 School leadership team for organising a great whole school event recently. Seventy four students either rode a bike or scooter to school and this is almost double the number we had in 2018. Well done everyone for getting active and congratulations to all of the winners who put time and effort into decorating their bikes and scooters.



There is some beautiful artwork decorating our entrance and corridors at the moment. Here is a great "Alien" montage from our 2/3 learning area.



Hot Chocolate Club

Congratulations to the following children who have joined me at Hot Chocolate Club in recent weeks. They came for showing self-regulation, bravery, persistence and the other behaviours that we know support good learning.



P/1 Drummond learning area - Joel & Setsen

2/3 Rathdowne learning area - Brandon & Tayeb

4/5/6 Princes learning area - Ethan & Nasma

Uniforms for Term 2

We ask parents and carers to support the school uniform policy by ensuring that your child/children are wearing correct uniform to school every day. With cooler weather coming, please make sure that they have a school jacket or hoodie to start the new term. Also, a number of girls are wearing coloured hijabs. Light blue hijabs are our school uniform. All uniform items are available for purchase through the office.



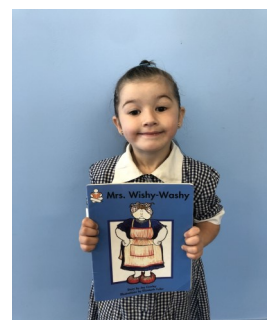
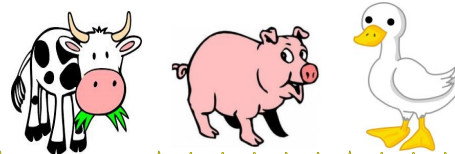
★ **Name:** Ayla

★ **Grade:** P/1
★ Drummond

★ **Book Title:**
★ Mrs Wishy Washy
★ by Joy Cowley &
★ Elizabeth Fuller

★ **Why should other
★ people read this
★ book?**

★ I like Mrs Wishy Washy. I read it five times!
★ "Just look at you", she screamed at the cow
★ and the pig and the duck.



What's happening with the learning precinct redevelopment?

- ◆ The COLA fence and entrance gate is finished
- ◆ Finishing touches to the green wall will be completed over the holiday period
- ◆ The fit out on level one is continuing:
 - All windows are in
 - Dividing walls are being constructed



A guide for parents : what to do if your child or teenager watches violent footage

The world is reeling in the aftermath of the horrific shootings in Christchurch. The attack has also raised a number of side issues, including the ethics of broadcasting the live stream of the attack, which was later shared on other platforms.

Children and adolescents are particularly affected by violent imagery. As their brains are still developing, they may have trouble processing the information. This basically means the bits of information children will pay attention to, what they highlight in their memory, and how they organise, conceptualise or contextualise information is still a work in progress. In adults, this is more or less set.

The use of social media as conduits for extreme violence is a relatively new issue and a fast moving beast. So research has struggled to keep up with potential emerging impacts. But there are some things we do know about the impact of violent imagery on the young brain, and ways in which adults can help children and teenagers process such information.

Research into possible ways of limiting the effect of media violence in influencing child/adolescent aggression or fear has arrived at some helpful pointers for both parents and teachers:

- discuss what you are seeing on television (or Facebook) with the young person. Remaining silent during the broadcasting of violent imagery can be perceived by your young person as tacit endorsement of the depicted acts
- engage your young person with questions and improve their empathy by looking at the impact of the violence from several points of view. For instance, what about both the victim's and perpetrator's family – how must they be feeling now? This appears to be a more effective approach with teenagers and young adults than simply stating your own point of view
- Parents and schools can take an active role in directly teaching young people about media manipulation methods and falsehoods spread to serve a particular agenda. This includes how to spot fake news, hoaxes and propaganda
- help young people develop critical thinking and a healthy level of cynicism. This can be done by encouraging them to take a step back and think about the motivations of those who report or broadcast especially violent or confronting imagery.

If you notice a substantial change in a young persons behaviour following a highly publicised violent act – such as being frightened to take public transport, checking locks at night, keeping weaponry on them or nearby, or suddenly more being aggressive and/or anxious in general – it may be time to seek help from your school wellbeing staff or GP.

Rachael Sharman, Senior Lecturer in Psychology, *University of the Sunshine Coast*

Attached to this newsletter are a list of free holiday activities that Sally Beattie has put together. I hope that everyone has a safe and relaxing term break. See you on **Tuesday** April 23rd.

Regards

**Julie Large
Principal**