

The Kookaburra

North Nowra Public School News

Empowering a Positive future for our Learning Community

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Term 2, Week 8

Tuesday, 13th June 2017

Week 8	
Wed, 14th June	Stage 2 & 3 NNPS Public Speaking Finals
Fri, 16 th June	PBL Superhero Day
Week 9	
Mon, 19 th June	NRMA road safety day
Mon, 19 th June	Celebration Assembly 9.30am
Tues, 20 th June	TOM Thinking and Drama Workshop
Tues, 20 th June	P&C Meeting at 6.30pm
Thurs, 22 nd June	Stage 2 & 3 Pirates of Penzance Show
Fri, 23 rd June	Multicultural Public Speaking Final - NPS
Week 10	
26 th – 30 th June	Parent Teacher Interviews
Wed, 28 th June	Athletics Carnival
Fri, 30 th June	Last Day of School Term 2
Term 3	
Week 1	
Tues, 18 th July	Students Return to School Term 3
Tues, 18 th July	P&C Meeting at 6.30pm
Fri, 21 st July	NAIDOC Celebration

PRINCIPAL'S MESSAGE

Over the next couple of newsletters I will be turning our attention to the mental health of children and looking at some of the questions families have already asked or the questions experts are suggesting we ask to get this sometimes taboo conversation out in the open for discussion. The information I am providing comes from the KidsMatter website that all families are encouraged to access. <https://www.kidsmatter.edu.au/mental-health-matters/mental-health-basics-promoting-mental-health/risk-and-protective-factors>

Mental health basics

What are risk and protective factors?

One way to understand mental health in children is through risk and protective factors. The relationship between risk and protective factors is complex, however, it is known that reducing risk factors and building protective factors in children has a positive effect on their mental health and wellbeing.

Risk factors for children's mental health increase the chance of mental health difficulties developing. These may be events that challenge children's social and emotional wellbeing, such as family conflict or separation, parents or carers experiencing mental health difficulties, being affected by natural disasters, experiencing stressful events, experiencing trauma or abuse, or lacking friends or supportive relationships with adults.

Protective factors for children's mental health decrease the likelihood of experiencing mental health difficulties. They help to balance out the risk of developing mental health difficulties and build resilience - the ability to cope with life's difficulties. Examples of children's mental health protective factors include:

- a stable and warm home environment
- having supportive parents or carers and early childhood services
- achieving developmental milestones
- having an ambition to overcome challenges
- routines and consistency in life
- having support from a wide circle of family, friends and community members.

What are mental health risk factors?

The idea that certain risk factors make it more likely that children will experience poor mental health is based on research findings that show how frequently, and under what conditions, children's mental health difficulties occur. Knowing what kinds of factors put children at risk of mental health difficulties helps health experts plan and develop the kinds of support and resources needed to be able to intervene early to improve children's mental health. It also helps to guide efforts to prevent mental health problems developing. The following table shows examples of risk factors (identified by researchers and mental health professionals) that often contribute to the development of mental health difficulties in children. It is important to note that the presence of a risk factor does not mean that an individual child will necessarily develop a mental health difficulty.

Who is affected	Risk factor
Child	<ul style="list-style-type: none"> • Complications during birth and early infancy • Difficult temperament (overly shy or aggressive) • Low self esteem • Low intelligence • Poor bonding with parents and carers
Family	<ul style="list-style-type: none"> • Family disharmony, instability or breakup • Harsh or inconsistent discipline style • Parent/s with mental illness or substance abuse • Siblings with a serious illness or disability
School	<ul style="list-style-type: none"> • Peer rejection and/or bullying • Academic failure • Poor attendance • Poor connection between family and school
Life events	<ul style="list-style-type: none"> • Difficult school transition • Death of a family member • Emotional trauma • Experience of physical or sexual abuse
Society	<ul style="list-style-type: none"> • Discrimination • Isolation • Socioeconomic disadvantage • Lack of access to support services

Protective factors for children's mental health

Protective factors can help to reduce the likelihood of developing a mental health problem. The kinds of things found to be protective of children's mental health are presented in the table. Not all protective factors work in the same way. Some protective factors may help by shielding the child from experiencing a risk factor. For instance, a child who has an easy temperament (protective factor) cannot simultaneously have a difficult temperament (risk factor). More commonly, protective factors operate to reduce children's exposure to risk.

Positive connections between family and school support children's academic achievement and reduce the likelihood of failure. Other protective factors serve to reduce the impact of risk factors. For example, a caring relationship with a parent, carer and/or teacher provides children with a source of support to help them cope with difficulties. Similarly, when children have a strong sense of cultural identity it can help to buffer the negative effects of discrimination and increase resilience. It is important to note that while the factors listed have been found to be associated with a reduction in the risk of mental health difficulties, this does not mean that a factor or combination of factors will necessarily be protective for all children. The impacts of any of these factors may vary widely for different children and in different situations.

Examples of key protective factors that influence children's mental health

Who is affected	Protective factor
Child	<ul style="list-style-type: none"> • Easy temperament • Good social and emotional skills • Positive coping style • Optimistic outlook on life • Good attachment to parents or carers
Family	<ul style="list-style-type: none"> • Family harmony and stability • Supportive parenting • Strong family values • Consistency (firm boundaries and limits)
School	<ul style="list-style-type: none"> • Positive school climate • Sense of belonging and connectedness between family and school • Opportunity for participation in a range of activities • Academic achievement
Life events	<ul style="list-style-type: none"> • Involvement with a caring adult • Support available at critical times
Society	<ul style="list-style-type: none"> • Participation in community networks • Access to support services • Economic security • Strong cultural identity and pride

Resilience: The capacity to bounce back

Though risk factors increase the likelihood of experiencing mental health difficulties, some people who are exposed to significant risk factors do not develop difficulties. Instead they find ways to overcome the challenge and, as a result, increase their ability to cope with difficulties. Research into resilience has sought to identify the kinds of things that allow children (and adults) to overcome risk or adversity and 'bounce back' in this way. This has led to a range of approaches that aim to build resilience by promoting the things that strengthen children's mental health and enhance their ability to cope with difficulties. Many approaches to resilience emphasise the development of social and emotional skills, it is important to recognise that resilience is most effectively promoted when children are also connected through supportive relationships with family, friends, school and community, and have access to the resources needed to help them succeed and thrive. The factors found to be protective of children's mental health are therefore critical for helping to build resilience. See <https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/resilience> for more information.

Next week we will look at Key points for supporting children who may be affected by mental health risk factors and how families can support.

Eisteddfod Representation

Last week students represented the school at the Eisteddfod and demonstrated outstanding behaviour. Mrs George reported that students who were originally reluctant to be involved they showed resilience and participated very well. Stage 1 presented their verse "I Saw My Teacher on Saturday" – and received 86 out of a possible 100. Stage 2 and 3 competed as our largest enter of students (over 60 students) to represent the school as one group, they presented Mike TV from Charlie and The Chocolate Factory, receiving a highly commended. For many of our students verse speaking is not an event they would naturally lean towards, however, they demonstrated the Growth Mindset we expect of North Nowra students and performed admirably. By challenging themselves with new experiences our students have helped to grow in their resilience and emotional intelligence. Thanks to families who attended as audience members and once again thank you for all the work staff have put in behind the scenes to ensure that our students had this wonderful opportunity.

School Excursions

To enable excursions to occur in our school both the teaching and administrative staff are asked to do an extraordinary amount of work to ensure everything runs smoothly. One of the significant hindrances to the smooth running of such events is the late reply families are giving when returning notes and money. While we respect that it can be challenging to have funds available for children to attend (until the day of the event), it is important that you have this conversation with staff as soon as possible. A late reply (on the day) may result in a decline in acceptance of a student's application to attend the excursion. For example, buses are often booked based on a historical projection of how many students usually attend an event, as the over catering costs of extra bus must be absorbed by the whole school community and this results in higher costs for the event. Due to limited seats being available on the bus and only finding out on the day the excursion that more students wish to attend, it may be necessary to decline applications. This can be disappointing for all. To help, please talk to staff or return acceptance notes

and money two to three days (unless a closing date is on the note) prior to the excursion. I thank you in advance for supporting these great opportunities for students.

PBL Reward Day

On Friday we will be holding our PBL reward day where students have asked to come in Super Hero costumes. I would like to take this opportunity to remind families and students that they are not to bring any of the Super Hero's weapons to school. Students are welcome to wear costumes of their favourite Super Hero.

Have a safe week and please catch up with me about your thoughts on the protective factors for enhancing students mental health.

Mr Peter Wright-Smith - Relieving Principal

PUBLIC SPEAKING COMPETITION *DATE CHANGE*

Stage 2 and 3 Public Speaking School Finals

Wednesday, 14th June 2017 in the School Hall at 9.15am.

Parents welcome to attend.

PARENT/TEACHER INTERVIEWS

Parent/teacher interviews will be held during Week 10. Parent/Teacher Interviews are an opportunity to discuss your child's progress in school. We know that children always perform best at school when they are aware that their parents take an active interest in their schooling. Teachers will be sending home a letter advising their availability. Please return all requests for parent/teacher interviews to the classroom teacher as soon as possible.

Personal Care Pack Project

One of our Year 6 students, Boudeeka James and Teisha Lee Barker, has started a project to help the homeless people in our area. She has a goal to make 300 personal care packs for the Homeless Hub and Waminda to donate to the people in our community who need it most.

We need your help! We are calling for donations of the following products to help Boudeeka and Teisha-Lee reach their goal:

- ✓ Toothpaste
- ✓ Tooth brushes
- ✓ Soap
- ✓ Face washers
- ✓ Small packs of tissues

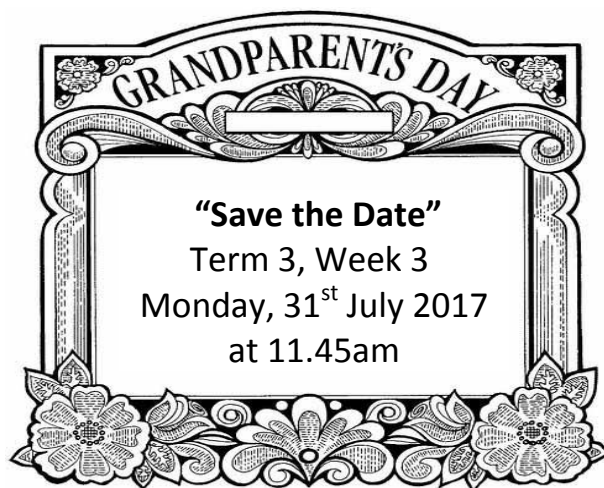
Boudeeka and Teisha-Lee have already worked hard to raise some money towards this project but if we can donate some items she will be able to help more people.

Any donations can be dropped off to the front office at any time. Thank you for supporting our wonderful, caring students. Mrs Thomson

STAGE 2 CAMP – BERRY SPORT AND RECREATION

Parents have the option to pay for the camp in FULL or follow the payment schedule below. Alternatively, parents can make weekly or fortnightly payments (minimum \$20) online or via the School Office.

Deposit	\$50	Due by Wed, 14th June 2017
1 st Instalment	\$80	Due by Wed, 19th July 2017
2 nd Instalment	\$80	Due by Wed, 23rd August 2017
FINAL Instalment	\$70	Due by Wed, 20th Sept 2017
Total Cost	\$280	
Students can only participate if all funds are paid in full by the final payment date of Wednesday, 20th September 2017 , as we are committed to make payments to Event Organisers.		



P & C NEWS

Canteen Hours

Our Canteen will be opened three days a week. **Tuesday, Wednesday and Thursdays.**

Uniform Sales

The canteen is open for uniform sales on Wednesdays between 8.30 am – 9.00 am.

PBL REWARDS DAY

FAVOURITE SUPERHERO OUTFIT

Whole school PBL reward day this Term is on

Friday, 16th June 2017

***Costumes only* NO plastic SWORDS, KNIVES ETC**

COMMUNITY NEWS

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