PRINCIPALS MESSAGE

STUDENT WELFARE POLICY

While we focus on developing students through positive reinforcement, part of our Student Welfare Policy covers discipline. This has been developed in line with NSW Department of Education Policy and research based best practice. We have a very structured process for dealing with inappropriate behaviour both in the classroom and in the playground.

When a child continues to act inappropriately, we have a number of steps that we go through:

Carding —> Committee Meeting —> Warning of suspension —> Suspension
We do consider the age of the child and the circumstances surrounding any incident. However if a student deliberately and seriously hurts another child, we have the power to go straight to suspension.

PARENT RESPONSIBILITY

It is imperative that parents support this process by:

- Informing teachers of any serious incident. Don’t assume that your child has told us even if they say they have.
- Be prepared to listen to both sides and accept that all children are capable of misbehaving.
- Accept that your child will have consequences if they misbehave.
- Discuss any issues in a calm manner.

MYSCHOOL WEBSITE

After previewing the MySchool Website for our 2015 NAPLAN results, I am very happy to say that, in comparison to similar schools across Australia, we scored ‘sustantially above’ in all tests. Well done students and teachers.

Judy Smith
Principal

TEACHERS’ MESSAGES

RESPECTFUL STUDENT OF THE WEEK

In Term 1 Week 4 Enrique Magalogo from Stage Three; Lydia Asaad from Stage Two and Mohammed-Ali Zreika from Stage One won the Respectful Student of the Week awards.

In Term 1 Week 5 from Mahmoud Abdul Kader from Stage Three; Jafar Hamed from Stage Two and Ridho Bahri from Stage One won the Respectful Student of the Week awards. Congratulations to all these children who are always safe, respectful learners.
LITERACY LEARNING AND LITERACY (L3) IN STAGE ONE

The teachers in Stage One have begun training for the year in a holistic language and literacy program called L3. Part of this program is having the students involved in independent learning activities while the teacher reads with a small group of students. The students have been learning to roam around the classroom and choose activities that interest them. Here are a selection of activities the children have been involved in.

LIBRARY NEWS

The year has started off very well with many of the students borrowing each week. Please encourage your child to have a routine where they have a special place to put their library bag when they arrive home. This way it will be easier to find for their next library lesson. I would suggest hanging their library bag on the back of their bedroom door if possible.

We have a number of students who have not returned books from last year. Even if you do not receive an overdue notice, please encourage your child to search any place they may have had their library books last year. Any books located can be placed on the returns table.

We are safe, respectful learners.
We are safe, respectful learners.

in the library when they next visit. The students know I am pleased when books are returned, even if they have been missing for a long time.

Unfortunately we have had some books this year arrive coated in food or their protective plastic cover has been removed. We understand that sometimes accidents are unavoidable with books. Even if completely ruined, please return the book so that it can be officially removed from the library. A $5 replacement fee is occasionally requested for missing or damaged books. A letter will be sent home if this is applicable. Please be aware that overdue notices are reminders, not fines.

If your child has a particular interest, they are always welcome to ask at the library for help in finding information or books suited to their needs.

Mrs Steinfurth

**SPORTS NEWS**

**DISTRICT SWIMMING SUCCESS**

Congratulations to the following students who represented Wattawa Heights at the District Swimming Carnival on Monday. Aaron Alkhair, Khaled Moussa, Mary Mouzayek, Zac Yaghi, Taha Abdulwahab, Amal Abdulwahab, Richie Taki, Saadadine Rifaie, Zachary Ingram, Alyssa Ingram, Metiya Dandan, Sienna Motti, Paris Americanas, Carina Topalidis and Elana Topalidis. Congratulations to everyone on being great representatives of our school. Wonderful results were achieved by Alyssa, first in the 8 years girls 50m freestyle, Carina, 3\(^{rd}\) in the Junior Girls 50m backstroke and 9 years girls 50m freestyle and Richie 2\(^{nd}\) place in the Junior boys 50m backstroke.

Mr Toland

**STUDENT AWARDS**

**CLASS AWARDS**

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### LIVE LIFE WELL @ SCHOOL

#### NUTRITION NEWS

**Crunch& Sip.**

#### The simplest way

...to bake a healthy lunch box treat.

Homemade muffins are a great way to add a fruit or veg-filled treat to lunch boxes.

**Apple and date muffins**

**Ingredients:** 3 apples, chopped; 1 cup boiling water; 200g dates, chopped; 50g butter; 2/3 cup brown sugar; 2 tsps mixed spice; 1 egg; 1 tsp baking soda; 1 tsp baking powder; 2 cups wholemeal flour.

**Method:** Preheat oven (180°C). Chop apples and dates. Add boiling water, butter and sugar. Mix until butter melts and sugar dissolves. Add spice and allow to cool. When fruit mixture is warm, not hot, add spice and egg. Mix well. Add baking soda, baking powder and flour. Mix, but do not over beat. If mixture is too dry, add a little milk. Spoon into the prepared muffin tin. Bake for about 15 minutes.

For more information visit [www.eatittobeatit.com.au](http://www.eatittobeatit.com.au) or join us at facebook.com/eatittobeatit

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CHILDREN & HYDRATION

Our bodies are made up of approximately 70 percent water. Water has many important functions in the body, including; regulating your body’s temperature, digesting food and excreting waste. Your body loses water throughout the day when you sweat, breathe and urinate. It is important to replace the water you have lost to prevent yourself from becoming dehydrated.

Children are at a greater risk of dehydration than adults. This is because in relation to their size, children have a larger proportion of their skin available to lose sweat and be exposed to heat. Additionally, children don’t always recognise that they’re thirsty, and if they’re not encouraged and reminded may forget to drink. Luckily, there are a few ways to tell if your child is hydrated.

How much water does my child need?

The amount your child needs will vary depending on their age, size and level of activity. For children under 8 years of age, at least 4-6 glasses of water is recommended. For children older than 8 years of age a minimum of 6-8 glasses is recommended.

If your child is playing sports or is very active they will need extra fluid. Kids will also need more fluid on hot days or when unwell.

Tips to help your kids stay hydrated!

• **Pack a water bottle for school** and when you go out. Try a frozen water bottle in summer.

• Encourage your child to drink water before, after and during physical activity

• Always offer water with meals and snacks

• Encourage your child to drink water, even if they don’t like it!

Tips for kids who don’t like water

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• Try adding slices of fruits such as lemon or orange to water, for variety and flavour.
• Let your kids choose their own drink bottle or serve water in colourful glasses or jugs.
• Be a role model! Make a point of drinking water with your kids.
• Experiment with temperature; try having a jug of water in the fridge, adding ice-cubes, or even warm water in winter.

Water is the best choice to keep your kids hydrated throughout the day. **Please provide a bottle of water with your child’s fruit or vegetable snack every day.**

For more information on drink choices for your kids, check out the Drinks section of the following website: [www.helathykids.com.au](http://www.helathykids.com.au).

Mrs Ibrahim

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**OFFICE NEWS**

**LOST AND FOUND**

Two wallets have been found on the school grounds. Please come to the office to claim them.

**LOST PROPERTY**

We have some jumpers and jackets in lost Property please come and claim them.

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**COMMUNITY NEWS**

**Blue Water Swim School**

1/58 Allingham Street, Condell Park, NSW


Ph 9790 2403

Heated Indoor pool - 31 degrees water temp
Learn to Swim Programs: 6 months - adults
School holiday Programs: 5 day intensive
Private 1 on 1 Lessons

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**WATTAWA HEIGHTS PUBLIC SCHOOL**

**PLAYGROUP**

FRIDAY 9.00-11AM

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**UNIQUEKiDZ**

Nurturing the creative spirit, challenging the wonderous mind

**WATTAWA HEIGHTS OOSH**

UNDER NEW MANAGEMENT

Programming in accordance to MY TIME, OUR PLACE.

- Before School Care
- After School Care
- Vacation Care

- Programming in accordance to “My Time, Our Place”
- Before and after school drop-off service (subject to availability)
- Qualified and nurturing staff
- Great rates
- Holiday care enrolment now
- CCBD approved
- Ages from 5 years - 12 years.
- Halal menu provided

0424 429 543
admin@uniquekidz.net.au
1 The Avenue Bankstown
(Located in Wattawa Heights Public School)
Does your child have a disability?

Parents of children with a disability aged 2 to 12 are now eligible for free parenting support through the Stepping Stones Triple P Project.

EARLYED invites you to attend the following FREE parenting seminar series:

Seminar 1: Positive Parenting for Children with a Disability  
Wednesday 16th March 2016 10.00am-12:00pm.

Seminar 2: Helping your Child reach their Potential  
Wednesday 23rd March 2016 10.00am-12:00pm.

Seminar 3: Changing Problem Behaviour into Positive Behaviour  
Wednesday 30th March 2016 10.00am-12:00pm.

Where: Beralta Community Hall  
2-4 Tilba St  
Beralta NSW

Please note child minding will not be available.

RSVP: As these programs are being funded as part of a research project please contact the research team to register.
Phone: 02 9114 4060
Email: fhs.Steppingstones@sydney.edu.au or
Sonia at EarlyEd sgugnani@earlyed.com.au 98971511

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We are safe, respectful learners.
Trilogy Schools
MEGA Fete
SUNDAY
3RD APRIL 2016
10AM – 4PM
PLAYFORD PARK, GIBSON AVENUE, PADSTOW
RIDES! FOOD STALLS! DUNK TANK CELEBRITIES!
– DUNK YOUR PRINCIPAL & CELEBRITIES! SPORTING STARS!
AND MUCH MUCH MORE!
A GREAT FUN DAY FOR ALL THE FAMILY!
Supporting Broderick Gillawarna, Caroline Chisholm and George Bass Schools – Bankstown area schools for children with disabilities

We are safe, respectful learners.
Children experience ups and downs when they are trying to manage their feelings and behaviours. Helping them to find ways to balance this is called self-regulation.

How does self-regulation develop?
Sensitive and comforting care from warm, supportive and trusted adults helps children develop self-regulation. Children can also learn how to regulate their feelings by watching their parents and carers manage their own feelings and behaviours. Seeing their parents and carers effectively manage their own feelings and behaviours helps children learn how to do this for themselves.

Why is self-regulation important for mental health?
Self-regulation skills are linked to how well children manage many other tasks during early childhood. For example, as a child learns how to self-regulate, skills such as concentrating, sharing and taking turns develop. This enables a child to move from depending on others to beginning to manage by themselves. Most children at some stage will struggle to manage their feelings and behaviours, particularly when they are tired, hungry or facing new experiences. When this happens, they might become upset, sulky or angry.

This is all part of being a young child and is not necessarily cause for concern. However, difficulties in emotional and behavioural self-regulation that occur often, across a number of settings and over long periods of time can be warning signs that mental health difficulties may be present. Examples of self-regulation difficulties in children include ongoing difficulties with concentration (e.g., being able to listen to a story), looking very sad and uninterested in daily activities (e.g., playing with other children), or becoming easily upset and worries so they are unable to move on. In this situation talking with a health professional may be useful.
What helps develop self-regulation?

Parents, carers and staff play an important role in helping children learn to self-regulate their feelings and behaviour. There are many opportunities for this in the normal routine of day-to-day life. Some of the ways adults can support children’s development of self-regulation skills include:

- Closely observing a child to help you to see what they are coping with and where they might need more support. Providing the support children need at times when they are upset, tired or angry helps them to develop their self-regulation skills.

- Breaking down complicated tasks into manageable parts so that children can practice self-regulation without becoming overwhelmed. Activities like learning to get dressed, turn taking, listening to others and working out differences give children an opportunity to practice their self-regulation skills with the support and guidance of a trusted adult.

- Demonstrating effective self-regulation of their own feelings and behaviours. Children learn how other people behave by watching the people around them. When parents, carers and staff effectively manage their own feelings and behaviour they model self-regulation skills to children. Adults model behaviour every day, such as the way that they talk to people, wait for the traffic lights to change or decide what TV program to watch, for example. These all require self-regulation of feelings and behaviour.

- Using words, gestures and touch as cues to help children regulate their feelings and behaviour. Naming feelings for young children like ‘You sound angry’ or ‘I wonder if you are frustrated’ help children recognise their emotions. When gentle touch and words are used together this can act as a cue for children to start calming themselves, for example, ‘let’s relax or ‘I am here to help you’.

Other suggestions to consider

Other suggestions that can be useful when helping children keep a balance and manage their feelings and behaviours are:

- being calm

- responding and acknowledging what children are trying to communicate

- using supportive boundaries, routines and limits to provide structure and predictability

- making sure experiences are suited to the age of the child

- showing empathy and care towards children.

For more information on these suggestions go to Component 2: Developing children’s social and emotional skills: ‘Helping children to manage their emotions’.

We are safe, respectful learners.