Dear Families,

Week 5 Newsletter and that means we are half way through Term 2.

Recently I read about the importance of adaptability as being equally important as resilience.

Professor Martin from the University of Sydney has collected over 1000 data samples since 2010 on young people’s adaptability from independent and Catholic schools.

The study showed that adaptable students were more likely to experience greater life satisfaction and a greater sense of meaning and purpose in their lives.

“The well-rounded child is able to deal with adversity but, just as importantly, they are able to deal with change and have the ability to transition when it comes along. That’s what makes for an adaptable child and young person.” Professor Martin says.

Children need to be shown how to adjust their thinking by changing attitudes and expectations to particular situations. Children can be “encouraged to see the upside of a situation, for example working with different students might be a chance to make new friends. In terms of emotion they need to manage their disappointment, fear or excitement” when placed in a different working group.

Other findings from the study show that there is a need to encourage students to focus on what they can control and not things that are out of their control.

“What they can control is their effort, strategy- the quality of their effort- and their attitude about situations. We can discourage thinking about what they can’t control such as good or bad luck, the task or other people’s attitudes. Diminishing what can’t be controlled can also be a good way of helping them adapt to a situation.”

We all know the benefits of modelling acceptable behaviour. Children constantly learn from our actions. As adults we are charged with the responsibility of supporting the social emotional development of the children in our care. We can’t change the weather but we can change our attitude. With Winter on the horizon I am reminded that my dad used to say that we need the cold frosts to keep away the germs. Rug up and enjoy those delicious slow cooker meals, thick soups, yummy bread and if you have one, a cosy wood fire.

If you have a few spare minutes take time to reflect on life’s gifts via this video clip:

www.youtube.com/watch?v=aLBGHE8B258
Working Bee Thank You
Many thanks to our efficient and highly organised Deputy, Margaret, for once again providing structure and meaning to School and Parish Working Bees. Thank you Margaret for all the extra hours you gave from your personal time to organise and attend both working bees. Thanks to the school parents, Bob, Gerard, Greg, Peter and Philip who give their time and talent to be involved as members of the Parish maintenance team. Special thanks to Bob for committing to both Saturday and Sunday and for investigating safety structures to ensure departure from bottom yard is safely controlled.

Thank you to all of the parents who found time to attend and assist at one of the Working Bees. It was wonderful to witness the transformation achieved by many willing hands. As the school is part of the Parish community, it is important that parents assist with the maintenance of Parish buildings as well as the school buildings and grounds and in particular the church building. School and Parish working bees are not just about doing jobs, they are a great way to build up social capital.

Information Sessions for Parents

In our efforts to build strong home-school partnerships, the school has organised information sessions for parents to support student’s wellbeing and learning.

Teachers share information via email, wiki, blogs and weebly to assist parents to be informed about current classroom events and learning. It is hoped that these on-line resources support parents within a contemporary framework by allowing parents to see and hear first-hand learning about their child.

Thank you to the parents who attended the Reporting Forum on Thursday night. Your comments will inform the structure for the new 2015 Reporting system. A copy of the report presented on Thursday night is available on the school website under the side tool bar for school community/parent noticeboard.
Head Lice
While children are at school many families will have contact with head lice. Click to the following links to learn more about finding head lice treatment and testing resistance.


A parent who is a hairdresser has generously given us information about head lice. The information is included in this Newsletter.

Children who have shoulder length hair are requested to wear hair ties. Many thanks to the parents who take time to check their child’s hair and notify the school office if they discover head lice. If there is a case of head lice in your child’s class, a letter will be sent home to all families requesting their child’s head be checked.

Gangshow an Initiative of Scouts and Guides
One of our Year 5 students, Charlotte will be performing in the Gangshow at the Bensen Centre Burwood, 20th – 28th June, matinee sessions available. Tickets are available at the door and are reasonably priced; family and concession tickets available.

Interesting Research:

The Science of Early Childhood Development
Harvard University’s Center on the Developing Child addresses the concepts of early childhood development through both an engaging video and a PDF handout. These basic concepts, established over decades of neuroscience and behavioral research, help illustrate why child development—particularly from birth to five years—is a foundation for a prosperous and sustainable society.

1. Brains are built over time, from the bottom up
2. The interactive influences of genes and experience shape the developing brain
3. The brain’s capacity for change decreases with age
4. Cognitive, emotional, and social capacities are inextricably intertwined throughout the life course
5. Toxic stress damages brain architecture which can lead to life-long problems in learning, behavior, and physical and mental health.
6. Video reference


How parents help children explore right and wrong
There’s no question that parents want their children to grow up to be good people — but less is known about how they actually help their offspring sort out different types
of moral issues. According to a new study published in the journal *Developmental Psychology* and led by Holly Recchia, assistant professor at Concordia University, many mothers talk to their kids in ways that help them understand moral missteps.

The study observed 100 pairs of mothers and children aged seven, 11 or 16. Each child was asked to describe one incident where they had helped a friend, and one incident where they had hurt a friend, and subsequently spoke to their mothers about the experience.

When referring to their offspring’s helpful behavior, the mothers focused on the children’s feelings of pride, expressed enthusiasm at their behaviour, and reflected on how the experience revealed their children’s positive traits. With hurtful behaviour, the conversations were a bit more delicate, in that the mothers found ways to acknowledge the harm while also emphasizing that it didn’t define their children.

**Dog Ownership Benefits Families of Children with Autism**

New research, published in the journal *Pediatric Nursing*, has found that the benefits of dog ownership for children with autism includes companionship, stress relief and opportunities for their children to learn responsibility.

“Children with autism spectrum disorders often struggle with interacting with others, which can make it difficult for them to form friendships,” said Gretchen Carlisle, a research fellow at the University of Missouri. “Children with autism may especially benefit from interacting with dogs, which can provide unconditional, nonjudgmental love and companionship to the children.”

Carlisle interviewed 70 parents of children with autism who were patients at the MU Thompson Center for Autism and Neurodevelopmental Disorders. Nearly two-thirds of the parents in the study owned dogs, and of those parents, 94 percent reported their children with autism were bonded to their dogs. Even in families without dogs, 70 percent of parents said their children with autism liked dogs.

However, Carlisle said dogs might not be the best pet for every child with autism. “If you know one child with autism, you know one child with autism,” Carlisle said. “Dogs may be best for some families, although other pets such as cats, horses or rabbits might be better suited to other children with autism and their particular sensitivities and interests.”

**Another interesting video as a timely reminder to use of social media:**

Available on Youtube: Look up

https://www.youtube.com/watch?feature=player_embedded&v=Z7dLU6fk9QY
Before and After School Supervision
Parents are reminded that teachers are on duty to supervise students from 8:30am each morning. Parents who need to drop their children at school prior to 8:30am are advised to use the OSH club facility. The gates will be open from 8:30am for student access to school grounds.

Teachers are on duty providing after school supervision for 15 minutes after the end of the school day, 3:45pm Mon, Wed, Thurs and Fri and 3:15pm Tues.

The safety of the children needs to come first with any family commitments.

Annual Report to the Community
The Annual Report to the Community is available on the School Website and from the front office.

With thanks for the many ways that you live our school motto, Non Recuso Laborem, by embracing life’s challenges to make St Martin’s the BEST learning environment.

Regards Trish Stewart Principal