

Daylesford Primary School Newsletter

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"SEMPER MELIORA" (Always better things)



We are Respectful, We are Responsible Learners, We are Honest and Trustworthy, We are Caring and Compassionate, We are Good Citizens



*We pay our respects to elders past, present and emerging.
We are proud to acknowledge Dja Dja Wurrung as the Traditional Owners of this Country.*

DIARY DATES

DECEMBER

Thurs 20th Final Day Term 4 - 3.20pm finish

**Happy
Holidays!**

JANUARY 2019

Mon 28th Australia Day Holiday

**Tues 29th Staff Personal Development Day
Pupil Free Day**

Wed 30th Early Years Testing Day

Thurs 31st Grades 3 – 6 Commence classes

FEBRUARY 2019

Fri 1st Early Years Commence classes

Wed 6th Canteen Opens for 2019

ASSEMBLY 9.00am every Tuesday in the Gym

**MINI BREAKFAST held in the Gym every Thursday
at 8.30am**

Office Hours: 8.30am to 4.00pm

Students' School Banking Day: Fridays

2019 TERM DATES

**Term 1: 30th January to 5th April
(G3-6 Start 31st. All Students at school from 1st Feb)**

Term 2: 23rd April to 28th June

Term 3: 15th July to 20th September

Term 4: 7th October to 20th December

WE ARE A RESPECTFUL RELATIONSHIP SCHOOL

KIDS HELPLINE FOR YOUNG PEOPLE: 1800 551 800

HEADSPACE FOR TEENS: 1800 650 890

Sometimes talking about what has been happening in your life can bring up concerns, where you may need to seek extra support.

Graham DUX Prize winners for 2018



Congratulations to Charli Scopel and Scout Kinnear

School Captains for 2019



Congratulations to Ellah Carpenter and Matthew Hunt

House Captains



House Captains 2019

Sutton

Erin Childs & Matthew Forbes

Wyuna

Zara Drogriski & Dylan Gledhill

Corinella

Heidi Torrance & Logan Koleski

Tipperary

Jessica Santurini & Billy Gillett

ACTING PRINCIPAL'S REPORT

Final Newsletter

What a busy week it has been.

It was with great excitement that we hosted our Graduation dinner at Daylesford Primary School for our 48 Year 6 students from Daylesford, one Year 6 student from Yandoit and two Year 6 students from Drummond. It was a wonderful celebration for all our fantastic students and I personally would like to congratulate every one of our students as they danced the night away.

As stated on the night we wish you a great start to your secondary school experience and congratulate you on all your achievements as you progress to the next stage of your education.

School Leaders

Congratulations to our school leaders in 2019 as announced at Tuesdays assembly. The school is very fortunate to have such great talent and it is significant that all students are capable of developing their leadership potential. Well done to all

Final Principal Message

I would like to thank all those individuals who have supported me, assisted me and encouraged me in this significant role. I very much look forward to hearing great stories about the Daylesford community and Daylesford, Drummond and Yandoit Primary Schools into the future.

Lightning Strike last Thursday 13th December 2018

As you all know the school was hit with a lightning strike last Thursday. All contacts should have received an SMS from the school stating that everyone was safe and supported. As a follow-up I have included information (on last page of newsletter) regarding how to deal with trauma that some children may have in response to the lightning and thunder. Please read carefully and if you perceive that further support may be required please consult your GP.

Trevor Edwards
Acting Principal

ACADEMIC AWARDS 2018

Graham Dux Awards	Charli Scopel & Scout Kinnear
J Richards Award	Neave English
E. E. Leggo Award	Bernard Kelly
Terry Brooker Award	Lachlan McColl
Murray Stewart	Charlotte Streat & Zac Koleski
Sports Award	
Stella Armstrong	
Awards - Visual Arts	Eliza Strawhorn
– Performing Arts	Violet Dennis
LOTE Italian Award	Indigo Toner-McLachlan
Principals Award	Beth Cochrane & Ryan Orr
Shire of Hepburn	William Boskov
Citizenship Award	
DSC Scholarship	
- Academic	Chloe Work
- Sport	Makayla Jenkin, Eliza Strawhorn & Charlotte Streat

Congratulations to all the recipients of the Academic Awards for this year

Bus Captains 2019

Bus One	Angus Gunn & Mackenzie Elderfield
Bus Two	Llwelyn Thomas & Lena Milosh
Bus Three	Kieanne Davies & Frey Pelham



Specialist Captains for 2019

LOTE	Nayomi Fairhurst & Aaro Partonen
Performing Arts	Dru Dickenson- Bray & Arlo Deakin
Visual Arts	Lily Austin & Orla Sime
ICT	Miki Bruzzese & Stanley Meadows
Sustainability	Imogen Waldon & Rani Comber



CULTURAL AWARDS 2018

Gr	Performing Arts	Choir	LOTE	VISUAL ARTS
3	Matilda Botting	Amber Hommel	Matilda Botting	Lucas DeMurashkin
4	Poppy Maxwell	Tom Britten	Layla Bull	Isabelle Strawhorn
5	Erin Childs	Stanley Meadows	Aaro Partonen	Orla Sime



Linguascope Italian Awards

Grade 4	Bianca Jacobson
Grade 5	Aaro Partonen

**Current Focus Celebrate Community
(Being a Good Citizen)**

2019 TEACHING STRUCTURE

Foundation	0FF	Jendy Fry
Grade 1/2	1/2A	Amy Kinnear (Tue - Fri), Katie Yeung (Mon)
Grade 1/2	1/2S	Liss Stevens
Grade 1/2	1/2T	Jenni Thompson (Mon – Thu), Katie Yeung (Fri)
Grade 3/4	3/4C	Gill Carron (Wed - Fri), Emma Wells (Mon & Tues)
Grade 3/4	3/4K	Andrew Kiellerup
Grade 3/4	3/4W	Kim Wrigley
Grade 5/6	5/6P	Alex Parsons
Grade 5/6	5/6T	Tom Powell
Grade 5/6	5/6S	Nicola Stephens (Tue-Fri), Nicole Wassell (Mon)
LOTE		Trudi Blick (Mon – Wed)
Visual Arts		Nicole Wassell (Tue & Wed)
Performing Arts		Suzanne Hobson (Tue & Wed), Katie Yeung (Tue)
Drummond PS	All	Meg Cox (Mon – Fri), Josie Berto (Fri)
Yandoit PS	All	Kerry Carman (Mon – Fri), Josie Berto (Mon)

Grade 6 Dinner - Thank you

We would like to take the opportunity to thank Albert Street Butchers for supporting our Grade 6 dinner this year.

Breakfast Club - Thank you

We would also like to thank Bakers Delight for their kind donation of bread throughout the year to the Breakfast Club

5/6 Presentation Night



PARENT VOLUNTEERS

TERM 1 2019

FRIDAY	SICK BAY WASHING	SCHOOL BANKING
9 th Feb	Jo Steiner	June Cooper
16 th Feb	Petra Bueskens	Jo Steiner
23 rd Feb	Christine Gilligan	Shelley Sandow

TRAUMATIC STRESS RESPONSES IN THE LOWER PRIMARY SCHOOL YEARS

Physical reactions

- ▶ Changes in appetite
- ▶ Nausea
- ▶ Sleep disturbances
- ▶ Changes in toileting habits, eating habits
- ▶ Clumsiness and changes in coordination
- ▶ Aches, pains and somatic complaints

Impact on thinking

- ▶ Children of this age are likely to have a detailed long-term memory of the event/s. Their recall may be fragmented
- ▶ Preoccupation with event
- ▶ Reduced attention span and concentration
- ▶ Reduced ability to play constructively
- ▶ Disorganised, confused and forgetful
- ▶ Preoccupied, appears to day dream
- ▶ Anxiety and worrying about themes such as safety, death, health
- ▶ Searching for understanding of why and how it happened
- ▶ Intrusive memories, images, smells
- ▶ Cognitive and language delays or regressions
- ▶ Wish for revenge or to be able to 'fix' the event (action-oriented responses)

Behavioural reactions

- ▶ Teariness
- ▶ Reluctant to 'worry' parents/teachers with their 'worries', protective of parents and teachers
- ▶ Unwillingness to be left alone
- ▶ Confusion, disorganisation, easily overwhelmed
- ▶ Aggression, anger, lying, withdrawal
- ▶ Anxiety, hyper-alert
- ▶ Return to younger behaviour

- ▶ Guilt, shame, helplessness
- ▶ Quieter or more chatty
- ▶ Loss of or less able to self soothe or manage emotional states
- ▶ Excessive concern for others
- ▶ Wanting to sleep with parents at night
- ▶ Aware of information beyond their developmental age expectation
- ▶ Acute awareness of things and events
- ▶ Helplessness-passive responses
- ▶ Unusual interest in media coverage of similar events
- ▶ Difficulty in putting words to worries

HELPFUL ACTIONS

- ▶ Provide reassurance, comfort and support and CALM.
- ▶ Take care of yourself and seek support for your own reactions.
- ▶ Provide realistic, developmentally appropriate information about the event; listen for misunderstanding or embellishment of the event and gently correct and reassure.
- ▶ Provide time to draw and play.
- ▶ Provide ongoing, consistent care with predictable routines.
- ▶ Explain changes to routine in advance and reassure about arrangements.
- ▶ Monitor and note any changes in temperament, discuss with school wellbeing/psychologist/social worker.
- ▶ Protect from inappropriate or repetitive discussions, media or images of the event, monitor social network access and discussions.

TRAUMATIC STRESS RESPONSES IN THE UPPER PRIMARY SCHOOL YEARS

Physical reactions

- ▶ Bodily aches and pains such as headaches, nausea, skin problems
- ▶ Visual and perceptual problems
- ▶ More prone to becoming unwell
- ▶ Eating disturbances
- ▶ Enuresis and encopresis, changes in toileting habits
- ▶ Sleep disturbances, tiredness, fatigue
- ▶ Hyper arousal, hyper vigilance, hyperactivity, on edge and anxious, jumpy, easily startled

Impact on thinking

- ▶ Interference with concentration and capacity for learning
- ▶ Distortions about the event, may be embellished by fear or wish, perception of time and duration may be altered
- ▶ Fear of supernatural such as ghosts
- ▶ Preoccupation with the traumatic event
- ▶ Impaired memory and recall
- ▶ Intrusive recollections
- ▶ Preoccupation with revenge

Behavioural reactions

- ▶ Preoccupation with own actions during the event
- ▶ Specific fears set off by reminders or when alone, may want to sleep with parents
- ▶ Retelling or replaying the event
- ▶ Reluctance to express feelings
- ▶ Concern about own and others safety
- ▶ Reckless, invulnerable behaviour
- ▶ Interest in parent's/teacher's response to the event
- ▶ Concern for parent/adults recovery, may withhold information about own responses to protect them
- ▶ Refusal to go to school
- ▶ Disturbed grief reactions, displaced anger, aggression, insecurity
- ▶ Regressive behaviour

HELPFUL ACTIONS

- ▶ Provide rest, support, and comfort.
- ▶ Provide realistic age appropriate information about the event and address distortions.
- ▶ Provide time to talk about fears, event, and dreams.
- ▶ Help identify traumatic reminders and anxieties and encourage children not to generalise.
- ▶ Confirm that these feelings are normal.
- ▶ Encourage support networks.
- ▶ Encourage constructive activities on behalf of the injured or deceased, support restorative actions that promote self-efficacy.
- ▶ Help child to retain positive memories.
- ▶ Provide a structured and predictable environment to provide a sense of safety.
- ▶ Monitor the child and note any changes in temperament and behaviour.
- ▶ Encourage the child to let significant others know about the event.

