The Middle Primary class thoroughly enjoyed their Technology workshop at Bunning's Warehouse. We made tool boxes for Father's Day. Many thanks to Julie Anderson, Miriam Honner and Suzie Harvey for their fabulous efforts on the day!

BOOK WEEK: We have an exciting week ahead of us. Each day the school will come together to hear a story read by a guest reader. On Wednesday the children can come to school dressed as their favourite book character, with a parade just before lunch. Those children who do not wish to dress up can bring their favourite book to share. On Monday, our Decorate a Gumboot competition was judged by local artist, Sue Longbottom, who selected the winners for originality and creativity.

The winners are as follows:
Rec: Riley Forbes
Year 1 Harlee Clark
Year 2 Charlotte Clark
Year 3 Nic Harvey
Year 4 Madi Brunton
Year 5 Kizzey Dodd
Year 6 Claire Harvey
Year 7 Shauna Minks
Staff Suzie Harvey

Don’t forget to call into the library and have a look at the books available for purchase from our Book Fair.
Dear Parents, Friends, Staff and Students of St Columba’s,

The term is flying by, it is hard to comprehend that we are already in week 6! In week 4 I attended the annual ‘South Australian Catholic Primary Principals Association’ conference. This was a great experience with some very important learning that I am looking forward to sharing with the staff and you the community - starting with the information about sleep that you will find in this newsletter.

I would like to draw your attention to two key dates coming up this term. Our grandparents/Open day on the 9th of September will be a great opportunity for our families to bring in friends and relatives to the school and share the amazing work of our students and staff.

Also, please don’t forget to put our school concert into your calendars! The 23rd of September will be a great celebration for our school with the performance of ‘Alice in Wonderland’. I will endeavour to run a live feed again this year on our website to cater for relatives interstate or overseas, and DVDs will be available next term!

Here is the next instalment of Pope Francis’ encyclical ‘on care for our common home’. If you would like the whole text it is available here: [http://tinyurl.com/o6sowft](http://tinyurl.com/o6sowft)

4. In 1971, eight years after Pacem in Terris, Blessed Pope Paul VI referred to the ecological concern as “a tragic consequence” of unchecked human activity: “Due to an ill-considered exploitation of nature, humanity runs the risk of destroying it and becoming in turn a victim of this degradation”. [2] He spoke in similar terms to the Food and Agriculture Organization of the United Nations about the potential for an “ecological catastrophe under the effective explosion of industrial civilization”, and stressed “the urgent need for a radical change in the conduct of humanity”, inasmuch as “the most extraordinary scientific advances, the most amazing technical abilities, the most astonishing economic growth, unless they are accompanied by authentic social and moral progress, will definitively turn against man”. [3]

5. Saint John Paul II became increasingly concerned about this issue. In his first Encyclical he warned that human beings frequently seem “to see no other meaning in their natural environment than what serves for immediate use and consumption”. [4] Subsequently, he would call for a global ecological conversion. [5] At the same time, he noted that little effort had been made to “safeguard the moral conditions for an authentic human ecology”. [6] The destruction of the human environment is extremely serious, not only because God has entrusted the world to us men and women, but because human life is itself a gift which must be defended from various forms of debasement. Every effort to protect and improve our world entails profound changes in “lifestyles, models of production and consumption, and the established structures of power which today govern societies”. [7] Authentic human development has a moral character. It presupposes full respect for the human person, but it must also be concerned for the world around us and “take into account the nature of each being and of its mutual connection in an ordered system”. [8] Accordingly, our human ability to transform reality must proceed in line with God’s original gift of all that is. [9]

Blessings,

Todd Murfitt
Principal

This Newsletter and more can be found at our school website! [www.scms.catholic.edu.au](http://www.scms.catholic.edu.au)
You can also follow us on twitter: @scmsyorketown
Dear Parents, Friends, Staff and Students of St Columba's,

Congratulations on making it over the half way point of Term Three. We have already had so many milestones for this term. We have had excursions for all the classes, Tournament of Minds and Concert practice and some wonderful new students starting in the R/1 class.

I was extremely impressed with the behaviour of the R/1 class who attended the Adelaide Zoo last week. Students were exceptionally well behaved on the bus and at the Zoo. I was blown away with the parents who offered their support to come on the excursion. I have never had an experience where so many parents were willing to give up their time and energy to support an excursion. It shows such respect and value for our school and the students learning. I thank all parents who volunteered for your dedication to supporting our school and I speak on behalf of all students who loved having you there to share their wonderful Adelaide Zoo experience.

There is only a few short weeks until our school concert, and Miss Parham has been working hard with the students who have speaking roles in the play. She has expressed how impressed she has been with the students who have learnt their lines and are taking their roles seriously. All other students have been practicing the concert songs. It is shaping up to be a sensational concert and we hope you will all be able to attend.

This coming Thursday the 5/6/7 class will be running a school Mass about Friendship. As we make our way towards the end of the term, it is important for students to reflect on the importance of their friendships and how friendships should never be taken for granted but continually nurtured. The Mass will be at 12.00pm.

Have a safe and happy week. I would like to leave you with this weeks reflection and ask you to think about what your actions say about you.

"For they preach but they do not practice." - Matthew 23:3

There's a beautiful quote that is often attributed to St Francis of Assisi: "Preach the Gospel, and if necessary, use words”. We don't need to quote a Bible verse to share our faith. Each time we share a gift of kindness or mercy, we are giving testimony to the love of Christ.

God Bless

Annette Diassinas
**Important Dates**

- **Thursday, August 27th**: Upper Primary Mass
- **Tuesday, Sept 1st**: Ready- Set- Go 9.30 to 10.30am
- **Thursday, Sept 3rd**: Upper Primary Assembly
- **Wednesday, Sept 9th**: GRANDPARENTS DAY School Board meeting starting at 7pm
- **Thursday, Sept 10th**: Middle Primary Mass
- **Thursday, Sept 17**: Middle Primary Assembly
- **Monday, September 21st**: YAS student Free Day
- **Wednesday, September 23rd**: School Concert starting at 7 pm
- **Tuesday, October 20**: Shopping Night & proposed Fashion Parade at School.

---

**STUDENT OF THE WEEK**

- **Max** - A sensational first week at school.
- **Lexi**—What a sensational first week at school. Well done!
- **Angus S**—What a sensational first week at school.
- **Lily T**—What a sensational first week at school.
- **Jada**—What a sensational first week at school.
- **Couper** - for excellent manner and polite behaviour during our excursion! Well done.
- **Codie** for fabulous work skills during Mathematics
- **Tom R-G** for his positive commitment to all aspects of school life.
- **Noah N**—for embracing the higher level of responsibility required at the yr. 5 level,
- **Ellen** for having developed greater persistence, resilience and organisation
- **Charlee Boord** for your un waiving and positive approach to all aspects of your school life

---

**SCHOOL CARD – Are you Eligible????**

It isn't too late to apply - we have forms available in the front office for School Card. There are several types of forms you may be able to use, “Change in Circumstances”, “Self Employed” etc. If you think you may be eligible we would be pleased to help you complete the form. **School card is $154 per Primary Student** this year, plus our school gives a 40% discount on Tuition Fees to School Card holders.

Thank you Margie

---

**PARENTS AND FRIENDS TERM CALENDAR**

<table>
<thead>
<tr>
<th>Week No</th>
<th>Date &amp; Day</th>
<th>EVENT</th>
<th>Committee Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 6</td>
<td>Wednesday 26th of August</td>
<td>Committee Meeting 9.15am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saturday 29th of August</td>
<td>YP SHOPPING Tour</td>
<td>Miriam</td>
</tr>
<tr>
<td>Wk 7</td>
<td>Friday 4th of September</td>
<td>FATHER’S DAY Stall</td>
<td>Kath &amp; Jackie</td>
</tr>
<tr>
<td>Wk 8</td>
<td>13th - 20th September</td>
<td>Facebook Online Auction</td>
<td>Kath</td>
</tr>
<tr>
<td>Wk 9</td>
<td>23rd Sept.</td>
<td>SCHOOL Performance (7pm)</td>
<td>Running Raffle Lollies, Popcorn drinks for sale. All Committee members (from 6pm)</td>
</tr>
</tbody>
</table>

---

**WE WANT YOU! - WORKING BEE**

On Friday, September 25th we are having a working bee starting at 1.00pm. (Last day of third term). If you are able to help in anyway, please contact the school for more information.

**LOST UNIFORMS**

Several children have misplaced their named school jumpers in the last few weeks. Can parents please check any school jumpers you have to ensure you have the correct ones? Thank you.

Please note Yorketown Area school is having a Student Free Day on Monday, September 21st. More information regarding buses will be advertised in future Newsletters.
Prayer
God our Father,
the qualities I see lived out so well in some people
are a reflection of your own goodness,
and I know that I have much to learn from other people
who reflect your image and likeness in different ways.
Inspire me to respect others fully as my equals,
seeing and loving in them what you see and love in them.

Gen 126

QUOTE OF THE DAY:
Laughter is the sensation of feeling good all over and showing it principally in one place.

Uniform Order:
Please fill out and return to the school office by September 11th. I will collate and fill all orders by the start of term four. Please DO NOT send any money with the order, payment may be made when you pick up your order. The school will accept Cash, EFTPOS and Credit Card payment for your uniform needs.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SIZE REQUIRED</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy School Shorts</td>
<td>Sizes 2-3-4-6-8-10-12-14-16-18-20</td>
<td>$15.00 a pr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Polo Top</td>
<td>Sizes 6-8-10-12-14-16-18-20</td>
<td>$36.00 ea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navy Sport shorts</td>
<td>Sizes 6-8-10-12-14-16-18-20</td>
<td>$18.50 ea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socks</td>
<td>(9-12) (13-3) (2–8)</td>
<td>$3.00 a pr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XS School Backpack</td>
<td></td>
<td>$57.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium School Backpack</td>
<td></td>
<td>$60.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Backpack</td>
<td></td>
<td>$65.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grand Total</td>
</tr>
</tbody>
</table>
The 137th Annual Southern Yorke Peninsula Show will be held at Minlaton on Wednesday, 7th October and children are offered a chance to make and display items at the show, with the chance to win a prize.

Below is some categories children in different age groups can enter at the show. For more information only, i.e. exhibition closing dates, entry costs, prizes etc... there is booklet in the front office for this information please see Gay or Margie.

Reminder:

The school is collecting Woolworths Earn and Learn Stickers. If you or any of your family and friends do any shopping at Woolworths, please ask for the Earn and Learn stickers and bring/send back to the school.

For every $10 spent at Woolworths you will earn 1 sticker, these stickers are then redeemed for much needed resources for the school.
R/1 CLASS

WHAT A FANTASTIC EXCURSION TO THE ADELAIDE ZOO! THE STUDENTS HAD A BALL AND DESPITE THE EARLY MORNING START, THEY WERE SUPER ENERGISED. THEIR BEHAVIOUR WAS EXCELLENT, AND THEIR SESSION WITH A ZOO MEMBER WAS GREAT WHERE WE GOT TO SEE SOME VERY COLOURFUL BIRDS, TIGERS AND CHEEKY MONKEYS.

THERE WAS SO MUCH LEARNING HAD AND IT WAS GREAT TO SEE THE STUDENTS REALLY ENGAGED WITH THE ANIMALS AND TIE IN THEIR LEARNING IN CLASS TO REAL LIFE ANIMALS. A HIGHLIGHT WAS DEFINITELY SEEING THE PANDA'S EAT, MEERKATS AND THE PETTING ZOO.
Helping children learn positive friendship skills

Importance of children’s friendships

At any age, having friends provides support and promotes mental health and wellbeing. Children’s friendships are also very important for their social and emotional development. Through friendships children learn how to relate with others. They develop social skills as they teach each other how to be good friends.

Most children want to have friends. Children who have friends are more likely to be self-confident and perform better academically at school than those without friends. When children have difficulty in making friends or in keeping them, it often leads to feeling lonely and unhappy with themselves. Feeling rejected by others may lead to significant distress. Learning positive friendship skills can help children socially so they feel happier and more confident.

How friendships develop and change

Friendships require give and take. By sharing toys, time, games, experiences and feelings, children learn that they can have their social needs met and can meet the needs of others. Since friendships develop through this kind of mutual exchange, close friendships are usually based on well-matched needs.

Children’s friendship needs and skills change as they grow. Similarly, children’s ideas about friendship change as they develop. This is reflected in the different kinds of activities that children like to spend time doing with their friends at different ages. The table below indicates the ways children tend to describe close friends and the kinds of skills that support positive friendships as they develop.

<table>
<thead>
<tr>
<th>Approximate age</th>
<th>A friend is someone who...</th>
<th>Friendship skills include...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 1 yr</td>
<td>• plays with you</td>
<td>• looking, smiling, touching, imitating</td>
</tr>
<tr>
<td></td>
<td>• has good toys</td>
<td>• identifying friend by name</td>
</tr>
<tr>
<td></td>
<td>• can do fun things</td>
<td>• playing well in a twosome</td>
</tr>
<tr>
<td>1–2 yrs</td>
<td>• does something that pleases you</td>
<td>• approaching others to join in</td>
</tr>
<tr>
<td></td>
<td>• you know better than other people</td>
<td>• taking others’ feelings into account</td>
</tr>
<tr>
<td>3–5 yrs</td>
<td>• helps and looks after you</td>
<td>• seeing others’ viewpoint</td>
</tr>
<tr>
<td></td>
<td>• you help</td>
<td>• talking and listening to each other</td>
</tr>
<tr>
<td>5–7 yrs</td>
<td>• plays fair – follows the rules</td>
<td>• forming groups with similar interests</td>
</tr>
<tr>
<td></td>
<td>• talks and shares interests</td>
<td>• sharing confidences</td>
</tr>
<tr>
<td>8–10 yrs</td>
<td>• trusts you and is trustworthy</td>
<td>• negotiating</td>
</tr>
<tr>
<td>10–12 yrs</td>
<td>• understands you and who you understand</td>
<td>• respecting one another</td>
</tr>
<tr>
<td>12–18 yrs</td>
<td>• you can talk to about feelings or problems</td>
<td>• talking about personal and social issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• supporting one another</td>
</tr>
</tbody>
</table>
Social skills that promote friendship

Children who are good at making and keeping friends use positive social skills. Parents, carers and school staff help children learn positive social skills by guiding them as young children, being positive examples for children to follow, and providing opportunities for play where children can practise their skills. Key social skills that help with friendships include cooperation, communication, empathy, emotional control and responsibility.

All children go through friendship conflicts. Even usually popular children experience rejection sometimes. When this happens children’s confidence may be affected. They may blame themselves or others. Beliefs about the reasons for the friendship conflicts they experience affect the ways that children react.

Some kinds of thinking are more helpful than others for managing the conflicts children have with friends. The following examples show different possible reactions to being refused when a child has asked to join in a game with others.

<table>
<thead>
<tr>
<th>Positive social skills are shown in these behaviours</th>
<th>Poor social skills are shown in these behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting conversations</td>
<td>Sharing</td>
</tr>
<tr>
<td>Taking turns</td>
<td>Asking for what one wants/needs</td>
</tr>
<tr>
<td>Expressing feelings</td>
<td>Apologising to others</td>
</tr>
<tr>
<td>Asking questions</td>
<td>Following rules of play</td>
</tr>
<tr>
<td>Complimenting others</td>
<td>Playing fair</td>
</tr>
<tr>
<td>Accepting others</td>
<td>Listening to others</td>
</tr>
<tr>
<td>Refusing to join others’ negative behaviours</td>
<td>Being a good loser</td>
</tr>
<tr>
<td>Helping others</td>
<td>Cooperating</td>
</tr>
<tr>
<td>Cooperating</td>
<td></td>
</tr>
</tbody>
</table>

All children go through friendship conflicts. Even usually popular children experience rejection sometimes.
Friends influence each other's behaviour. Over time they may take on similar mannerisms, language and preferences.

Friendship patterns in the primary school years

Children choose friends who have similar interests and enjoy similar activities. During primary school close friendships are most often with a child of the same sex. This is related to children's preferences in play.

Boys tend to prefer active kinds of play in groups, whereas girls typically prefer gentler games in pairs or threes and use talk more than action. Such preferences may be especially strong around the ages of eight and nine when many children become more aware of social expectations regarding girls' and boys' behaviour.

These expectations can create difficulties for boys who are interested in gentler kinds of play and for girls who prefer the kind of active play that is usually associated with boys.

Friends cooperate and communicate more with each other than with other children. They also have conflicts more often, but usually manage to settle them without upsetting the friendship. Friends influence each other's behaviour. Over time they may take on similar mannerisms, language and preferences. Although friendships usually have positive effects, friends who have behavioural problems may encourage problem behaviour in one another.

As children's interests and developmental needs change, their friendship patterns may also change. By the middle of primary school it is common for children to form small friendship groups based around similar interests. These groups often establish their own rules about who can join them. Setting rules and learning to negotiate them is important for helping children to develop their understanding of social relationships. However, when children lack cooperative relationship skills it can lead to friendship groups being dominated by some children and excluding others.
Thoughts
I'm just not much fun.
Other kids don't like me.

Beliefs
It's my fault and it won't change.

Feelings
Anxious
Sad
Low confidence

Behaviour
Withdraws from social contact with other children

They're out to get me.
They're being mean on purpose.

It's their fault and they shouldn't have done it.

Angry
Hostile

May become aggressive or try to get back at them in other ways

It's because they already started the game.
Next time I'll ask first.
I can look for someone else to play with today.

The situation wasn't right.
I can change it.

Resilient (disappointed at first but quickly recovers)
Confident

It is very beneficial for children when a parent, carer or school staff member helps them solve friendship conflicts by encouraging resilient, cooperative attitudes. Rather than simply blaming the other children the adult may say something like, "What else can you do? Are there other children who might be interested in playing a game?"

Key points for supporting children's friendship skills

Parents, carers and school staff have important roles to play in helping children develop friendships. They set examples for children to follow through the ways they manage relationships. They can also act as coaches for children, teaching them helpful social skills and talking through friendship issues to help with solving problems. As they learn how to manage social situations, having opportunities to talk about friendships with parents, carers and school staff helps children feel supported and develops their communication skills.

Provide children with opportunities to play with peers

Children gain experience and learn important social skills from playing with friends. For children who are still learning how to get along, it can be helpful to plan what to do before having a friend over for a play date. This could involve deciding whether to share all of their toys or only some, or encouraging them to think about what games the other child would like to play when they arrive.

Teach positive social skills

Observe your child to work out the negative social behaviours your child uses too often and the positive social behaviours they could use more.

Little things like smiles, looking at the person, knowing names and using a confident, friendly voice can make a big difference when making friends. Being able to better control negative emotions and paying attention to the needs and wants of others are also very important.

Teach one behaviour or social skill at a time and make sure the child is able to do it before introducing another skill. Show your child what to do. You may act out the situation and even demonstrate what to say. Take turns 'acting' until your child can demonstrate what to do. Don't be too serious. Make it a fun experience.

Be a coach

Coaching is critical for helping children use new skills in real-life situations. Coaching involves prompting, reminding and encouraging (but not nagging!) children to use the skills they have learned. Coach your child to practise positive social skills in everyday situations with family members and friends. Support children's learning by giving positive feedback and praise.

Help children solve friendship conflicts

Talking problems through with a supportive adult helps children to think about what happens, how they feel about it and what to do next. Thinking things through like this helps to build more mature social skills.

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au
While most people would agree that sleep is essential to health and well-being it would seem that many are paying scant attention to the fact. Population studies show that the average sleep time for adults has decreased from 8.5 hours per night in 1960 to the current 6.5 hours during the working week, a decrease of about 20 percent.

Such longitudinal data is not available for children or adolescents although trend data from the US published earlier this year show between a 10–20 per cent decline in sleep time between 1991 to 2011 in children aged 12–18 years (see graph above right).

No doubt the escalating demands on our time and the ubiquitous rise of the internet and social media have increased the imperatives to be wakeful for both young and old. However research shows clearly that pushing late into the night is a health and productivity killer and it is becoming increasingly clear that the cost of insufficient sleep is much higher than most people recognise.

The results of insufficient sleep can be serious for all of us, but when we factor in a child’s developing brain and body the consequences can be truly disastrous. As leaders and teachers it is important to be aware of these effects not only because it impacts your ability (and that of your students) to perform optimally but also because of the broad negative impact sleep deprivation has on physical and mental well-being both for you and the children you teach.

We need sleep for optimal performance

Unfortunately any productivity gains thought to be achieved from skimping sleep are quickly undone by the negative effects sleep deprivation has on the ability to access higher-level brain functions. When sleep deprived, not only are tasks performed more slowly but with a higher error rate. Indeed the negative effects are so great that people who are legally intoxicated outperform those lacking sleep.

When you sleep the brain removes toxic wastes that are the by-product of daily brain activity. The brain can only do this while you sleep so when you don’t get enough sleep these waste products stay in your brain cells, killing creativity and, for days, slowing your ability to process information and problem solve.

In recent years it has become possible to view this decrement in brain function via functional magnetic resonance imaging.
Higher cognitive functions are better accessed with good sleep

(fMRI) of the brain undertaken while people engage in specific tasks. The prefrontal cortex (highlighted in blue in the diagram above on the left) is responsible for many higher-level cognitive functions and is particularly vulnerable to a lack of sleep.

This vulnerability is clearly illustrated by the fMRI images above. In a study evaluating the difference caused by depriving participants of just one hour of sleep, participants were asked to perform a cognitive task while at the same time having an fMRI. While participants did the task researchers observed significantly less prefrontal cortex activation (denoted by yellow) in the sleep-deprived participants (image (a) above) compared to the better-slept participants (image (b) above). Not surprisingly this lack of activation correlated with a decreasing ability to perform the cognitive task at hand.

We need sleep for good physical health

Many studies have repeatedly shown that people who get enough sleep live longer and healthier lives. In the short-term, lack of sleep increases vulnerability to cold and ‘flu infections because it is during sleep that the immune system fires up and rids the body of virally infected cells.

In the long-term though, sleep deprivation is associated with much more serious health issues such as cancer, cardiovascular disease and metabolic disorders including Type 2 Diabetes. Interestingly, one of the most troublesome health issues that society faces today, the obesity epidemic (approximately 63% of Australian adults and 25% of Australian children are either overweight or obese) is strongly linked to lack of sleep. When you don’t get the sleep you need not only does your body increase the amount of the appetite-stimulating hormone, ghrelin, and decrease the amount of the satiety-inducing hormone, leptin, making you much hungrier but it also decreases your metabolic rate by as much as 15%, meaning that just to stay at the same weight you need to eat 15% less. This combination of consequences quickly results in significant weight gain.

How much sleep do we need?

Sleep needs change with age. The chart below, published in 2015, indicates the amount of sleep required for each age group. It clearly shows that adults need between 7–9 hours sleep per night and importantly that young school children need between 9–11 hours and adolescent students, 8–10 hours. While about 3 per cent of the population have either a short- or long-sleep gene, meaning they may need less or more sleep than indicated, the vast majority of us fit well within these limits.

Sleep and school performance

Sleep factors highly into a child’s ability to achieve. Worldwide research has revealed clear and consistent associations between sleep, sleepiness and lower academic achievement among younger and older adolescents. Good grades are significantly associated with better sleep (sufficient sleep, regular going-to-bed and getting-up times) and there is a strong correlation between poor sleep (insufficient sleep, irregular sleep schedule and rise-time variability) and failure.

Lack of sleep in teenagers is also highly associated with poor mental health and behavioural outcomes. In a study of more than 4000 adolescents (11–17 year-olds) 25 percent of participants experienced sleeping difficulties. Compared to those students who reported good sleep, these students were twice as likely to have problems at home, at school and with their peers; 2–3 times more likely to be depressed; twice as likely to abuse alcohol or drugs; and 2–3 times more likely to have health problems.

The message is very clear. If students are to perform at an optimum level, physically and mentally, they need to be adequately slept.

Doing something about it

When life interferes with the ability to get the amount of sleep required, it’s absolutely essential to start making sleep a priority. Firstly it is important to give yourself enough time to sleep. This means that if
you need to get up at 6.30 am and you require 8 hours of sleep you should be in bed and asleep by 10.30 pm and not just at the point of going to bed – a mistake many people make. Secondly you need to pay sufficient attention to setting yourself up for good sleep. Good sleep practices are essential for good sleep but many people unwittingly sabotage their sleep.

To optimise your sleep you need to prepare both your mind and your body. To prepare the body you need to:
- Get up at the same time every day
- Exercise for at least 20 minutes per day (A walk at lunchtime is good)
- Not have caffeine after midday
- Not drink alcohol (or restrict it to one standard glass)
- Not sleep during the day (although a nap of 20 minutes is OK and sometimes very worthwhile)
- Eat only a small meal at night and especially no big meal within three hours of bedtime
- Not exercise within three hours of bedtime (This will alert the body).

To prepare the mind you need to:
- Deal with the issues of the day: in the early evening spend no more than 20 minutes writing events of the day that are of concern along with potential solutions. Close the book and put it away.
- Set an alarm to go off an hour before your proposed bedtime. At that time:
  - turn off all technology (and make sure not to look at the bright light of the computer, phone or tablet after that time)
  - dim the lighting in the room
  - take a warm-hot shower
  - do a relaxation exercise.
- Ensure that the bedroom environment is conducive to sleep and that it is quiet, cool and dark. If this is difficult to achieve consider an eye mask, ear plugs and/or fan.
- Absolutely and definitely no technology in the bedroom.

Tips for teachers
Sleep should be one of the first considerations for teachers when dealing with under-performing or behaviourally difficult students. There are a number of strategies that can be implemented which may improve the student's performance or attitude. These include:
- Being aware of your sleepy students.
- As a class activity you could get students to complete a sleep diary for one or two nights. This will highlight those students experiencing sleep difficulties.
- Educating students about the importance of sleep and the role it plays in optimal performance.
- Emphasising the importance of good sleep practices to your students.
- Assisting students to develop a sleep plan. Depending on their age this may involve liaising with parents and educating them on the importance of sleep. Emphasise the importance of role-modelling when it comes to sleep choices.
- Ensuring homework load is not too great.
- Avoiding having lessons or any extra-curricular activity prior to the commencement of classes.

For both you and your students one of the best things that can be done to improve performance and to optimise potential is to ensure that everyone gets the sleep they need.

Further reading

References

A ruffled mind makes a restless pillow
Charlotte Bronte
Think in the morning. Act in the noon. Eat in the evening. Sleep in the right.
William Blake
Parents and Friends News:

Tomorrow, Wednesday, August 26th there will be a P & F meeting being held in the Staff room at 9.15am. Everyone most welcome to attend. Up for discussion will be the Melbourne Cup Luncheon and fund raising ideas for 2016. Come along and show your support for the school.

There is still one seat available for the Shopping Day being held on August 29th. Please contact Miriam Honner for more information.

Please find with the Newsletter, raffle books which we ask you to sell. All Raffle books, sold/unsold must be returned to the school by Monday 21st of September, by the latest.

We thank you in advance for your support of our fundraising for the school.

*****************************

Mum’s eyes Only!!

Father’s day is nearly here!

Once again P & F are holding a Fathers day stall at school.

The items for sale are:

4 in 1 tape measure, note pad, torch, pen $4

Mini box of mints $2

Mini key ring $3.50

Little torches $4

I love you dad key ring $3

Mini screw driver sets $3

We have purchased enough to allow the children to buy 2-3 items each. These will be on display in the staff room from Tuesday the 1st of September and then for sale on Thursday the 3rd of September from 8.30am until school starts.

As this is a service to the school community we hope for your support to help cover costs involved.

THANK YOU J