St Columba's Memorial School Newsletter

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School Office Hours
Monday to Wednesday
8.30am to 3.30pm
Thursday and Friday
9am to 3 pm
Office will only be attended the above hours.

Contact Us
Absentees 88521461
0407 610 071 Text only
St Columba's Memorial School
55 Warooka Road
YORKETOWN SA 5576
88521461
Email: info@scms.catholic.edu.au
Website: www.scms.catholic.edu.au

Melbourne Cup Craft

~ St Columba's is a Nut Free School
Dear Parents, Friends, Staff and Students of St Columba’s,

As we approach the half-way point of term 4, I would like to congratulate the students on their fantastic efforts to create such a positive environment at St Columba’s. Our school grounds are being kept litter free and the gardens are being lovingly cared for. Children are maintaining strong friendships, problem solving and showing genuine care for one another, made particularly visible with our new ‘buddy bench’.

Thank you to our volunteers who have supported the regeneration of our market garden. We have some new seedlings growing to complement our established plants, which will hopefully allow our students to resume their market stall in the last few weeks of term. If you would like to volunteer at our school, we would love to share your talents! We welcome volunteers for support with the market garden, driving our school van, listening to reading and other general maintenance. Please let the front office know if you would like to join our wonderful volunteers!

I would also like to congratulate Robert Beston and his team of coaches for their running of Milo cricket! It was wonderful experience to watch so many junior St Columba’s students having a go at cricket and loving the program. Well done, I know the students eagerly await the next session!

Reminders:

The DVD of our last term’s Alice in Wonderland production is in progress. If you took any video or photos on the night that may help us to make this DVD the best it can be, can you please bring in digital copies (CD, DVD, memory card etc.) or email to our office staff? This will help us to ensure the DVD’s that go on sale are top quality!

If you know of anyone who is considering enrolling at St Columba’s in the next three years, could you please encourage them to collect a prospectus and put their name down as soon as possible? This is very helpful to us in order to prepare class structures and sizes into the future!

Have your say! Our continuous improvement surveys are available online via our school website. These are very brief surveys, but certainly help us to allocate resources and professional development in line with our strategic plan. Please encourage your children to fill in the surveys also!

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/obswost

9. At the same time, Bartholomew has drawn attention to the ethical and spiritual roots of environmental problems, which require that we look for solutions not only in technology but in a change of humanity; otherwise we would be dealing merely with symptoms. He asks us to replace consumption with sacrifice, greed with generosity, wastefulness with a spirit of sharing, an asceticism which “entails learning to give, and not simply to give up. It is a way of loving, of moving gradually away from what I want to what God’s world needs. It is liberation from fear, greed and compulsion”.[17] As Christians, we are also called “to accept the world as a sacrament of communion, as a way of sharing with God and our neighbours on a global scale. It is our humble conviction that the divine and the human meet in the slightest detail in the seamless garment of God’s creation, in the last speck of dust of our planet”. [18]

Blessings,

Todd Murfitt
Principal

This Newsletter and more can be found at our school website!
www.scms.catholic.edu.au
You can also follow us on twitter: @scmsyorketown

Kids Matter Contact Numbers:
Beyond Blue: 1300 224 636
Lifeline: 13 11 14
Kids Help Line: 1800 551 800
HELP NEEDED

Do you have some spare time on your hands? From 30 minutes to a couple of hours? We have several minor maintenance jobs around the school that need to be done.

Jobs may be as simple as repainting yellow lines around the school, tidy up the tool kit to pulling weeds around the school.

Please see Margie or Gay if you are able to volunteer your time towards completing some of these jobs.

ENROLMENT INFORMATION:

Can school parents who have younger children that will be enrolling at St Columba’s in either 2016 through to 2019, please submit an enrolment form for them? Also, if you know of anyone who is intending to enrol their children, please advise them to submit an enrolment form, sooner rather than later. School information packs, including enrolment forms are available from the Front Office or on the school’s website at www.scms.catholic.edu.au

A reminder about our Term 3 intake:

Children who have enrolled to start school and turn 5 between May 1st and before the 31st October of that year, will now start school in the Third term. For more information or to speak to the Front Office staff or Principal in regard of enrolment process, please call 88521461 or via email to info@scms.catholic.edu.au

Library News:

Dear Parents,
In Weeks 6,7 and 8 - November 16th through to December 4 - of this term we will be holding a Book Fair. All sales of books help the school buy resources for the Library also a great way to purchase some Christmas presents.

Lost Property:
A big reminder to label all your children’s belongings clearly. We have an overwhelming amount of lost property handed into the front office i.e. hats, jumpers, water bottles, lunch boxes etc... If your child is missing any of these items, please send them into the Front Office to look through the lost property box. Any items not claimed by the end of this term will be either donated to St Vinnie’s or put into the second-hand cupboard for resale.

School Fees:
It is getting to that time of year to finalize payment of your school fees, if not on a payment plan. Please see Margie for more information regarding payment plans.
**Important Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Saturday, November 7th</td>
<td>Blue Light Disco Dance Party</td>
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<tr>
<td>Thursday, November 12th</td>
<td>Upper Primary Excursion</td>
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<td>Friday, November 20th</td>
<td>Parents and Friends Trading Table</td>
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<tr>
<td>Wednesday, November 25th</td>
<td>School Board Meeting</td>
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<tr>
<td>Saturday, December 5th</td>
<td>Curramulka Light Up 2015—6.30pm</td>
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<tr>
<td>Wednesday, December 9th</td>
<td>Graduation Mass</td>
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<tr>
<td>Thursday, December 10th</td>
<td>Student Free Day—Staff PD</td>
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<tr>
<td>Friday, December 11th</td>
<td>Student Free Day—Staff PD</td>
</tr>
<tr>
<td>Thursday, January 28th, 2016</td>
<td>12 noon to 3 pm Book/ Uniform day</td>
</tr>
<tr>
<td>Friday, January 29th, 2016</td>
<td>9am to 12 noon Book/ Uniform day</td>
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</table>

**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. Gen 1:26

Inspire me to respect others fully as my equals, seeing and loving in them what you see and love in them.

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**Did you know?**

Did you know that the school will close on Catastrophic rated fire danger days and sometimes on Extreme rated fire danger days, depending on the advice given by the CFS and the Catholic Education Office.

If the Bureau of Meteorology advertises that it has rated a day as a Catastrophic fire danger day the school is required to close for that particular day. This also means that the Yorketown Area school will also close and no buses will be running.

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**Students of the Week**

Millie A for her persistence and determination in literacy. She has worked hard and not given up even when she has found work difficult.

Riley F for being a hard worker and helpful in the classroom.

Charlee B, Jessica, Mikayla, Shauna, Georgia and Baden for being positive and supportive leaders.

Claire H for the time she contributed to the Young Environmental Leaders iMovie.

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**Private Music Lessons 2016**

Children interested in learning Guitar, Drums, Piano, Bass Flute or singing please contact Mathew Winters Academy of Music on 0427 534101 to secure your spot and for more information.

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**Keep your kids smiling**

Dental care is FREE for most school-aged children and ALL preschool children at the School Dental Service. All babies, children and young people 0-17 years are welcome to attend.

School Dental Service clinics are open during the Christmas school holiday break. Phone your local School Dental Service clinic now for an appointment. For clinic details visit www.saldental.sa.gov.au.
Anglican Church Fundraising Lunch
Sun. Nov 8, 2015
12.30 pm

Pt Turton Hall
2 course meal
Raffles, Prizes, Silent Auction
Lunch ticket $20
Children’s ticket $10
Come & 'Rock' On

Welcome Package for families joining a Catholic school community

The Federation of Catholic School Parent Communities produces a 'Welcome Package for families joining a Catholic school community'.

There is a Welcome Package for families joining a Catholic primary school community and another one for families joining a Catholic secondary school community.

The 'Welcome Package for Families Joining a Catholic school community' includes:
- Welcome letter for parents and families
- Federation brochure
- The Charter for Parents in Catholic Schools
- Basic tips for being engaged in your child's learning
- Information about parent teacher interviews
- Information on volunteering in a Catholic school
- A suggested grievance process for parents
- Staying Connected and Useful Links

You can access the Welcome Package here or from the Federation's website or by going to:


Limestone restoration

Tickets:-
Warooka Top Shop, 0438 545 102
Jane Butler 8652 1610

Oct 15, 2015
Saint of the Week – St Nicholas Tavelic and companions (November 6)
St Nicholas and his three companions are among the 158 Franciscans who have been martyred in the Holy Land since the friars became custodians of the shrines in 1335. St Nicholas was born in 1340 to a wealthy and noble family in Croatia. He joined the Franciscans and was sent with Deodat of Rodez to preach in Bosnia. In 1384, they volunteered for the Holy Land missions and were sent there. They looked after the holy places, cared for the Christian pilgrims and studied Arabic. In 1391 St Nicholas, Deodat, Peter of Narbonne and Stephen of Cuneo decided to take a direct approach to converting the Muslims. On November 11, 1391, they went to the huge Mosque of Omar in Jerusalem and asked to see the Qadi (Muslim official). Reading from a prepared statement, they said that all people must accept the gospel of Jesus. When they were ordered to retract their statement, they refused. After beatings and imprisonment, they were beheaded before a large crowd. St Nicholas and his three companions were canonised in 1970. They are the only Franciscans martyred in the Holy Land to be canonised.

Alice in Wonderland DVD order form—Special offer
The school is selling copies of the award winning production of Alice in Wonderland performed by the students in September 2015. If you would like to own one of these DVD’s as a lasting memory of a magical performance, please return your order form along with $10 to cover the cost of copying etc... and we will supply your copy in a limited addition protective envelope, free of charge. This special offer is not limited to parents, with grandparents, aunts, uncles and cousins being offer a chance to own their own copy or parents, you may want to give your loved ones a copy as part of their Christmas present.

Please return your order form in a envelope with the correct money. Thank you.

_____________________________________________________________________________________

Alice in Wonderland DVD order Form:
I…………………………………………………………………………………….would like ……………..Alice In Wonderland DVD’s.

I have enclosed $…………to cover the cost.

Signed…………………………………………………………………………………………………….
Dear Parents,

Our Upper Primary class continues to be a hub of activity and learning. Just today some of our students gave interesting and in some cases I would say quite enthralling presentations of Australian History Role Plays. There is so much talent amongst our students and I sincerely hope that they share these moments with you at the end of the day.

The whole child is at the heart of our work at St Columba’s Memorial School as we continue to work with the 5 Keys to Success: Organisation, Getting along, Resilience, persistence and Confidence. I look forward to a film making project later in the term where the students will be focussing on these 5 keys as the basis of their film work.

Indeed the Upper Primary film making has got off to a great start with the Young Environmental Leaders film based on the Recycling project for the school this year. The students encouraged representation from all the year levels as they sought to get input from them in relation to how we can improve recycling and waste disposal at the school. After showing the film to the whole school, Tom Robinson-Gourdie and Mikayla Brown addressed all the students at last week’s Upper Primary assembly as they continued to highlight the work that the Young Environmental Leaders have been doing with the willing support of the Upper Primary class. All students were keen to answer their questions and make suggestions about what needs to be done and how. Last week the film was shown at the Young Environmental Leaders workshop for all the local schools involved. It was a very enjoyable day as we saw all of the schools’ projects presented by the students. The students established even clearer ideas about biodiversity and sustainability. We would like to thank Fabienne Dee for all the support and effort that she puts into The Young Environmental Leaders Programme.

Next week the Upper Primary class with be going to Adelaide for an excursion to the Art Gallery of South Australia and to the Museum. There will be a facilitated “Bush Footy” workshop for the students at the Gallery based on the Tarnanthi Exhibition and a guided tour of the exhibition itself. After lunch we will visit the Museum to experience the Opal Exhibition.

It is a busy term with more news of learning and activities to come. I look forward to writing to you again.

In the meantime I thank you for your kind support and wish you and your families well.

Liliana Castiglia
Upper Primary Teacher
About fears and worries

Everyone experiences fear

It is one of the most basic human emotions, helping to keep us safe by alerting us to danger. The fear response prepares us to flee or withdraw from threatening situations.

An important part of children’s growth involves learning how to cope with the common fears of childhood. As children learn to manage their emotions and overcome everyday fears, their confidence grows for taking on new challenges. Parents and carers and school staff can play a critical role in helping children develop skills for managing feelings and coping with fear.

How children experience fear

Fear reactions are made up of physical changes, feelings and behaviours. The body responds to fear by speeding up the heart rate and breathing so that we can act quickly to respond to danger. Along with this we may experience physical symptoms such as feeling tightness in the chest, getting shaky or sweaty, or having ‘butterflies in the stomach’. Sometimes people turn pale with fear – usually when the fear is very strong. Children often simply describe the unpleasant feelings in the stomach as ‘feeling sick’. These sorts of physical responses to fear are associated with psychological responses such as feeling scared, tense, nervous or worried.

Children who experience fear are more likely to show us than tell us that they are afraid. They may do this by seeking reassurance, by trying to avoid the situation that makes them fearful, by becoming agitated or by becoming upset. If the situation that makes them fearful is one they cannot avoid they may try to get a parent, carer or other trusted adult to deal with it for them. Some behaviours that adults frequently find annoying, like nagging and whingeing, result from children’s attempts to avoid situations they are afraid of.
How children experience fear – continued

<table>
<thead>
<tr>
<th>Age</th>
<th>Common fears</th>
<th>How thinking is involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early infancy</td>
<td>Loud noises</td>
<td>• Senses stimulate infant learning</td>
</tr>
<tr>
<td></td>
<td>Loss of support</td>
<td>• Aware of dependence on caregiver</td>
</tr>
<tr>
<td>Late Infancy 8–15 months</td>
<td>Strangers</td>
<td>• Associates unknown person with risk</td>
</tr>
<tr>
<td></td>
<td>Separations</td>
<td>• Realises that parent or carer is missing</td>
</tr>
<tr>
<td>Preschool 2–4 years</td>
<td>Imaginary creatures such as monsters</td>
<td>• Imagination is a major thinking tool</td>
</tr>
<tr>
<td></td>
<td>Potential burglars</td>
<td>• May not distinguish fantasy from reality</td>
</tr>
<tr>
<td></td>
<td>The dark</td>
<td>• Able to think in concrete logical terms</td>
</tr>
<tr>
<td>Early primary age 5–7 years</td>
<td>Natural disasters (e.g. fire, thunder)</td>
<td>• Fears relate to dangers that have a basis in reality</td>
</tr>
<tr>
<td></td>
<td>Injury</td>
<td>• Evaluates own performance by comparison with others</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>• Sense of self tied to achievement</td>
</tr>
<tr>
<td></td>
<td>Fears related to TV viewing</td>
<td>• Able to think in more abstract ways</td>
</tr>
<tr>
<td>Upper primary</td>
<td>Sports and school performance</td>
<td>• Able to anticipate the future in more detail</td>
</tr>
<tr>
<td>age 8–11 years</td>
<td>Fear of failure</td>
<td>• Self-esteem related to peer relationships</td>
</tr>
<tr>
<td></td>
<td>Illness and death</td>
<td>•</td>
</tr>
<tr>
<td>Adolescence 12–18 years</td>
<td>Peer rejection</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>Fear of ridicule</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>Meeting new people</td>
<td>•</td>
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</tbody>
</table>

As noted above, pre-school children’s fears of imaginary things, such as fearing that monsters are under the bed, shows their use of imagination in thinking and play. Once children develop logical thinking it allows them to think through the things that make them afraid and to filter out those things that are purely imaginary. The focus of school-age children's fears is therefore more likely to be realistic and to involve things that do or could actually happen to them. The fears of children in upper primary school are commonly about getting hurt or being embarrassed in social situations.

The development of thinking also means that fearful situations can be anticipated and worried about. By later primary school, children's thinking ability has developed enough that they can worry about things that haven’t happened yet. They may begin to worry about school tests or about not being liked by peers. The physical symptoms associated with fear are also present when children worry. They are not as strong but they last longer. Even though imaginary fears decrease with age, some childhood fears, such as fear of the dark and fear of death, continue into adulthood. Research has shown that females generally experience or report higher levels of fear than males do.

Why some children are more fearful than others

All the fears described in the previous table are normal. Most children will experience them to some degree. But some children seem to experience fears more strongly or more frequently than other children.

Children with an anxious temperament may cry more easily than others, be more ‘clingy’ with parents and carers, or try to avoid doing new things so they won’t have to feel scared. They are also often more shy than average and find it hard to join in groups or talk to people they don’t know well. Children with an anxious temperament seem to experience the physical symptoms of fear more easily and more quickly than others. It is especially important for these children to learn skills to cope with fear and anxiety.
Skills for coping with fears and worries

Learning to manage fear involves social and emotional skills for self-awareness and self-management. Children need to learn to recognise and manage physical symptoms, anxious thinking and fearful behaviours. Depending on the ways an individual child responds to fear, they may experience the kinds of symptoms included in the left column of the table below. Skills that can help children to manage these symptoms are listed on the right.

<table>
<thead>
<tr>
<th>Physical symptoms</th>
<th>Relaxation skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butterflies in stomach</td>
<td>Notice physical symptoms and recognise they are signs of nervousness</td>
</tr>
<tr>
<td>Shortness of breath</td>
<td>Deep breathing techniques for calming nervousness</td>
</tr>
<tr>
<td>Feeling sick</td>
<td>Relaxation techniques</td>
</tr>
<tr>
<td>Heart racing</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fearful thinking</th>
<th>Helpful thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something bad is going to happen; I can't do this; I'm going to get hurt; People will laugh at me; This is too much for me to handle.</td>
<td>I can manage this; I can be brave; It doesn't have to be perfect; I've got through this sort of thing before, so I can do it again.</td>
</tr>
<tr>
<td>Pessimistic thinking, such as expecting the worst</td>
<td>Optimistic thinking, such as: Things will work out okay – they usually do.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fearful behaviours</th>
<th>Coping behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks reassurance</td>
<td>Plan and rehearse how child will handle the scary situation (eg establish a bedtime ritual, keep a torch by the bed)</td>
</tr>
<tr>
<td>Cries</td>
<td>Build confidence for social situations by learning and practising assertive behaviours</td>
</tr>
<tr>
<td>Tries to avoid scary situations</td>
<td></td>
</tr>
<tr>
<td>Acts shy</td>
<td></td>
</tr>
<tr>
<td>Gets agitated</td>
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</table>
Key points for supporting children’s coping skills

For children to learn to manage fear effectively they need adult support and guidance. Acknowledging children’s fears is an important first step. Helping children to understand how fear affects their bodies and thinking is the next step in teaching them how to manage it. Parents and carers also have an important role in showing children how to apply helpful coping skills to reduce fearful feelings.

Provide times to talk
Your support and encouragement will help your child to attempt what at first seems scary. Show you understand by acknowledging how your child feels. You can help children recognise when they are feeling scared by naming the feelings, for example: “It sounds like you’re a bit worried about…” or “You’re feeling a bit scared, are you?” Labelling fears in this way helps children to see that feeling scared is a normal feeling that can be managed.

Model appropriate behaviour
Children learn a lot about how to get through difficult situations in life from the examples set by parents and carers. If a child comes to share a worry with you and they see you are also worried, they can lose confidence and become more fearful. If instead you can stay calm and deal with stressful situations, you are actually helping them to learn coping skills. Better still, you can talk out loud with them about how you deal with fear and worry. This helps children see that even grownups get scared or worried at times, and that feeling scared is something you understand and can help them with.

Build confidence and independence in small steps
Having successes helps build confidence. When children are set small challenges that they can succeed at, it can support their confidence for doing more things independently. For example, you may get your child to buy an everyday item from a shop on their own. If that is too difficult then you can make the task more manageable by breaking it into smaller steps. You might stand near at first while he talks to the sales assistant. When he can do this, you may prompt him to go into the shop alone.

Spend time preparing for a scary situation before it happens
Prepare children for situations they may find scary by planning ahead and practising ideas about what to do. Children don’t learn when they are already fearful, because fear makes it hard for them to remember what you are saying. Preparation and practice help them use their coping skills and see that they can manage.

If ongoing fear and worry make it hard for children to enjoy life or interfere with their ability to manage everyday activities at home, at school or socially, they may need help for an anxiety difficulty.

For more, see the KidsMatter Primary information sheets on children with anxiety.

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

Australian Government
Department of Health and Ageing

Beyond Blue

APS Australian Psychological Society

Principal Australia Institute

Learning. Leading.

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