Dear Families

Many thanks to Melanie Sissian, Anita Periac and Jonathan Hall, our three hardworking kindergarten teachers, for presenting Wednesday night’s Home Reading and Guided Reading Parent Workshop. Many important aspects in regards to children’s reading development were discussed, including strategies that parents can use to support their child when encountering tricky words. The overall message of the night was the two key concepts which children should associate with reading and books - meaning and enjoyment. We assess students’ reading development regularly but if you are concerned about any aspect of your child’s development, please speak with their class teacher. Thank you to all of the parents who attended the workshop and to the parents who have volunteered their time to assist with our Guided Reading Program.

Thank you also to Annette Raats who is acting in the position of Executive Teacher for preschool, kindergarten and year one whilst Robin Dehm is on leave for the next three weeks.

The playground has been somewhat quieter this week with our year five and six students enjoying the three day camp at Cooba Outdoor Education Centre. From all reports, the students and teachers are having a wonderful, muddy time engaging in a range of outdoor pursuits. Students are due to arrive back from camp at 3:15pm today. Many thanks to Kerry Millington for her coordination of this year’s camp and to Chris Wark, Luke Marsden, Tristan Kentwell, Merrilyn Sparks who have all taken time away from their own families to ensure our students are able to participate in this highly rewarding, memorable experience.

Please see our parent article on Children’s Mental Health Risks and Protective Factors as part of our school implementation of the KidsMatter framework.

Good luck to our swimmers next week as they represent their house and participate in the Fadden Primary carnival.

Kind regards
Lindsay Musto
Nina McCabe
Kindergarten News

With this being our first official newsletter item for the year, we would like to take this opportunity to share with you how impressed we are at how well all the children have settled in to Kinder. Adjusting to the routines of big school isn’t always easy and yet it feels as though the children have been here for much longer than just 4 weeks! We are amazed by their independence and applaud those of you who are encouraging your child to put their own drink bottle in the class tub/basket.

After a slight technical hiccup, we were able to sit with each of the children in our class individually to administer the PIPS test last week. It is a valuable time for us to work with them and get a better understanding of the wealth of knowledge and skills they have brought to school. Congratulations to all the Kinders for the excellent effort they made and the resilience demonstrated when things were a little bit tricky.

Our Home and Guided Reading Workshop was well attended on Wednesday evening. To those of you who were unable to make it, we will be sending home a copy of the handout and powerpoint slides which will hopefully be of some assistance. On Monday we will be sending home the reading satchels AND Magic 100 Words key ring. Please remember that the reading log book is to register the NUMBER OF NIGHTS READ – not the number of books. If your child is too tired to read on the occasional night PLEASE don’t forget to record any times that you read to them as that is equally important on the reading journey. Each morning a tub will also be placed outside your child’s classroom and they will need to put their satchel in it before school. Ideally the satchel should come back EVERY day but if things get a little hectic at home we completely understand. Also inside the satchel is a sound book. Please read the cover letter that explains the book’s intended purpose. We would like to reiterate that the book does not need to be returned to school.

LETTER OF THE WEEK: Tt

WORDS OF THE WEEK: in, is, it

NUMBERS OF THE WEEK: 9 10

Thank you to all of the parents who have offered their time to be a part of the Guided Reading Program. In order for the program to run successfully, each class will need a minimum of 5 helpers on Tuesdays, Wednesdays and Thursdays. If you can volunteer half an hour of your time from 9.00 – 9.30 on any or all of these days, PLEASE let your class teacher know. Parents, grandparents, aunties and uncles are more than welcome…we need all the help we can get! This is the perfect opportunity for you to become involved in the day to day goings on in Kindergarten.

Jonathan Hall, Anita Periac, Melanie Sissian

Year 1 News

What an eventful first four weeks of the year we have had in year one. The children have been busy getting to know their new, or not so new in Miss Donelly’s case, teachers, discussing class rules and revising our Fadden values of Confidence, Responsibility and Respect.

Well done to 1F who hosted the assembly this week. The teachers are very proud of the confidence you showed presenting to the school.

We have begun our unit of work on the humanities combining History and Geography in a unit discussing what life was like when the children’s parents and grandparents went to school. Guided reading is also in full swing, every day except Tuesday and if any parent would like to help, please contact your child’s teacher. Even if you can spare half an hour once during the term the children love having their parents in and so do the teachers.
Our science unit is well under way and you may have had your child come home talking about melted icy poles, making pictures using spaghetti or building towers with spaghetti and marshmallows. This term we are looking at the concept of change and how heat can affect different food and whether we are able to change things back after they have been cooked. We have discussed the different properties of foods before and after they have been heated and the different effects heat has on each food. The children loved making their towers out of spaghetti and it looks like we have some budding engineers in our classes. We discussed how raw spaghetti is stronger than cooked spaghetti and is a much better material to build with.

Just a reminder, if you haven't already brought in a smock for art could you please send one in with your child. An old shirt or painting smock is fine.

Homework is also due every Thursday and new homework is sent out on the Friday.

Have a wonderful weekend

Trish Donelly, Jaki Fraser, Julie Spencer

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**Year 2 News**

We have had a fantastic start to year two! Students are settled into classroom routines and have been busy learning our exciting year two program.

In science, students worked in collaborative teams and were introduced to the roles of manager, director and speaker. They worked together to discuss, predict and investigate the effects of water on different surfaces. Students used scientific language to describe what they noticed about the effects of the water. We have included photos of our budding scientists below.

This week we have continued to explore recounts by discussing the purpose as well as the structure and features. Students enjoyed reading “Diary of a Wombat” by Jackie French and connected with the recount structure that was used in the book.

It was wonderful to meet so many of our parents last week. If you have any concerns or queries please don’t hesitate to contact us.

Annette Raats, Suzy Francis
Year 3 News
The children have settled quickly into a new school year. We would like to welcome our new families to Fadden Primary School. Class contact lists will be sent home shortly. Thank you to the parents for coordinating these lists for the families who would like to be included.

Mathematics
This fortnight, the students have been learning about place value, how to locate numbers on a number line, skip counting and are using the comparison symbols. More recently, we have been practising rounding numbers to the nearest ten and hundred.

English
We are currently examining the features and language devices used to write a range of effective persuasive texts. This week, students have been identifying examples of emotive and convincing language used in advertising. They have been discussing the function of advertisements and the elements used to persuade an audience. Next week, we will begin to plan an argument and how to elaborate effectively. Children are reading a variety of texts and answering inferential and literal comprehension questions. Learning to answer questions using complete sentences is our current focus.

History/Geography
This week, students have been discussing what they already know and want to learn about 'Who Was Here First'. We have been looking at a variety of maps and atlases to locate where the Torres Strait Islands are and looking at the different states and territories within Australia. One of the first inquiry questions we will be examining is ‘How do we know the indigenous people were here first?’

Homework
The first homework for the term was distributed last Friday and is due next Wednesday, 4th March. Spelling words for the term were glued into homework books and include two words taken from the students own writing. The students are regularly assessed using the BEE Spelling inventory and placed into differentiated groups according to their needs. Fortnightly homework comprises of work we are currently doing in class. We do explain the homework prior to its distribution giving clear expectations and examples. If however your child experiences any difficulty, please get them to complete what they can and don’t hesitate to inform the class teacher.

Library Times
Please note a change in Library time for 3H from Thursdays to Wednesdays. Please ensure your child has a material library bag to borrow books.

Fitness
The year three classes meet regularly to participate in a variety of fitness games and activities together. If your child is unable to participate due to injury or sickness a note is required. Also, please remember a broad brimmed hat is essential when outside as part of our Sun Smart policy.

Tegan Dean, Sheryl Harris, Smilja Rajak
Year 4 News
Welcome back to another school year! We have had a busy few weeks including the spectacular assembly put on by 4I in Week 2! Well done to all the students who worked so diligently to make their assembly a success. We are looking forward to 4K’s assembly in Term 2 Week 2.

Homework was passed out last week. Just a reminder, spelling is to be practised weekly from Monday to Friday, their words are in their homework books and they are to complete one spelling activity from the matrix each week. We advise reading to be done at least three times a week and written in their reading log. Literacy and maths sheets will be given out on Thursdays of odd weeks, to be returned on Monday of the following odd week. Homework is due Monday of Week 5. If there is any confusion please come in and speak to Miss Kentwell or Mrs Ives.

4I has changed their library time to a Thursday. 4I has Japanese on Mondays and P.E. and Library on Thursdays. Please remind students that they need a library bag to borrow books.

Our science unit this term is Plants in Action where we will be finding out about the different stages of a plants life cycle. Students have begun to look at seeds in their dormant state before germination begins. In history we are learning about The First Australians where we discuss what life was like for Aboriginal and Torres Strait Islander people before the arrival of the Europeans. Both topics have started leading to some very interesting discussions.

We were learning about our school values ‘Confidence’, ‘Responsibility’ and ‘Respect. Below are examples of the students taking responsibility for their learning.

Sheryl Harris, Tristan Dean, Smilja Rajik, Helayna Ives

Freycinet News
It has been a wonderful start to the school year. I have particularly enjoyed catching up with the students’ parents and finding out how to work in collaboration with them in developing wonderful students. The students have been working on individual work projects and doing co-operative activities such as ball skills, games, team puzzles and shared conversations.

In cooking we have been comparing and contrasting pancakes made from scratch to Shake-a-pancake mix. The students have discussed the ease of cooking, the look of the pancakes, the taste of the pancakes and the clean-up of the cooking experience. We have also made “Egg in a basket” and discussed why the bread stopped the egg running all over the pan.
We have also been working on our “Feel Good” program, a whole school program. We have been looking at the school values (confidence, respect and responsibility) and how we can identify attributes in ourselves before we look at them in other people.

It has been very pleasing to see the homework being returned independently. Home readers will be beginning next week.

We have library on Friday, please remember to return books (and to bring a library bag) every Friday. It is exciting to hear the language and culture of Japan as the students learn Japanese and the enthusiasm and skill development as they participate in P.E.

Merrilyn Sparks

Japanese News

Over the last couple of weeks students have been learning to write their names in Japanese. It has been exciting to see students already beginning to recognise their own names. Students have also been taking off their shoes in the Japanese room the Japanese way! Look at how amazingly they have lined up their shoes!!

This week we also learnt where Japan is on the map and what the capital city of Japan is. Students have also learnt basic greetings and started learning the hiragana (Japanese alphabet). I hope that they are singing the greeting song at home and will begin to sing the hiragana song at home too.

Tammi Sensei

GWS AFL VISIT

On Wednesday we were very fortunate to have two Greater Western Sydney AFL players visit our school. Tomas Bugg, Andrew Phillips and ACT AFL representative Shaun Ebert spoke to the students about sport at the elite level. We were very impressed to hear about their Beep Test records, the importance of good nutrition and how hard they train to be great at their sport.
Swimming Carnival
Good luck to those students who have entered our school swimming carnival which is being held next Wednesday 4th March at the Lakeside Leisure Centre, Tuggeranong. The bus will leave school at 9.15am sharp, so students are kindly reminded to be at school on time.
Belinda Fenson

Community News
SDN Children’s Services is now offering services for children with diagnosed developmental delays or disability in the ACT who have an NDIS plan. Our focus is to enable families with children to participate and be included in their community. Our service, based at Namadgi School, is called Early Childhood Links and we will work with families across the whole of the ACT. Our focus is on supporting families to achieve the dreams and goals they have for their children (birth to 8 years) through therapeutic supports from our team of professionals. We are an approved provider under the National Disability Insurance Scheme and have teachers, physiotherapists, social workers, speech pathologists and occupational therapists as part of our team. Please call for more information 1300 407 746 or view our website at http://www.sdn.org.au/support-services/ndis-services-in-the-act/

LAUNDRY ROSTER
Friday 27 Feb    Kirstin Addison
Friday 6 April   Louise Perez
Friday 13 April  Marnie Barton

Student Awards
KH – Oliver Larter, Leo Dylewski
KS – Christian Climie, Eva O'Connor
1F – Ava Glover, Lucas Randall
2F – Joe Quinn, Jasmine DeJong
3D - Eliza Perez, Lara Tabaja
3R – Kailee Matthewson, Stephanie Campbell
4I – Sophie Richardson, Gus Winter-Giles
4K – Charlie Rhodes, Alyssa El-Istanbouli
Freycinet – Diesel Vanderhook
Japanese – Charlotte Marsden, Olivia Radulovich
Mental health risk and protective factors

Children's mental health is influenced by many factors. Some of the important influences include children's physical, social and emotional development, family circumstances, sense of belonging to school, and access to resources and support services. The influences that have been found to increase the likelihood that children will experience mental health problems are known as 'risk factors'. Other influences have been found to decrease the likelihood of children developing mental health difficulties, even when risk factors are present. These are called 'protective factors'.

This overview provides information about the kinds of risk factors that can affect children's mental health, and also about protective factors that can support children and help to reduce the risk of mental health difficulties.
What are mental health risk factors?

The idea that certain risk factors make it more likely that children will experience poor mental health is based on research findings that show how frequently, and under what conditions, children’s mental health difficulties occur. Knowing what kinds of factors put children at risk of mental health difficulties helps health experts plan and develop the kinds of support and resources needed to be able to intervene early to improve children’s mental health. It also helps to guide efforts to prevent mental health problems developing.

The following table shows examples of risk factors (identified by researchers and mental health professionals) that often contribute to the development of mental health difficulties in children. It is important to note that the presence of a risk factor does not mean that an individual child will necessarily develop a mental health difficulty.

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Complications during birth and early infancy</td>
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<tr>
<td></td>
<td>Difficult temperament (overly shy or aggressive)</td>
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<td></td>
<td>Low self-esteem</td>
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<td></td>
<td>Low intelligence</td>
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<td></td>
<td>Poor bonding with parents</td>
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<tr>
<td>Family</td>
<td>Family disharmony, instability or breakup</td>
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<td></td>
<td>Harsh or inconsistent discipline style</td>
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<tr>
<td></td>
<td>Parents with mental illness or substance abuse</td>
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<td></td>
<td>Siblings with a serious illness or disability</td>
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<tr>
<td>School</td>
<td>Peer rejection and/or bullying</td>
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<td></td>
<td>Academic failure</td>
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<tr>
<td></td>
<td>Poor attendance</td>
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<tr>
<td></td>
<td>Poor connection between family and school</td>
</tr>
<tr>
<td>Life events</td>
<td>Difficult school transition</td>
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<tr>
<td></td>
<td>Death of a family member</td>
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<tr>
<td></td>
<td>Emotional trauma</td>
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<tr>
<td></td>
<td>Experience of physical or sexual abuse</td>
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<tr>
<td>Society</td>
<td>Discrimination</td>
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<tr>
<td></td>
<td>Isolation</td>
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<td></td>
<td>Socioeconomic disadvantage</td>
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<tr>
<td></td>
<td>Lack of access to support services</td>
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</tbody>
</table>

How risk factors affect children

While risk factors often indicate circumstances that may severely challenge children’s mental and emotional wellbeing, predicting whether or not an individual child develops a mental health difficulty is not straightforward. For example, whether or not a child develops a mental health difficulty after experiencing a death in the family will depend on such things as the age and emotional temperament of the child; the closeness of the relationship between the child and the person who has died; the support available through relatives, friends and others; whether the death was sudden or anticipated; and the effects of any previous experiences of loss.

Sometimes risk factors result from isolated events, such as a death in the family. Often, however, several risk factors are related to one another, and it is their combined effect that leads to difficulties. For example, Denise, a sole parent, has been struggling to look after three children on her own. She has been sick and had to give up her part time job and the family has had to move. There has been disruption, economic hardship and parental illness, each of which is a risk factor for children’s mental health. When several risk factors are present there is a greater likelihood that children will experience mental health difficulties.
Protective factors for children’s mental health

Protective factors can help to reduce the likelihood of developing a mental health problem. The kinds of things found to be protective of children’s mental health are presented in the table to the right.

Not all protective factors work in the same way. Some protective factors may help by shielding the child from experiencing a risk factor. For instance, a child who has an easy temperament (protective factor) cannot simultaneously have a difficult temperament (risk factor).

More commonly, protective factors operate to reduce children’s exposure to risk. For example, a child with good social and emotional skills is able to make friends easily and is consequently less likely to experience social isolation (risk factor). Positive connections between family and school support children’s academic achievement and reduce the likelihood of failure.

Other protective factors serve to reduce the impact of risk factors. For example, a caring relationship with a parent, carer and/or teacher provides children with a source of support to help them cope with difficulties. Similarly, when children have a strong sense of cultural identity it can help to buffer the negative effects of discrimination and increase resilience.

It is important to note that while the factors listed have been found to be associated with a reduction in the risk of mental health difficulties, this does not mean that a particular factor or combination of factors will necessarily be protective for all children. The impacts of any of these factors may vary widely for different children and in different situations.

Examples of key protective factors that influence children’s mental health

<table>
<thead>
<tr>
<th>Child</th>
<th>Family</th>
<th>School</th>
<th>Life events</th>
<th>Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy temperament</td>
<td>Family harmony and stability</td>
<td>Positive school climate</td>
<td>Involvement with a caring adult</td>
<td>Participation in community networks</td>
</tr>
<tr>
<td>Good social and emotional skills</td>
<td>Supportive parenting</td>
<td>Sense of belonging and connectedness between family and school</td>
<td>Support available at critical times</td>
<td>Access to support services</td>
</tr>
<tr>
<td>Positive coping style</td>
<td>Strong family values</td>
<td>Opportunity for participation in a range of activities</td>
<td></td>
<td>Economic security</td>
</tr>
<tr>
<td>Optimistic outlook on life</td>
<td>Consistency (firm boundaries and limits)</td>
<td>Academic achievement</td>
<td></td>
<td>Strong cultural identity and pride</td>
</tr>
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Resilience: The capacity to bounce back

Though risk factors increase the likelihood of experiencing mental health difficulties, some people who are exposed to significant risk factors do not develop difficulties. Instead they find ways to overcome the particular challenge and, as a result, increase their ability to cope with difficulties. Research into resilience has sought to identify the kinds of things that allow children (and adults) to overcome risk or adversity and ‘bounce back’ in this way. This has led to a range of approaches that aim to build resilience by promoting the things that strengthen children’s mental health and enhance their ability to cope with difficulties.

Many approaches to resilience emphasise the development of social and emotional skills, as advocated by KidsMatter Primary. However, it is important to recognise that resilience is most effectively promoted when (in addition to learning personal social and emotional skills) children are also connected through supportive relationships with family, friends, school and community, and have access to the resources needed to help them succeed and thrive. The factors found to be protective of children’s mental health are therefore critical for helping to build resilience.
Responding to risk

Since children have different reactions to adversity and different ways of coping, it is important to take an individual approach when assessing whether a child is at risk of developing a mental health difficulty. The impacts on the child of both risk and protective factors, including any culturally-specific factors, should be taken into account when developing strategies for building resilience.

1 Reduce exposure to risk
Recognising the kinds of mental health risk factors children are exposed to can help to eliminate or reduce those able to be addressed. For example, by taking steps to address bullying and racism, schools can work to minimise this risk for their students.

Child abuse, neglect and exposure to violence represent very serious mental health risks for children’s development, and frequently cause ongoing trauma and disadvantage that extend into adulthood. Action to stop abuse is critical to protect children’s mental and physical health. Even when the immediate trauma has stopped, the risk of mental health difficulties remains high for children who have experienced abuse or trauma. When children have been affected by abuse or trauma, extra effort is required to assist recovery and build resilience.

2 Build protective factors to reduce the effects of risk
In many situations, it will not be possible for parents, carers or school staff to eliminate the critical risk factors affecting children. For example, chronic illness or disability affecting parents or family members are difficulties that place stress on children as well as families, particularly because they are chronic, demanding circumstances and are mostly not able to be solved. In such situations, a focus on identifying and building protective factors can help to reduce the effects of mental health risks.

Ensuring that support is available outside the immediate family (eg extended family, friends and school), and that children know how to access it, can be a particularly helpful strategy. Preventive programs designed to assist children to develop coping skills for their situations can also help to build protective factors. Examples include programs for children of parents with a mental illness, siblings of children with special needs, and children experiencing loss or family breakdown.

Key points for supporting children who may be affected by mental health risk factors

Build caring relationships
A caring relationship with at least one important adult – ideally a parent or carer – is a significant protective factor that builds resilience to help children cope with difficulties.

Be aware of risks and how your child is coping
Recognising when children are exposed to mental health risk factors and observing how well they cope can help you tune into children and provide support to meet their needs.

Establish a support network
Children, parents, carers and families cope best when they have support. Support may be available through friends, extended family, schools, community organisations or professionals. Being able to draw on a network of support is especially necessary during challenging times.

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