Dear Parents/Guardians,

While generally school is a very positive environment and students are happy to come to school, some children at different times in their early years prefer the comfort and security of home and don’t want to come to school. Attached to today’s newsletter is an article from KidsMatter which is a Federal Government mental health and wellbeing initiative for schools. The article makes for interesting reading and something that if you don’t need now, you may find useful in the future.

God Bless
Mr Cronin

Prayer Corner

Kindness

Kindness is friendly warmth.
Kindness is always generous and considerate. It gives in service.
Kindness is affectionate concern. It is helpful thoughtfulness.
Kindness is unselfish.
It is compassionate and holds sympathy and charitable understanding close.
Kindness is big-heartedness.
Kindness has concern for others.
Kindness does random loving acts. It’s always helping others.
Kindness cultivates caring.
It is devoted loyalty, and the tender mercies of God.
Kindness is love in motion.

Amen

Term 3 Important Dates 2014

Aug 07 · Board Meeting 7.30pm
Aug 08 · Whole School Mass—Mary Mackillop
Aug 15 · Yr 6 Assembly
   · Bike Track Opening 2pm
Aug 16 · PP/Yr 5 Family Mass
Aug 19 · Yr 6 Excursion
Aug 20 · Yr 3 Reconciliation
   · Yr 4 Shared Meal 5.30pm
Aug 27 · Yr 4 Reconciliation
Aug 29 · First Holy Communion Rehearsal Church
Aug 31 · First Holy Communion 10am
Sep 03 · PP/Yr 1 Liturgy 10am
Sep 10 · Yr 6/7 Mass 10am
Sep 17 · Yr 5 Reconciliation
Sep 19 · Art Show School Hall
Sep 24 · Whole School Mass
Sep 26 · Last Day term 3

Hunga Busta Roster

Aug 08 Friday  ·  Julie Moffatt
Aug 11 Monday  ·  Andrea Magill
Aug 13 Wednesday · Sharee Mumme
Aug 15 Friday  ·  Amanda Ypinazar
Aug 18 Monday  ·  Joanne Remeika
Aug 20 Wednesday · Karri Dallywater
Aug 22 Friday  ·  Trish Stocks

Thank you
Mrs Higgins
Pegi Williams Book Fair
Looking for some fantastic books to read? We may have the answer.... Pegi Williams Book Fair will be here at St Brigid's next week. Books will be on sale from Tuesday to Friday in the Library. Students will have the opportunity to look at the books during Geography lessons and parents are welcome to look at the books before school from 8.30am to 8.55am or in the afternoon from 3.15pm to 3.45pm. Unlike previous book fairs, you will need to place an order for the books of your choice.
For every book sold, the Library will be able to purchase new books. Hope to see lots of visiting the Library over the next week.
Mrs Cronin and Mrs Harker

Oz Rock 2015
After a very entertaining bus trip for parents and friends two years ago to see Cold Chisel in Margaret River, the P&F are planning to take a bus load of parents to Busselton for the OZ Rock Concert on Saturday 24 January. A $20 deposit will secure your seat on the bus with the remaining $95 to be paid by the end of the term. The bus only seats 45 so book your ticket now! The line-up includes: Icehouse, Absolutely 80s, Wendy Matthews, Diesel and James Reyne. The plan is to leave Collie at about 4.30pm. A free ticket is on offer to anyone who volunteers to drive the bus.

Bike Track Opening
Parents are invited to attend the grand opening of the new bike track on Friday 15 August at 2pm.

Magazines
If you have any magazines to spare the Year 4 class are in need for them.

Australian Maths Competition
A total of 16 students from Years 4-7 today competed in the Australian Mathematics Competition. We look forward to receiving their results.

Year 6 Assembly
Some of the Year 6 students’ many talents will be on display at their assembly on Friday 15 August. It will be their last assembly in primary school.

RE News
Mary of the Cross (Mackillop)
Tomorrow, 8 August, will be our first whole school mass for the term with students from Pre-Primary to Year 7. We will be celebrating the Feast Day of Mary of the Cross. Mass will be at St Brigid’s Church at 9.30am. Family and friends are welcome to join us.

Board Meeting
The next Board meeting for Board members is tonight at 7.30pm.

Year 6 Student Leaders
Last Friday, our Year 7 student council were thanked for their work during the first half of the year, and the Year 6 student council who are taking over the reins for the second half of the year were presented with their badges.

Year 7
Emilia Payne, Demi Johnson, Samara Martin, Kate Wilks, Wil Massara, Bailey Edwards, Kaidyn Watt, Ethan Prince

Year 6
Savio Sunny, Joel Cronin, Lilly McCallum, Jaxon Miller, Tara Wallis, Alexis Tate, Temilee Mumme, Francesca Mitchell (Absent)
P & F Art Spectacular
Planning is well under way for St Brigid’s Art Spectacular to be held in the school hall on Friday 19 September at 7pm. At Wednesday’s committee meeting, the decision was made that there will be a $10 entry fee for adults, which will include a drink and cheese platters. There will be individual student’s artwork to admire and also a piece of art work from each year level that the students have worked on together that will be auctioned off. If you missed the meeting but are still keen to be involved, the group will meet again on Wednesday 20 August at 3.30pm in the library, or you may like to help set up the art work on Friday 19 September.
The P&F are organising the Art Show with the cooperation of Mrs Chris Harnby. On Friday 19 September, parents and members of the Collie community will be invited from 7pm to the school hall to admire the students’ art work. There will also be a piece of art work from each year level that the students have worked on together that will be auctioned off.

Health and Well Being
Want to have your say about the health and wellbeing in your neighbourhood and win $100 of groceries in the process? Parents and friends of the school are invited to have their say about how the Shire of Collie could promote the health and wellbeing of all residents by clicking the following link and completing a short survey. The survey covers many issues and aims to ensure Collie continues to be an inclusive and vibrant community. You might want to have a say on healthy eating and whether you can access fresh foods, or having active kids, through to roads and getting to know your community better. The survey provides opportunities for you to not only provide information about how the Council is currently providing services but also to suggest ways to plan for services into the future.
https://www.surveymonkey.com/s/M7WR737
We look forward to your response!

School Accounts
School accounts have been sent out today and need to be finalized by 31 October 2014 unless you have a direct debit.

Bunbury Catholic College
Staff for 2015
The College invites applications from exceptional curriculum leaders, teachers and support staff to accommodate our growth in 2015 as we expand to a second campus and extend our enrolment to include Year 7 students.
Vacancies:
1 Campus Ministry Coordinator
2 Teaching Staff - All Learning areas
3 Support Staff:
   Administration: receptionist, senior accounts clerk
   Information and Communication Technology: Help desk staff
   Teacher Assistant: Special Needs, Learning Area assistants
   Library Officer
   Property services / groundsman
   Cafeteria Manager
   Cafeteria / canteen staff
Applications close: Wednesday 13 August 2014

For further information and an application form, please visit www.bunburycatholic.wa.edu.au

Collie to Donnybrook & Return Cycling Classic
The Collie Community Bank Collie to Donnybrook & Return Cycling Classic - McDonald’s “Fit for Life Ride” - Saturday 16th August 2014.
Ten students from Years 5-7 have taken up the challenge and will represent St Brigid’s in the Collie to Donnybrook 20km student event on 16 August. Students involved are asked to meet outside the Crown Hotel at 10am and need to wear their St Brigid’s sports shirt. A St Brigid’s support car will be on the road following the riders to assist any student who may have a problem. Training will be on again after school Friday 8 August until 4.15pm and then again on Tuesday 12 August.

Orange School Bus Services 2015
Is your child starting or changing schools in 2015 and are you are seeking Transport Assistance on an ‘Orange’ school bus?
In 2015 all Year 7 students, will be attending high school as secondary students. This will have a substantial impact on the ‘Orange’ school bus network and will require significant planning. It is very important that Public Transport Authority establishes the number of eligible students requiring Transport Assistance.
The Public Transport Authority is requesting parents that have children starting or changing schools in 2015 and requiring bus travel to complete an online application for Transport Assistance at www.schoolbuses.wa.gov.au by no later than 31 August 2014 for travel in 2015.
Please be aware; Transport Assistance is offered to eligible families in two forms, either by ‘Orange’ school bus or a Conveyance Allowance paid to parents to drive their children to and from school. The type of Transport Assistance provided to a family depends on many factors including, location and bus availability.
If your child is currently travelling on an ‘Orange’ school bus and they are not changing schools next year, there is no need to reapply or contact us as your transport arrangements as a rule will remain the same.
If you have any further questions please phone 9326 2625 or email schoolbus@pta.wa.gov.au
On the 31st July, the Year 5's and the Year 2's went on an excursion to the mangroves in Bunbury. When we arrived we were paired up with a Year 2 buddy before meeting the two Aboriginal guides named Troy and Francis. We were split into two groups and one went with Troy and the others stayed with Francis.

First we went on the bush walk with Troy to see the mangroves. We started walking down the track until Troy stopped us to show us an old boat which represented all the shipwrecks that occurred between the ocean and the land hundreds of years ago. Troy then showed us a tree with snake wood. It is called snake wood because it wraps around things like a snake. Then he got us to grab a eucalyptus leaf, break it and smell it. He said the smell clears up the nose and he was right! Then we finished the bush walk and swapped with the other group to listen to Francis' stories.

At the very end Troy played us the didgeridoo. Then we left Bunbury, had lunch at the park, got some ice cream and went back to Collie.

By: Campbell Watt & Ben Wilks.
Understanding school refusal

School refusal refers to severe emotional upset experienced by a child at the prospect of attending school that can result in significant school absence\(^1\). School refusal is different from truancy in that the child is staying at home with the knowledge of the family and despite their best efforts to enforce attendance. Children who refuse school do not typically engage in antisocial behaviour that is associated with truancy, such as lying, stealing or destruction of property. School refusal is also different from school withdrawal, a term used to refer to circumstances in which the family keeps the child at home for various reasons (eg to support a family member who is ill)\(^2\).

What are the signs of school refusal?

Most children are occasionally reluctant to go to school or have some anxiety about activities like school camp. It is normal for children to miss some days of school during the year. School refusal is a more persistent problem that might be characterised by some of the following signs\(^3\):

- tearfulness before school or repeated pleas to stay at home
- tantrums, clingingness, dawdling or running away before school
- frequent complaints of illness before or during school, such as stomach aches, headaches, dizziness or fatigue
- difficulty attending school after weekends, holidays, school camps or sports days
- long, unexplained absences from school
- periodic absences or missed classes for which no explanation is given
- frequent lateness to school
- long periods spent in the sick bay or principal's office.
What causes school refusal?

There are lots of reasons why a child might refuse school, and pinpointing the cause can be difficult. Often there are a number of factors that contribute to a child's non-attendance. It is important to understand and address underlying issues when supporting children to return to school or attend consistently.

The following factors might be involved in school refusal:

• anxiety about social situations or activities that involve a performance or evaluation, such as sports days, speaking in front of the class or tests
• anxiety around being separated from significant parents or carers
• academic problems or learning difficulties
• peer issues, such as social isolation, bullying or conflict with friends
• difficulty or conflict with teachers
• traumatic events, such as family illness, grief or parental separation/divorce
• difficulties with transition, such as moving to a new school, returning to school after a long absence due to illness or entering/exiting primary school
• rewards inherent to staying at home, such as spending time with a parent, watching TV or playing video games.

What are the consequences of school refusal?

School refusal is a serious issue that is best managed early. Long absences mean that children miss out on important parts of the curriculum, which is detrimental to their learning and development. A week can be a long time in the playground, so frequent absences might jeopardise children's social relationships.

School refusal can also create conflict and strained relationships within families as a result of disruptions to their routines, and might even affect income as parents or carers forgo work to stay home with the child.

Children who miss school as a result of refusal might also face long-term problems. Some research has shown that school refusal can contribute to mental health difficulties, emotional and social problems, exiting school early and occupational dysfunction in later life.
What can primary schools do to cope with school refusal?

Primary schools might like to use these strategies to cope with school refusal at the policy level:

- Create a positive school climate in which children feel supported by peers and teachers and have a sense of connectedness to the school community.
- Establish peer support or mentoring programs to increase a sense of belongingness among students.
- Closely monitor student attendance to enable early detection of attendance problems and make efforts to follow up with the student and his or her family.
- Communicate the importance of consistent attendance to the school community.
- Develop effective programs to support children and their families during the transition to school and between schools.
- Ensure school staff have an awareness of the factors that contribute to school refusal and receive support when working with students with persistent school refusal.

Primary schools might like to use these strategies to cope with school refusal at the individual level:

- Work with the family to understand why the child might be refusing school.
- Work with the school’s wellbeing team as well as professionals within the broader community to support the child using a united approach.
- Maintain close contact with the family, even during extended periods of non-attendance.
- Acknowledge the challenges faced by parents of children who refuse school.
- Support families to implement a morning routine that conveys expectations of school attendance.
- Provide a flexible timetable to support a graduated return to school – that is, allow the child to attend for a short time as a first step, then gradually return to a full school day.
- Consider the support the child might require upon arrival at school. This might include meeting with a friend at a specific place and time, using a quiet space to settle before school starts or engaging in an activity or responsibility such as a monitor role.
- Provide recognition and positive feedback for any efforts towards school attendance.
- Respond to any school-based needs, such as academic support, dealing with bullying or support with social relationships.
How does KidsMatter Primary help?

KidsMatter Primary supports schools to promote mental health and wellbeing among children. The four components of KidsMatter Primary support the efforts of schools to reduce and manage school refusal.

**Component 1: Positive school community** supports schools to focus on building a positive school culture that provides safety and security for children, promotes a sense of belonging and supports the development of positive relationships. Children are more likely to attend school regularly when they feel supported and valued as an important part of the school community.

**Component 2: Social and emotional learning for students** helps schools to think about how to embed the teaching of social and emotional skills into the curriculum, with opportunities for children to practise these skills across a range of contexts. Armed with a range of skills for managing difficult emotions like anxiety, children are less likely to avoid school.

**Component 3: Working with parents and carers** encourages schools to build strong relationships with the families in their community and create opportunities for families to get involved. Partnerships between school staff and families enable early detection of problems with school absence and ensure that everyone is on the same page about supporting attendance. Regular communication between schools and families during periods of non-attendance helps everyone work together to support the child to return to school.

**Component 4: Helping children with mental health difficulties** supports school staff to recognise signs that a child might be experiencing social or emotional difficulties and take appropriate action. School refusal can be a sign of anxiety or another mental health issue like stress or trauma. Recognising and responding to school refusal means that school staff might pick up on issues that would otherwise be missed. It also allows for referral to other services or professionals that can help support children who are refusing school.
What can you do at your school?

Schools can use a variety of strategies at the policy and individual level to reduce and manage school refusal. Your school probably has practices for managing this issue already. The following questions might guide your thinking about other things your school can do to manage school refusal issues:

- What policies and practices do you have in place for reducing school refusal?
- How will you identify and address the underlying issues when school refusal occurs?
- Who can support you to identify and address the issues contributing to a child’s school refusal, either inside or outside the school community?
- How does your school work with families to address factors contributing to a child’s school refusal?
- How do you ensure communication with the family is maintained when a child is absent for a long period?
- What steps could you take to ensure that children are enthusiastic about school and feel a sense of connectedness to the school community?
- What could your school put in place to manage the increased risk of school refusal during transition times like starting primary school, starting as a new student, returning to school after a long illness or moving to secondary school?

For more information

- How anxiety problems affect children
  A KidsMatter Primary information sheet about the effects of anxiety in children and tips for anxiety management.

- Truancy and school refusal
  An article for families by Raising Children Network.
  www.raisingchildren.net.au/articles/truancy_teenagers.html

- Every Day Counts
  A range of Queensland and Victorian Government resources on attendance for schools and families, including information sheets, guidelines, policy planning tools and videos.
  www.education.qld.gov.au/everydaycounts/
References


Schools can use a variety of strategies at the policy and individual level to reduce and manage school refusal.

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

beyondblue

APS
Australian Psychological Society

Principals Australia Institute
Learning, Leading.

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Raising Children Network

Children are as individual and as different as their parents and making decisions about what's best for raising children is very personal.

The Raising Children website offers up-to-date, research-based material on more than 800 topics spanning child development, behaviour, health, nutrition and fitness, play and learning, connecting and communicating, school and education, entertainment and technology, sleep and safety.

It covers grown-ups, newborns (0-3 months), babies (3-12 months), toddlers (1-3 years), preschoolers (3-5 years), school-age children (5-9 years), pre-teens (9-11 years), and early teens (12-15 years).

There are tips, videos and other useful resources.

The Raising Children Network provides information that can help parents with the day-to-day decisions of raising children. It also provides information to help parents and carers look after their own needs. The information is based on the best science in parenting, child health and development, presented in language we can all understand.

This is a website for Australian mothers, fathers, grandparents and anyone else who has responsibility for the care of children. [www.raisingchildren.com.au](http://www.raisingchildren.com.au)
MAKE MORE MONEY $$$$$$$

MONEYSMART WEEK

September 1st-7th
Free Info Session
Refreshments and creche provided.
Lucky Door Prize

- Tips on making your $ go further.
- Borrow free energy estimate calculator. Read your bills.
- Talk to a financial counsellor

WHEN: Thursday 4th September
WHERE: Collie Community House
corner Forrest & Lefroy Streets
TIME: 9.30am – 11.30am

Contact: Sandra Robertson on 0467 941 220 or sandra.robertson@investinginouryouth.com.au

PLACES ARE LIMITED