

MARLBOROUGH STATE SCHOOL

# PRIMARY LINE

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Term 1, Week 6

28 February 2018



## From the Principal



### Attendance - Every Day Counts

Please ensure you contact the school on the day your child will be away.

## School Events

### Parent teacher Interviews

In week 9 we will be conducting Parent-Teacher Interviews. Each teacher will send a note home with the children in their class in the coming weeks.

## For Your Diary

Date	Day	Event
19-20 & 22 March	Monday, Tuesday & Thursday	Parent Teacher Interviews
21 March	Wednesday	Inter-house Cross Country
26 March	Monday	Inter-school Cross Country – St Lawrence SS

## From the Classroom

### Students of the Week

## Mrs Jones' Journal

Prep

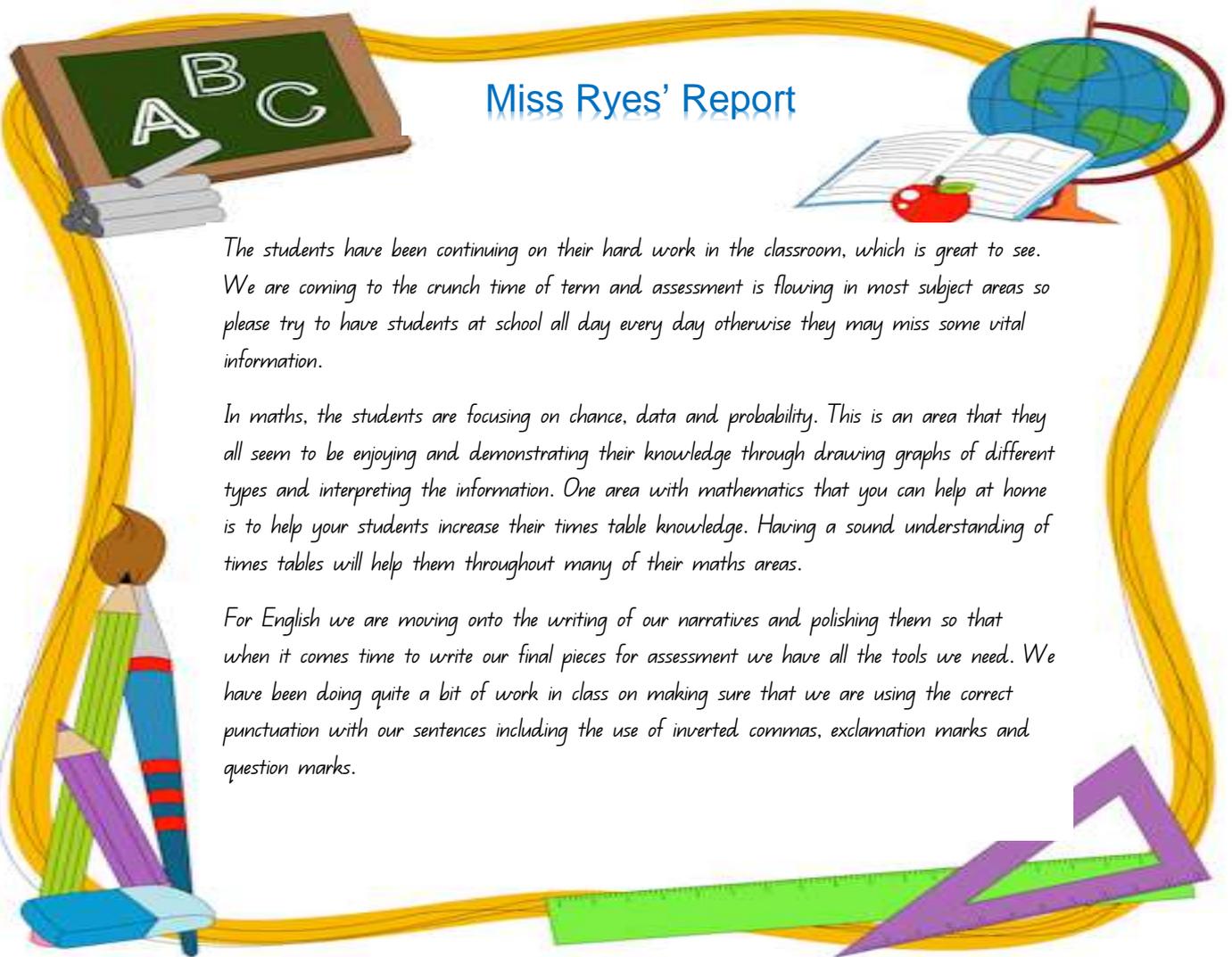
In English over the past week, we have been practicing for our assessment next week. The children are required to choose a book they have listened to in class and then speak in front of the class about an event that occurred in the story. They are asked to talk about their likes or dislikes of the character and what happened in the event and then need to think about how the event relates to them by sharing a similar experience with the audience. The prep children have also started to sound out words using the letters they have learnt so far. In Maths they have been investigating positional language and how to use it to describe where an object is located.

Year 1

English has seen them move into learning about how to retell a story using the written word. They are required to draw a picture about an event that occurs at the beginning, the middle and the end of the story and then write a sentence about each. They have also been writing about how they feel about an event in the story and how they would react if they were a character experiencing that event. They will receive feedback on this so they can improve. In maths they have been learning how to use a number line to assist them calculate addition and subtraction equations.

## Year 2

The year 2 children are required to write a new story based on a familiar character. They have had a practice of this and will receive feedback so that next week when they do their assessment they will know what they need to do to improve. In Maths they have also been using a number line to add and subtract 2 digit numbers.



### Miss Ryes' Report

*The students have been continuing on their hard work in the classroom, which is great to see. We are coming to the crunch time of term and assessment is flowing in most subject areas so please try to have students at school all day every day otherwise they may miss some vital information.*

*In maths, the students are focusing on chance, data and probability. This is an area that they all seem to be enjoying and demonstrating their knowledge through drawing graphs of different types and interpreting the information. One area with mathematics that you can help at home is to help your students increase their times table knowledge. Having a sound understanding of times tables will help them throughout many of their maths areas.*

*For English we are moving onto the writing of our narratives and polishing them so that when it comes time to write our final pieces for assessment we have all the tools we need. We have been doing quite a bit of work in class on making sure that we are using the correct punctuation with our sentences including the use of inverted commas, exclamation marks and question marks.*

## Student Council News

This week the Student Council agreed to raise funds at the Inter-house Cross Country by selling morning tea and also by having a sausage sizzle at lunch time. It was decided that the council members (Year 5 students) would bake (and freeze) at school over the next two Tuesdays in preparation for this event. Would the parents of the year 5 cohort please assist by sending in with their child, packet mixes or ingredients for 2 simple recipes? The student council will reimburse parents for the costs.



## *Chappy Chatter*

Term 1, Week 6, 2018

Kari Morphy  
Marlborough State School Chaplain  
([karim@chappy.org.au](mailto:karim@chappy.org.au)) / (0407132183)



Hi everyone,

People deal with change in different ways and children are no exception. While some thrive on the excitement of change, others struggle and our role as parents, educators and carers is to recognise and acknowledge when children are finding change difficult and then to enable them to find ways to cope. Enabling however, doesn't mean trying to "fix" things for them. When we continually fix things for others, we disempower them rather than help them.

Life is full of change; some is planned but much is out of our control. One type of change that we all find difficult is when a family member, friend or work colleague moves away. With the departure of Mr Holmes recently, I thought it might be useful to provide some information on how to help children cope with change. This information is attached as a separate document. If your child needs to talk about any concerns they may have, please reassure them that my role is to do just that; to be a listener and an enabler for them to cope with difficult situations.

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Until next week,  
*Chappy Kari*  
Kari Morphy  
MSS School Chaplain

*"She stood in the storm and when the wind did not blow her way,  
she adjusted her sails."*

Elizabeth Edwards

## Helping Children Say Goodbye to Teachers and Friends

Teachers are very important people in the lives of children and families. When a teacher leaves, a range of reactions are often experienced. Children and parents often feel a sense of loss because they've bonded with the teacher. Furthermore, because parents value the intimate relationships that children have with their teachers, they are understandably concerned about how their child will react to the teacher leaving.

The reaction of a child differs depending upon his/her age, temperament, environment, and parents' reactions. Some children feel loss more deeply and take longer to adjust to change. When a teacher leaves, the new reality is not just the absence of the former teacher but also the presence of someone new. Developing a relationship with the new teacher also requires additional adjustments for both the child and family,

When children have to say goodbye to people who have been close to them, they may feel sad and to some degree, a little insecure. In order to retain that sense of security and helping children cope with loss and change, we must first understand it.

There are four pillars of security in a child's life:

- People: those whom children rely on for strength and reassurance.
- Place: the familiar settings where children feel comfortable and safe.
- Routine: the regular, dependable daily
- Ritual: comforting traditions like singing the "goodbye" song at the end of the day.

Saying goodbye is a lifelong process. Throughout our lives we say goodbye to people, things, and routines. When a teacher leaves, helping children cope depends on providing stability. It is important that the place, routine, and rituals remain as consistent as possible.

**Emotions are OK but be encouraging.** Our children's reactions may take many forms, often happy and sad all at the same time. Children may react to change with excitement and enthusiasm, or crying, sulking and even using aggression. Talk to your child about the positive things. Too much talk about how hard it is to say goodbye can sometimes make our children more upset. While we should never ignore our children's feelings, *it's also important to be encouraging.*

**Use painting, drawing, and storytelling to record special memories.** Artwork and storytelling are excellent ways for children to express their feelings. Have your child draw a picture. You can write what he tells you about his story. You can suggest a theme, like your child's favorite field trip, or class activity.

Letting go of the security of the familiar, embracing a new opportunity, and exploring the unknown takes courage. Helping our children adapt to new situations builds strength and resilience for future experiences. We can best help them by being positive even if we ourselves have reservations or concerns.

**Here are some ways that parents can support children through this time:**

- Find out how your child is feeling: "How are you feeling about ..... leaving?" "Will you miss him/her?" "What will you miss?" At the same time, try not to probe or assume that your child is upset.
- Reassure your children that their new teacher will make sure they are well cared for and safe. Talk about what will be the same (i.e., friends and other teachers who continue to be with the children.)
- Try to minimize other changes in your child's life for a while: the people, places, routines, and rituals. **Allow Extra Time for the Morning Rush:** give your child a little extra time to get going in the morning. Being conscious of their sadness and allowing extra time may positively affect their morning mood and how they feel about going to school.
- Acknowledge and accept the sadness or anger children may feel. "We all feel sad when someone leaves us. Sometimes you may feel angry that he or she isn't your teacher anymore."
- Let children know your feelings, but focus on the positive. "I'm sad that ..... left the school, but I'm excited about getting to know ..... Let's make a welcome card for her."
- Ask your child if he or she would like to write a note or draw a picture to send to the teacher who left.
- Make sure that your child knows that you will continue to be there.

While it is important to respect the child's feeling of loss, it's equally important to note that children are still immersed in the security of the same school community, their friends and routines, and other teachers and support workers at the school. It is vital that school and parents work in partnership at this time. The sense of community and partnership between families, teachers, and administration help children feel secure that the world is a good and safe place, even when special people have to leave.