Dear Parents, Carers and friends,

The cooler weather has certainly come as a relief these past two days. I'm happy for the children as they are able to get outside in their lunch breaks rather than staying indoors!

**School Captains**

Last Wednesday staff and students had the pleasure of listening to the Year 7's deliver their school captain speeches. I'd like to acknowledge the preparation and seriousness that the students undertook to tackle this task.

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**DATES TO ADD TO YOUR CALENDAR**

- **Wed 15th Feb**  
  Parent Information Night

- **Mon 20th Feb**  
  Governing Council AGM 7pm

- **Fri 3rd Mar**  
  G/Valley Swimming Carnival

- **Wed 8th Mar**  
  PUPIL FREE DAY

- **Mon 13th Mar**  
  ADELAIDE CUP HOLIDAY

- **Tue 14th Mar**  
  School Photos

- **Mon 20th Mar**  
  Yr6&7 Halogen Leadership

- **Wed-Fri 5-7th Apr**  
  Rec - Yr5 School Camp

- **Thu 13th April**  
  Last day Term 1 - 2.20 finish

- **Fri 14th April**  
  GOOD FRIDAY
As a whole school group, we have been looking at the positive qualities that leaders demonstrate. This is shared amongst students at various times throughout the year – late last year we looked at how peers can observe the behaviour of prospective school captains, house captains and SRC representatives by interacting with them in class, in the playground and in other school activities.

On behalf of the school community I’d like to congratulate Ruby Naughton and Blake Dixon for being voted as the Saddleworth Primary School Captain’s for 2017. A wonderful achievement! I was really impressed with the attitude of all Year 7’s when the school captains were announced at last week’s assembly. All students cheered the successful Ruby and Blake and after assembly, were either hugging or high fiving each other. What wonderful sportsmanship, a credit to parents, staff and students!

In Week 4, the Year 6 & 7 students (minus school captains) will deliver their speeches to the staff and students to be House Captains.

Growth Mindset
We are now in our third year of really focussing on embedding a growth mindset in all that we do. Last year the evidence of demonstrating a growth mindset proves strong amongst the students across classrooms.

A growth mindset means that intelligence can be developed! A growth mindset means we embrace challenge (not avoid it), persist in the face of setbacks (not give up easily), see effort as a path to mastery (not seeing effort as fruitless or worse), learn from criticism (ignores useful negative feedback) and find lessons and inspiration in the success of others (not feeling threatened by the success of others). Fostering a growth mindset means we reach even higher levels of achievement.

Why not stick the quote attached to this newsletter about a positive mindset by Napoleon Hill so it’s visible in your house?!

Recommended time to be kept home when carrying infectious / contagious diseases
Last Friday a note went home regarding the time frame of keeping our children at home in the instance that they may have gastro and/or vomiting. I have attached the DECD guidelines and highlighted the ones in red that are sometimes of high occurrence at our school. If you have any questions or are uncertain about any of the information, please contact me or the Front Office.

Preparing Your Child for School – Michael Grose
Please take the time to read the Michael Grose article attached. Not only does it apply to families where the oldest child has just commenced school or preschool, but to families (me included), where children have been going to school for years! I really like the reiteration about being on time as the start of the day is the most important of the school day.

I also believe the last couple of dot points and the final paragraph are well worth the read – A word of warning: Don’t be surprised if some young children are less than perfect when they come home from school in the first days of term. The early days of a school year can be hard work for some kids to stick to and follow the routines of school. They often blow off some steam in the relative security of home. Be prepared for your patience and understanding may be stretched a little. It’s good to remember that many kids save the worst behaviour for their parents!

For me, I often hear how lovely and well my girls are going at school and outside the home and different events, and sometimes I don’t see that at home!

Attendance Rate
Week 1 = 97.9%
Week 2 = 95.9%

Remember that the DECD target is 95%!
Congratulations to the whole school for having a 100% attendance rate for Tuesday and Friday of Week 1. The JP class had the highest attendance rate in Week 1 - great work! The MP & UP had the highest for Week 2.
**Mental Computation Tip**

I have attached a copy of Anne Baker’s thoughts and methods around number as well as the use of mental computation to the newsletter. As part of our ‘Whole School Numeracy Agreement’ at Saddleworth, staff engage students in these strategies in our daily maths lessons. Please take the time to read through the information and if you would like some ideas that you could try at home, please don’t hesitate to contact me.

**Counting On** – we would like children to know that a number sentence can be broken into and picked up at any starting number. This is not only a more speedy strategy of counting, but makes a bridge to adding rather than counting.

With kind regards,
Mrs Sheree Mader

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**JP News**

This year the junior primary class has 23 students with 8 new receptions who have now been at school for 2 weeks. We are all learning the classroom routines and remembering where our tables and trays are!

This term our class theme is looking at different Australian Environments. In Geography we are learning about places locally and in various parts of Australia and in Science we are identifying the needs of different plants and animals and how their needs for survival are provided by environments that best suit their needs.

We have read different books about places and who lives there. Last week we read the big book called “One Duck Stuck”, where a duck needed help because it got stuck in the mud. We followed a procedure to make a duck using half a paper plate and they are stuck in the mud in our classroom!

In Maths we are identifying and naming the different 2 dimensional shapes with Mrs. Shepherd. Some shapes have different amounts of corners and edges and some edges are the same length while others are different. We have used the various shapes to make pictures.

With Mrs. Cutting we have been sorting counters into groups, identifying the larger and smaller groups and counting them. The Reception and Year 1 students have read the book “The Very Hungry caterpillar”, counted the food and made caterpillars with lots of body segments and written the numbers to show how many. The Year 2 students have identified and written the numbers before, after and between a number up to 100, counted by 10’s past 100 and are learning how to write numbers with 3 digits.

Last week we all did our Individual Learning Plans and are learning how to solve problems and challenge ourselves to learn new things. Already our classroom is full of our learning so come in and see what we have been up to!
In Science this term the Year 5’s have been looking at animal and plant cells. The Year 4’s have been looking at how seeds grow. They are germinating different types of seeds to see which ones sprout first. The Year 3’s have been looking at “Living and Non-Living Things”.

In Technology, we did weeding in the vegetable garden and discussed what we could do as a fund raiser with money raised from our market. We carried out an investigation on “How Strong is Spaghetti?” A single stick of spaghetti is very weak and snaps easily, but a bundle of spaghetti sticks in a vertical or horizontal position is quite strong and can support the weight of a heavy dictionary. Some groups were able to make 3 stories and support a couple of heavy books. We recorded and took photos of our investigations.

In Geography the Year 5’s looked at a development issue on, “Should a new shopping centre development be allowed on public bushland which contains endangered plants and animals?” We broke into groups and came up with lots of for and against ideas for the development. We discussed issues as a class, then we held a secret ballot to make a decision about if the development should go ahead. It was a close vote but the final decision was to not allow the development to proceed. The Year 3’s and 4’s have been looking at maps. They had to find the Saddleworth School on Google Maps and explore the area of Saddleworth seeing if they could find their homes. They also had to find Sydney Opera House, Sydney Harbour Bridge and Parliament House in Canberra. They had to try to draw a map of the school using a birds eye view, showing the buildings, playground and oval. They had to put in north point, key and scale.

In Dance we have been learning about “Hip Hop Dances”. We have learnt how to do different moves and last week we put these together and did some dances. We are getting very good at it.

In Maths we have been learning about odd and even numbers. Even numbers end with 0, 2, 4, 6 or 8. Odd numbers end with 1, 3, 5, 7 or 9. The year 4’s learnt about combinations of numbers like even + even = even, odd + odd = even, odd x odd = odd, even x even = even! The year 3’s have been learning that if a number is divided into 2 groups and there are none left the number is even. If there is one left over it is odd.

In English we have been learning about Narratives and using paragraphs. Last week we wrote a narrative about a gift. This week we wrote a narrative about a picture of a key. Mine was called “The Secret Key”. We have a checklist that we use for editing our work.

In Comprehension we learnt how to use a “Before and After Web” to help us to activate our prior knowledge. First we had to write all the things we knew about polar animals on the inner circle, then Mrs. Kenny read us a text on Polar Animals and after we had to fill in information on the outer circle.

In Spanish we have been making piñatas. We could choose what we wanted to do. Some people did unicorns, cats, elephants chickens, dogs, dragons or dinosaurs. We had to write Spanish words like thank you, excellent, fantastic, hello, goodbye good and lots more. Some of them were ones that we did not know.
Pastoral Care Corner

In our classes in the last fortnight, my theme was “Being a special Aussie. We talked about how each and every one of us are special, especially as we are all special Aussies! Come and look at our display, check out what hat looks good on and read about how special we are! JP classes have sung some welcoming songs and talked about being new and remembering to say ‘Hello’ with a smile! MP and UP have also talked about change and friendships and sung some Aussie songs – G’day, G’day and Home Among the Gum Trees! After being in Hamburg Germany, visiting my daughter Sheree (not Mrs Mader!!) I was really appreciative of coming back to Australia, with our space and freedom. We have much to be grateful for in our country!

VALUE OF THE WEEK

CONFIDENCE

Think positively, know that you are worthwhile! Trust that you have skills and ability. Have faith in yourself and others

Coffee/Tea and Chat

Inviting mums, dads, caregivers to come along for a quick coffee/tea and chat in the Art Room Wednesdays 3.00 – 3.30pm. A great way to spend the time between Kindy and School pick up. Hope to see you there.

Chris Schmaal
Visible Learning at SPS

WALT
Shane's
- count on and back and write the numbers to 50
- count by 10’s from any starting point
- show place value using 100 and 1
- order, read and write numbers to 100
- identify numbers before, after and between
- make, order, read and write numbers past 100
- count by 100's past 100

Identify odd and even numbers
- skip count by 2's
- make predictions about the sum depending if they are added, subtracted or multiplied

WHAT I'M LOOKING FOR:
Patterns of
- odd numbers which end in 1, 3, 5, 7, 9
- even numbers which end in 0, 2, 4, 6, 8
How to check answers by making predictions:

WALT
We Are Learning To...
We Are Learning To... Foundation Tigers
2d shape
Achieved:
☆ Compare and describe straight and curved
☆ Identify and describe the features of circles, squares, triangles, rectangles
☆ Identify sides, corners of 2d shapes

WILF
What I'm Looking For...
- Write and show index notation in expanded form
- Use multiplication strategies to solve index notation
- Understand link between square numbers and square root
- Find the square root of a number by using division of a squared number
Written by Henry Elson
In the 5/6/7 class we have been focusing on our self-esteem. First we looked at some magazines and observed the cover model and some of the writing on the magazine to see why people might buy them or start feeling bad about themselves because of some of the things they said and because of jealousy from what the cover model does or what they look like. Then we hopped on to a computer and started making our own magazine but we are trying to bring other peoples self-esteem up. We had to write positive comments and use positive role models.

Writing by James
In the 5/6/7 class we have been doing recounts from the holidays. We had to start them with a sizzling start which is where you have to make the start sound interesting and hook the readers. We also had to break it into parts like the intro of who was there and then you had to break the events that you did into parts like each day but you didn’t have to write everything about each day or that day. We will be editing these and then publishing them in an interesting way soon.
In Technology we had a lesson using the Bee Bots. They are a type of robot which you can use for coding. You can set directions for it to go and it will follow. Our task was to create a track with obstacles and to successfully get the Bee-Bot to go through to the other side by setting it a group of directions to follow. We all had a lot of fun using them.
Appendix 5  Recommended Minimum Exclusion Periods for Infectious Conditions

Recommended minimum exclusion periods for infectious conditions is contained in the National Health and Medical Research Council’s ‘Staying Healthy in Child Care’ Page 7 – Recommended minimum exclusion periods for infectious conditions for schools, pre-schools and child care centres.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of Case</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not Excluded</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not Excluded</td>
</tr>
<tr>
<td>Candidiasis</td>
<td>See ‘Thrush’</td>
<td>Anym child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded.</td>
</tr>
<tr>
<td>Chickenpox (Varicella)</td>
<td>Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in immunised children and less in immunised children</td>
<td></td>
</tr>
<tr>
<td>CMV (Cytomegalovirus infection)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until the discharge from the eyes has stopped unless doctor has diagnosed a non-infectious conjunctivitis</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cryptosporidium infection</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea (No organism identified)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least 2 negative throat swabs, the first swab not less than 24 hours after finishing a course of antibiotics followed by another swab 48 hours later</td>
<td>Exclude contacts that live in the same house until cleared to return by an appropriate health authority</td>
</tr>
<tr>
<td>German measles</td>
<td>See ‘Rubella’</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Glandular fever (Mononucleosis, EBV infection)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude until all blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Haemophilus influenza type b (Hib)</td>
<td>Exclude until the person has received appropriate antibiotic treatment for at least 4 days</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Head lice (Pediculosis)</td>
<td>Exclusion is NOT necessary if effective treatment is commenced prior to the next day at child care (i.e. the child doesn’t need to be sent home immediately if head lice are detected)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes simplex (cold sores, fever blisters)</td>
<td>Exclusion is not necessary if the person is developmentally capable of maintaining hygiene practices to minimise the risk of transmission. If the person is unable to comply with these practices they should be excluded until the sores are dry. Sores should be covered by a dressing where possible</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human Immunodeficiency Virus (HIV/AIDS)</td>
<td>Exclusion is NOT necessary. If the person is severely immunocompromised, they will be vulnerable to other people’s illnesses</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hydatid disease</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Minimum Exclusion Period</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Exclude until appropriate antibiotic treatment has commenced. Any sores on exposed skin should be covered with a watertight dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Legionnaires' disease</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by an appropriate health authority</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for 4 days after the onset of the rash</td>
<td>Immunised and immune contacts are not excluded. Non-immunised contacts of a case are to be excluded from child care until 14 days after the first day of appearance of rash in the last case, unless immunised within 72 hours of first contact during the infectious period with the first case. All immunocompromised children should be excluded until 14 days after the first day of appearance of rash in the last case</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well and has received appropriate antibiotics</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningitis (viral)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until appropriate antibiotic treatment has been completed</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days after onset of swelling.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Norovirus</td>
<td>Exclude until there has not been a loose bowel motion or vomiting for 48 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Parvovirus infection (fifth disease, erythema infectiosum, slapped cheek syndrome)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pertussis</td>
<td>See ‘Whooping Cough’</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Respiratory Syncytial virus</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm/tinea</td>
<td>Exclude until the day after appropriate antifungal treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Roseola</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ross River virus</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus infection</td>
<td>Children are to be excluded from the centre until there has not been a loose bowel motion or vomiting for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of the rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonella infection</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scabies</td>
<td>Exclude until the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scarlet fever</td>
<td>See ‘Streptococcal sore throat’</td>
<td>Not excluded</td>
</tr>
<tr>
<td>School sores</td>
<td>See ‘Impetigo’</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Shigella infection</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal sore throat (including scarlet fever)</td>
<td>Exclude until the person has received antibiotic treatment for at least 24 hours and feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Thrush (candidiasis)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Toxoplasmosis</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis (TB)</td>
<td>Exclude until medical certificate is produced from an appropriate health authority</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid, Paratyphoid</td>
<td>Exclude until medical certificate is produced from appropriate health authority</td>
<td>Not excluded unless considered necessary by public health authorities</td>
</tr>
<tr>
<td>Viral gastroenteritis (viral diarrhoea)</td>
<td>Children are to be excluded from the centre until there has not been a loose bowel motion or vomiting for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Warts</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Whooping cough (pertussis)</td>
<td>Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing</td>
<td>Contacts that live in the same house as the case and have received less than three doses of pertussis vaccine are to be excluded from the centre until they have had 5 days of an appropriate course of antibiotics. If antibiotics have not been taken, these contacts must be excluded for 21 days after their last exposure to the case while the person was infectious.</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclusion not necessary if treatment has occurred</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>
New parents

Becoming a mum or dad can bring great joy and wonderful experiences into your life. There can also be worries and challenges and it can feel a bit scary at times. A baby doesn’t come with a ‘how to’ manual and there are lots of new things to do and changes to get used to.

The good news is that most parents work things out as they go along and grow into their role with experience. Having a baby is also a chance to think about your values and the kind of parent you want to be for your child.

Becoming a mum or dad
Having a baby changes your life. As adults we are used to looking after our own needs but when a baby comes along, their needs come first. They depend on us for everything. It can take time to get used to the changes and work out how you will do things. Remember:

- you are learning ‘on the job’. You are not expected to be perfect and have all the answers
- all parents bring their own strengths and skills to their parenting. It is important to believe in yourself and be confident in your parenting
- parenting is easier when you share the load. Being organised, flexible and adaptable will help
- looking after yourself makes it easier to look after your baby. Make time to do things you enjoy
- all parents need help at times. Seeking help when you need it is the smart thing to do.

Information overload
New parents often get lots of information and advice from family, friends and professionals as well as from the media, the internet and social media. Sometimes even well-intentioned advice from family and friends can make parents feel they are failing in some way and this is not helpful. It can be confusing if advice is contradictory.

It is important to:
- listen and be open to ideas as this is how we all learn
- try things that you think might work
- think about where information comes from and whether it is credible. Going to the internet can be quick and easy but make sure information is from a trustworthy source.

Discussing ideas with your child health nurse or doctor can help you work out what’s best for baby and you.

Your feelings
New mums and dads can be overwhelmed with strong feelings they weren’t expecting and it can feel like a rollercoaster ride. You can feel love, joy and pride, as well as worry, despair, anger and even hatred. Most parents at times feel tired, upset, fed-up or unappreciated. Negative emotions can be frightening and leave you feeling guilty or that you are not a good parent.

It is important to accept that mixed feelings are normal at this time of change in your life. Talk with your partner, friends or family or someone not caught up in the emotion. If you feel low or upset much of the time, talk with a health professional.

Having a baby is a special time in your life. Take time to enjoy being with your baby and notice all the unique and wonderful things about them.
Social media

Social media can be great fun and a way for parents to share their experiences with friends and family. However, it can also be a place where parents feel judged or criticised. Think about how you are using social media and how it affects your confidence as a parent. It is important to have support that is helpful and positive.

Perfection is not reality

Some new parents have ideas about being a ‘perfect parent’ just like they see on TV or in advertisements. They may think badly of themselves when they find the reality is quite different. Remember:

- there is no such thing as a perfect parent. All families face difficulties, however they may appear on the outside
- being a ‘good enough’ parent most of the time is what’s needed.

Be patient with yourself. You are learning on the job and it takes time to work things out, e.g. you might try different ways of settling baby to sleep and feel frustrated until you find what works best.

Adjusting to your new baby

Life is very busy when you have a baby. You may also have a job or other responsibilities, and there is always the housework to do. Many parents say they feel tired most of the time and are just keeping their head above water. Here are some things that might help.

Work together

Work with your partner/baby’s other parent and share the load. Whether you live together or not, talking and planning how you will do things really helps. Your arrangements might depend on things like whether you:

- are in a two-parent home, a blended family, or are a single parent
- have other children to care for
- have support from family or friends
- work outside the home.

If you are parenting solo, look at how you can create a support network of those close to you.

Be organised

Try to:

- talk about what each of you will do. Both parents need to feel that the balance is fair and their work or other responsibilities are taken into account
- establish routines as much as you can, but also work out what will happen if plans have to change
- think about priorities, e.g. is sleep or housework more important? You might have to accept you can’t keep your house as tidy as you would like
- ask family or friends to help with things like shopping, housework or looking after baby for a short while so you can rest
- plan ahead for visits to your doctor, nurse or health service for things like immunisations and baby check ups
- make time to spend alone with your partner, catching up with family and friends, and being together as a family.

Manage your sleep

Young babies wake a number of times during the night needing feeds and attention, and you may feel tired and sleep-deprived. This can affect your health and your mood. Some things that might help are to:

- prepare what you will need beforehand to make night feeds easier
- share getting up at night with your partner
- take naps or lie down and rest when you can, especially when baby is sleeping
- accept offers of help. Friends or family may be able to mind baby so you can sleep.

Talk with your child health nurse about what might help. Remember babies’ sleep patterns change quickly and this won’t last forever.
Find out about babies

Learning about baby development will help you know what to expect and what baby needs from you. Some things to know are that:

• babies need your gentle, loving care
• they need you to respond warmly and promptly when they cry and give them what they need – a feed, nappy change, cuddle
• they need you to look into their eyes, smile, talk and play with them
• when babies feel loved, safe and secure, connections are developed in their brain that lay down the ‘wiring’ for future learning, development and relationships (see Parent Easy Guide ‘About babies’).

Think positive

What you say to yourself really matters. Often you can change a situation just by changing the way you think about it. Look for the positives and focus on solutions rather than blaming yourself or others.

• It is more helpful to say ‘What is happening for my baby to make them behave this way?’ than ‘Why is this baby so difficult?’, or ‘I can’t cope!’
• Be aware of any ‘shoulds’ you say to yourself that are unrealistic, e.g. ‘I should know what to do’, ‘I should be able to get it right all the time’ or ‘I shouldn’t have to ask for help’.
• Remind yourself that this is all new and you are working things out. Think positively about yourself and your parenting.

Value yourself

Value yourself and the important job you are doing as a parent. Be proud of the effort you put in each day and the things you achieve, no matter how small.

Look after yourself

Parenting is easier if you look after your own health and wellbeing. You are a person as well as a parent.

• Rest and relax as much as you can, eat well and be active.
• Do at least one thing each day that makes you feel good, e.g. talk to a friend, go for a walk.
• Try to keep up activities or hobbies you enjoy.
• Plan things to look forward to.
• Try not to expect too much of yourself or others. Accept that you won’t be able to do as much as before.

Look after your adult relationships

New parents often have less time to spend together, to talk or be intimate and this can cause stress in the relationship. It is important to look after your adult relationships and your own need for support and love. When you feel connected with others it is easier to enjoy being a parent.

• If you are a couple make time to be alone, do things you enjoy, talk about your day, share ideas and feelings, and just relax.
• Keep in touch with family and friends. Remember it is always good to have face-to-face contact when you can.
• Make friends with other new parents, you will have lots in common.

Joining a parent group can be a good way to meet other parents, make friends and share ideas. Baby will love it too!

Manage your anger

Many parents feel angry at times. Anger is always mixed with another feeling such as guilt, frustration, sadness, feeling unappreciated.

• Try to do something about the cause of your anger.
• Work out when you are most likely to lose your cool and do something different then, e.g. when you feel overwhelmed with all that is happening.
• Get to know your own body signs that anger is building and take steps to manage it.
• Act before you lose your temper. Get some space, go outside, go for a walk or run. If there is no-one to mind your children, take them with you.
• Seek help before things get worse. Talk with your doctor or health professional.

If there is violence
Violence in the home harms everyone. Babies and children are harmed even if they are not the direct victim. If this is happening in your home or you are worried about your own violence, seek help. It rarely stops by itself.

Never shake a baby – it can cause brain damage.

Get support
Don’t be afraid to ask or say ‘Yes’ to offers of help from family and friends. If you have any concerns or feel low much of the time talk with your doctor, child health nurse or other professional. Both mums and dads can experience symptoms of depression. Seeking help early is always best.

The Child and Family Health Service (CaFHS) is a great source of information and advice. The nurses can tell you how baby is growing and support your parenting. Phone 1300 733 606 for an appointment.

Want more information?

Emergencies
Phone 000 for ambulance, police or fire

Police attendance
Phone 131 444 for non-urgent police attendance

Parent Helpline
Phone 1300 364 100
For advice on child health and parenting

Child and Family Health Service (CaFHS)
Phone 1300 733 606, 9am-4.30pm, Mon-Fri for an appointment. Nurses can check your baby’s growth and answer your questions. See www.cyh.com for child health and parenting information

1800 Respect
Phone 1800 737 732, 24 hours
National sexual assault, domestic family violence, counselling service www.1800respect.org.au

Domestic Violence and Aboriginal Family Violence Gateway Service
Phone 1800 800 098, 24 hours
Support for anyone experiencing family violence, including links to accommodation

Beyond Blue
Phone 1300 22 4636
Phone and online support for anyone affected by anxiety or depression. You don’t need a diagnosis to call www.beyondblue.org.au

National Perinatal Depression Helpline
Phone 1300 726 306
PANDA (Post and Antenatal Depression Association) provides information, support and counselling to new parents, family and friends. You don’t need a diagnosis of depression to use this service

SIDS and Kids
Phone 8369 0155 for information about safe infant sleeping. Phone 1300 308 307, 24 hours for bereavement support

Kidsafe SA
Phone 8161 6318, 9.30am-4pm, Mon-Fri For information about child safety including child car restraints and making your home and yard safe www.kidsafesa.com.au

Parenting SA

Raising Children Network
For parenting information www.raisingchildren.net.au

Government of South Australia

Parenting SA
A partnership between the Department for Education and Child Development and the Women’s and Children’s Health Network

Ph: 08 8203 1660
www.parenting.sa.gov.au

Parent Easy Guides are free in South Australia.

Important: This information is not intended to replace advice from a qualified practitioner.

SRC - Term 1

Student of the Week
PLAYGROUP!

Riverton + Saddleworth Combined Playgroup
Please join us for some fun, exploration, songs, stories and play—lots of play! Our aim is to engage parents in their child’s learning. Playgroup allows families to interact with other families and engage with their child in a fun, relaxed and supportive environment.

**Thursdays**
(during school term)
9:30am-11:30am
Riverton Kindergarten
with Rachael McInerney,
Early Years Teacher

$2 per family

**Please bring:**
a hot water bottle
a piece of fruit

Find us on Facebook
@RivertonandSaddleworthPlaygroup

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**Hip Hop Bounce**

DANCE, CHEER, TUMBLE and SING, Hip Hop Bounce are now open for 2017 enrolments in Port Pirie, Jamestown and Clare. Come and share our passion for dance; make new friends and have fun whilst getting fit, boosting your confidence and learning great dance technique. All students are invited to perform at our annual end of year Spectacular at the Northern Festival Centre. Everyone is welcome to come and try, no experience necessary.

Enrolments are now open for our exciting 2017 timetable...

*New classes with expanded timetables in Port Pirie, Jamestown and Clare.*

*Huge range of styles including Hip Hop, Cheerleading (Stunt and Pom), Ballet, Tap, Jazz, Contemporary, Tumbling, Adult’s Dance Fitness, Bounce Boys and Bounce-Sing (our very own Glee Club).*

*Our very own Little Bouncer Club classes specifically designed to introduce your 2 or 3 year old to the magic of dance.*

*New SACE and VET dance certification options for school years 9 and above.*

*Take classes to perform, compete or just for fun; 2 years to adults, beginner to advanced, casual attendance options.*

Contact Natasha for details and to book your place—classes are filling quickly.

natasha@hiphopbounce.com.au
0410 239 076

Find us on Facebook

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Parents of Students in Years 6 and 7

Please remind any students who are interested in entering The Ignite Program (a Program for Gifted Students) for 2018 at The Heights School, that

**Assessment day is Saturday 25th February 2017**

**Applications close on Friday 17th February 2017**

Further information about the program may be obtained from The Heights School website and an Expression of Interest form may be downloaded from there.

Additional information or Expression of Interest forms are also available from Michelle Crush, the Ignite Secretary at The Heights School on 82636244 or via email michelle.crush@schools.sa.edu.au

**ONLY ONE TESTING DATE WILL OCCUR at The Heights School IN 2017**

Please note that students can only sit the test once for assessment. If a student sits for assessment in Year 6 then they cannot re-sit the test again in Year 7.

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GIVING BLOOD FEELS GOOD

Every donation can save three lives.

The Blood Service Mobile Blood Donor Centre will be visiting:

**Clare**
Clare Sports Club,
Main North Road, Clare

**Wednesday 8 March**
2.30pm to 7.30pm

**Thursday 9 March**
10.00am to 6.30pm

**Friday 10 March**
7.30am to 1.00pm

Make an appointment today.

To make an appointment call 13 14 95
or visit donateblood.com.au
A positive mind finds a way it can be done;
A negative mind looks for all the ways it can’t be done.