



# Wyalong Public School

*At Wyalong Public School students, staff and the community are respectful, responsible and resilient learners. We have high expectations of ourselves and others. We are life-long learners and responsible citizens.*

*Everyone is someone at Wyalong Public School!*

10<sup>th</sup> August 2021

## Week Five

### District Athletics Carnival



CONGRATULATIONS

Congratulations to all our 22 students who competed at yesterday's Lower Lachlan District Carnival. All our students demonstrated athleticism and I heard from numerous parents, teachers and community members that the Toppo students stood out for their sportsmanship by cheering all competitors along.

This year has seen the most competitors selected to go to Western Athletics Trails. Congratulations to the following students, who will be competing in Dubbo on Friday 3<sup>rd</sup> September;

Liam Mitchell  
Ryder Pettit  
Riley Taylor  
Cody Weeks  
Kylan Imrie  
Clementine Tillman  
Rorie Nicholson  
Lily Worner  
Lillie Read  
Charlie Crowe

### Healthy Ears and Nose

On Thursday, Margo Lawry, the Itinerant Support Teacher for Hearing, will be visiting our school. She will be giving our younger students a puppet show on the importance of blowing their nose and how to correctly do it. For the older students it will be an informal slide show. Mrs Lawry will also be training staff on using Sound Scout hearing screening to help us screen students for hearing.

### Bounce Back! a Resilience Program

All classes are continuing with weekly 'Bounce Back' lessons which are supported by daily check-ins during assembly and class time. Currently, students are focusing on the 'People Bouncing Back' unit. This unit teaches children the 10 Bounce Back! statements.

If you are resilient you will be able to cope with difficult situations and things that go wrong and then 'bounce back'. Throughout life, children will need skills and attitudes to help them to bounce back. They will encounter everyday challenges such as making mistakes, falling out with a friend, moving house or school and losing in a sports competition. Many will also face challenges such as adapting to family break ups, a step-family, the illness or death of a family member, or issues with peers. These 10 statements provide children with strategies to help bounce back and develop resilience. Attached to the newsletter is more

information that you can use to help develop resilience in your child.

◆ **Bounce Back! stands for:**

- B**ad times don't last. Things always get better. Stay optimistic.
- O**ther people can help if you talk to them. Get a reality check.
- U**nhelpful thinking makes you feel more upset. Think again.
- N**obody is perfect – not you and not others.
- C**oncentrate on the positives (no matter how small) and use laughter.
- E**verybody experiences sadness, failure, hurt, rejection and setbacks sometimes, not just you. They are a normal part of life. Try not to personalise them.
- B**lame fairly. How much of what happened was due to you, to others and to bad luck or circumstances?
- A**ccept what can't be changed (but try to change what you can change first).
- C**atastrophising exaggerates your worries. Don't believe the worst possible picture.
- K**eep things in perspective. It's only part of your life.

### Debating Team

Our debating team will be competing against Tallimba tomorrow via Zoom. Our topic is 'We should ban school uniforms.' We are the affirmative team so we need to persuade and argue that school uniforms must be banned. We wish Emily, Charlie, Ava and Lachlan all the best.

### Covid-19

Due to the current COVID-19 situation NSW Government advice is as follows:

- Non department personnel, including parents and carers, are to remain outside of school grounds and revert to previous drop off and pick up procedures.
- A reminder physical distancing and mask wearing requirements will be in place outside the school grounds during drop off and pick up times.
- All visitors and staff must sign-in using the Service NSW QR code when entering the school.
- Any student or staff with any symptoms or who are feeling unwell, should not attend school and take a COVID test immediately. Anyone who has been off from school with flu like symptoms will be required to return

a negative COVID test before being permitted to return to school.

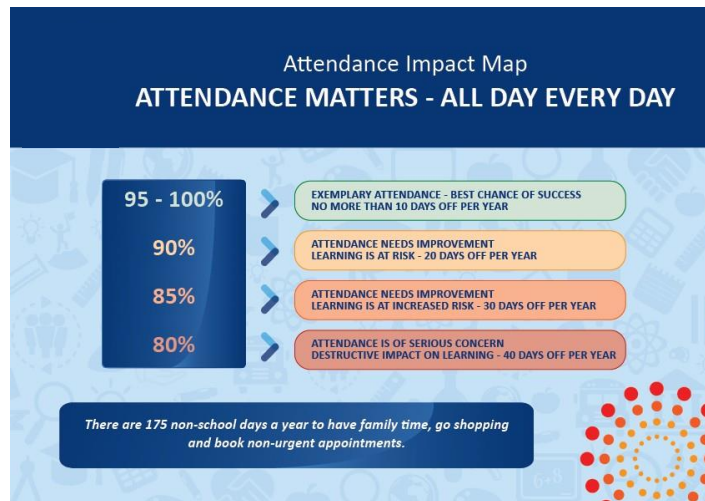
- Any students and staff who have attended any venue of concern identified by NSW Health should follow NSW Health advice.

Have a wonderful week,  
Kylie Taylor  
Principal



# What's Happening

- 12<sup>th</sup> August 2021 – White Cross Mobile Dental Cancelled
- 25<sup>th</sup> August 2021 – Book fair & Book parade
- 12<sup>th</sup> October 2021 – School Photos
- 22<sup>nd</sup> October 2021 – K-2 Excursion to Griffith – Pete the Sheep
- 29<sup>th</sup> October 2021 – Kinder 0 - 1/2 Day



WHITE CROSS MOBILE  
DENTIST  
THURSDAY 10<sup>TH</sup> & FRIDAY

**CANCELLED**

PLEASE RETURN NOTES AS  
A NEW DATE WILL BE SET.

**advancedlife**  
photography & print specialists



Tuesday 12<sup>th</sup> October 2021

ORDER NOW go to [www.advancedlife.com.au](http://www.advancedlife.com.au) and enter the code  
HZR VKW GYR



New Toppo Fresh orders  
are attached to the  
newsletter.



# TO THE BOOK FAIR AND BEYOND!

Wednesday 25<sup>th</sup> August 2021

## Book Parade

Come dressed as your favourite book character

## Book Fair

Students will have the opportunity to make wish lists for parents to be able to purchase and support our book fair.

Due to Covid-19 restrictions, this will be a closed event for students only.

## Family information: People Bouncing Back

### ◆ Key messages to communicate to your child about 'bouncing back'

- Life is mainly good but now and then everyone has a difficult or unhappy time. Things always get better even though sometimes they may take a bit longer to improve than you would like. It is important to stay hopeful and expect things to get better.
- You will feel better and have more ideas about what to do if you talk to someone you trust about what's worrying or upsetting you.
- Unhelpful thinking isn't necessarily true and makes you feel worse. Helpful thinking makes you feel better because it is more accurate and helps you work out what to do.

| Unhelpful thinking                      | Helpful thinking  |
|---|---|
| I made a mistake, I'm really dumb.      | I made a mistake but everyone makes mistakes sometimes. |
| Jake doesn't like me. I must be a jerk. | Jake doesn't like me but other kids like me.            |

- No one is perfect. We all make mistakes and find out there are some things we can't do well.
- If you can find something positive or funny in a difficult situation, no matter how small, it can help you to cope better.
- We all need to take fair responsibility for the things we did or didn't do that contribute to a difficult or unhappy situation. However, we should not over-blame ourselves because circumstances, bad luck or what others did may have contributed to the difficult situation, too.
- If a situation can't be changed (e.g. having to move house or school or losing a pet) then you just have to accept it and live with it.
- Don't make yourself miserable by exaggerating how bad something is or by assuming the worst possible picture is the one that will happen.
- When something goes wrong it usually only affects one part of your life. Concentrate on the things in your life that are still going well.

### ◆ What can you do to help develop resilience in your child?

- Use the appropriate **Bounce Back!** statement with your child whenever you see the opportunity.
- Consider displaying the statements somewhere prominent so they serve as a useful prompt for your child (and the rest of the family!).
- Don't over-protect your child from the normal challenges that all children have at different ages (e.g. walking to school, looking after their own things, packing their own lunch). Start by giving your child small age-appropriate challenges that require small responsibilities. Using small steps moves them towards becoming more independent and competent. Don't do things for them without first checking whether they are capable of doing it for themselves.
- Encourage your child to talk about what's troubling them and help them to find a solution. Encourage them to talk about how they are feeling and what they are thinking about the problem, then help them to think about different solutions.
- Gently challenge self-defeating talk (e.g. I can't do this, I'm hopeless/dumb/useless) and helpless behaviour (giving up easily, expecting others to do things for them). Encourage them to use helpful thinking instead (e.g. I made a mistake but everyone makes mistakes).
- Don't fight all your child's battles for them. Children need to experience some challenges so they can learn how to bounce back.
- Model effective solving of problems that are age appropriate for your child by thinking 'out loud'. Review different solutions to a problem and the possible good or bad consequences of the different solutions.
- Avoid offering 'quick fixes' or 'feel good' options when things get tough. Rather than distracting them with a movie or treats, let them sit with the bad feelings, knowing that you care that they are hurting, but that it is something they have to deal with, not escape from.

- Help your child to take responsibility for what happens. When something doesn't work out for them, draw up a pie chart with them and ask them to reflect on:

- How much was due to me?
- How much was due to others?
- How much was bad luck or circumstances (i.e. being in the wrong place at the wrong time)?

Also encourage them to consider the situation from the other person's viewpoint.

- When something bad happens to your child, help them to keep things in perspective by asking them:

- Does this really matter? Are you getting upset over very little?
- On a scale from 1 to 10, how important is this to you?

- What's the worst thing that can happen? Do you think you can handle that?

These questions help your child to stop catastrophising (i.e. assuming that the worst will happen) and stop getting too upset over things that will get better or improve in time.

- Encourage them to think about the parts of their life that are still exactly the same and still good (e.g. they lost a friend but they still have other friends, their school work is going well, nothing has changed at home).

#### ◆ Bounce Back! stands for:

**B**ad times don't last. Things always get better. Stay optimistic.

**O**ther people can help if you talk to them. Get a reality check.

**U**nhelpful thinking makes you feel more upset. Think again.

**N**obody is perfect – not you and not others.

**C**oncentrate on the positives (no matter how small) and use laughter.

**E**verybody experiences sadness, failure, hurt, rejection and setbacks sometimes, not just you.

They are a normal part of life. Try not to personalise them.

**B**lame fairly. How much of what happened was due to you, to others and to bad luck or circumstances?

**A**ccept what can't be changed (but try to change what you can change first).

**C**atastrophising exaggerates your worries. Don't believe the worst possible picture.

**K**eep things in perspective. It's only part of your life.





## Attention

- \*DAYCARE
- \*PRESCHOOL
- \*ALL SCHOOLS

Please note there has been an increase incidence of respiratory viruses in the last few weeks.

One in particular RSV (Respiratory Syncytial Virus).

Please make sure that anyone attending Day Care, Pre-School or School does not have a cough or cold symptoms or feeling unwell.

**STAY HOME IF NOT WELL. GET TESTED**

**THIS CAN BE DONE THROUGH YOUR GP OR HOSPITAL  
(phone first, do not attend in person)**

### Respiratory syncytial virus

With no effective vaccine, respiratory syncytial virus (RSV) is the most common cause of severe lower respiratory tract disease among infants and children.

#### Who is most at risk?

Premature infants; adults with heart or lung problems or impaired immunity. Can lead to serious complications such as pneumonia.

#### Symptoms

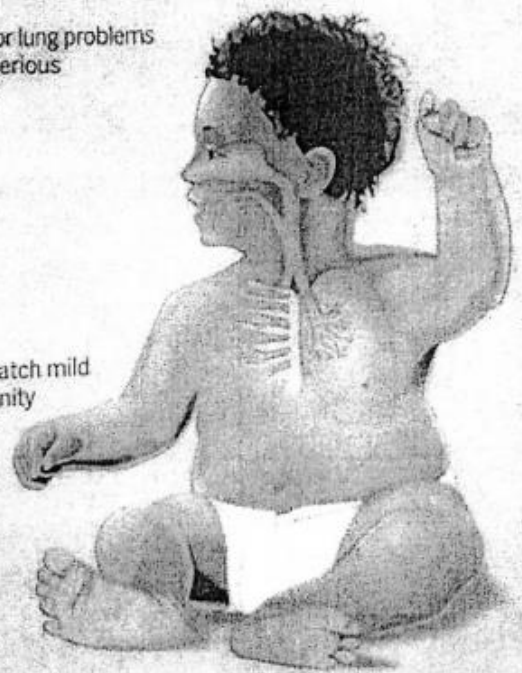
Nose, throat infection followed by variable fever and lung symptoms:

- Wheezing
- Fast, deep breathing
- Decreased activity

#### Prevention

No vaccine exists: 60% of infants catch mild case, which gives them some immunity

Transmitted by respiratory secretions; frequent hand washing prevents spread



| Week        | Mon                                 | Tue                      | Wed         | Thu                 | Fri                             |
|-------------|-------------------------------------|--------------------------|-------------|---------------------|---------------------------------|
| 5           | 9<br>District Athletics<br>Carnival | 10                       | 11          | 12<br>Middle School | 13                              |
| 6           | 16                                  | 17                       | 18          | 19<br>Middle School | 20                              |
| 7           | 23                                  | 24                       | 25          | 26<br>Middle School | 27                              |
| 8           | 30                                  | 31                       | 1 September | 2<br>Middle School  | 3                               |
| 9           | 6                                   | 7                        | 8           | 9<br>Middle School  | 10                              |
| 10          | 13                                  | 14                       | 15          | 16<br>Middle School | 17<br>Last Day of<br>Term 3     |
| Term 4<br>1 | 4 Oct<br>Long Weekend               | 5<br>First day of Term 4 | 6           | 7<br>Middle School  | 8                               |
| 2           | 11                                  | 12<br>School Photos      | 13          | 14<br>Middle School | 15                              |
| 3           | 18                                  | 19                       | 20          | 21<br>Middle School | 22<br>K-2 Excursion<br>Griffith |



## Tuesday & Friday

### LUNCH

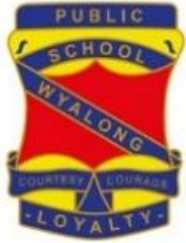
|   |           |
|---|-----------|
| Chicken Nuggets                         | .50c ea   |
| Tub Gravy                               | .50c      |
| Tomato Sauce                            | .50c      |
| BBQ Sauce                               | .50c      |
| Pizza ham & pineapple on English Muffin | \$2.50    |
| Pizza cheese & bacon on English muffin  | \$2.50    |
| Toasty (ham/cheese/tomato)              | \$4.00    |
| Chicken Burger                          | \$4.00    |
| Party Sausage Rolls                     | \$1.00 ea |
| Party Pies                              | \$1.00 ea |
| Chicken or Beef Noodles                 | \$2.00    |

### DRINKS

|   |        |
|---|--------|
| Water   | \$1.00 |
| Fruit box/popper                                    | \$1.00 |
| Strawberry Flavoured Milk                           | \$1.00 |
| Chocolate Flavoured Milk                            | \$1.00 |
| Juice Bomb – lemon, apple blackcurrant & watermelon | \$2.00 |

### RECESS

|                                  |        |
|----------------------------------|--------|
| Moosies (chocolate or bubblegum) | \$2.00 |
| Cheese and Crackers              | \$1.00 |
| Small Sunny Boys - Blue or Red   | \$1.50 |
| Honey Soy Chips                  | \$1.00 |
| Jumpy's                          | \$1.00 |
| Juicies                          | \$1.50 |



# Wyalong Public School



## Starting school in 2022?

Our highly successful Kinder Orientation program is designed to create friendships, build confidence, extend social skills and develop academic competencies.

### **SAVE THE DATE**

#### **Kindergarten Orientation Days**

Friday 29th October 9.00am-12.00pm

Friday 5th November 9.00am—12.00pm

Friday 12th November 9.00am—12.00pm

Friday 19th November 9.00am—3.00pm

Friday 26th November 9.00am—3.00pm

*\*All children welcome*

*\*No pre-enrolments/fees*

*\*Parents Welcome*

For more information please contact the school to register on 0269 722 140

Toppo fresh is a healthy snack available for students to purchase on **Wednesdays**.  
**Money must be returned to the school by Tuesdays.**



**Wednesday 18<sup>th</sup> August 2021**

*Hot Chocolate*  
**\$1.00**

NAME/S:

.....

**ORDERS AND PAYMENT DUE:**  
**Tuesday 17<sup>th</sup> August 2021**  
\*No late orders due to catering\*



**Wednesday 25<sup>th</sup> August 2021**

*Hot Chocolate*  
**\$1.00**

NAME/S:

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**ORDERS AND PAYMENT DUE:**  
**Tuesday 24<sup>th</sup> August 2021**  
\*No late orders due to catering\*



**Wednesday 1<sup>st</sup> September 2021**

*Hot Chocolate*  
**\$1.00**

NAME/S:

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**ORDERS AND PAYMENT DUE:**  
**Tuesday 31<sup>st</sup> August 2021**  
\*No late orders due to catering\*



**Wednesday 8<sup>th</sup> September 2021**

*Hot Chocolate*  
**\$1.00**

NAME/S:

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**ORDERS AND PAYMENT DUE:**  
**Tuesday 7<sup>th</sup> September 2021**  
\*No late orders due to catering\*