We are Respectful, We are Responsible Learners, We are Honest and Trustworthy, We are Caring and Compassionate, We are Good Citizens

We pay our respects to elders past, present and emerging.
We are proud to acknowledge Dja Dja Wurrung as the Traditional Owners of this Country.

DIARY DATES

DECEMBER
Thurs 20th Final Day Term 4 - 3.20pm finish

Happy Holidays!

JANUARY 2019
Mon 28th Australia Day Holiday
Tues 29th Staff Personal Development Day
Pupil Free Day
Wed 30th Early Years Testing Day
Thurs 31st Grades 3 – 6 Commence classes

FEBRUARY 2019
Fri 1st Early Years Commence classes
Wed 6th Canteen Opens for 2019

ASSEMBLY 9.00am every Tuesday in the Gym
MINI BREAKFAST held in the Gym every Thursday at 8.30am

Office Hours: 8.30am to 4.00pm
Students’ School Banking Day: Fridays

2019 TERM DATES
Term 1: 30th January to 5th April
(G3-6 Start 31st. All Students at school from 1st Feb)
Term 2: 23rd April to 28th June
Term 3: 15th July to 20th September
Term 4: 7th October to 20th December

WE ARE A RESPECTFUL RELATIONSHIP SCHOOL

KIDS HELPLINE FOR YOUNG PEOPLE: 1800 551 800
HEADSPACE FOR TEENS: 1800 650 890
Sometimes talking about what has been happening in your life can bring up concerns, where you may need to seek extra support.

Graham DUX Prize winners for 2018

Congratulations to Charli Scopel and Scout Kinnear

School Captains for 2019

Congratulations to Ellah Carpenter and Matthew Hunt

House Captains 2019

Sutton Erin Childs & Matthew Forbes
Wyuna Zara Droginski & Dylan Gledhill
Corinella Heidi Torrance & Logan Koleski
Tipperary Jessica Santurini & Billy Gillett

House Captains

Term 4 2018 No. 38 Wednesday, 19th December, 2018

Current Focus Celebrate Community
(Being a Good Citizen)
Final Newsletter
What a busy week it has been.
It was with great excitement that we hosted our Graduation dinner at Daylesford Primary School for our 48 Year 6 students from Daylesford, one Year 6 student from Yandoit and two Year 6 students from Drummond. It was a wonderful celebration for all our fantastic students and I personally would like to congratulate every one of our students as they danced the night away.

As stated on the night we wish you a great start to your secondary school experience and congratulate you on all your achievements as you progress to the next stage of your education.

School Leaders
Congratulations to our school leaders in 2019 as announced at Tuesdays assembly. The school is very fortunate to have such great talent and it is significant that all students are capable of developing their leadership potential. Well done to all

Final Principal Message
I would like to thank all those individuals who have supported me, assisted me and encouraged me in this significant role. I very much look forward to hearing great stories about the Daylesford community and Daylesford, Drummond and Yandoit Primary Schools into the future.

Lightning Strike last Thursday 13th December 2018
As you all know the school was hit with a lightning strike last Thursday. All contacts should have received an SMS from the school stating that everyone was safe and supported. As a follow-up I have included information (on last page of newsletter) regarding how to deal with trauma that some children may have in response to the lightning and thunder. Please read carefully and if you perceive that further support may be required please consult your GP.

Trevor Edwards
Acting Principal

ACADEMIC AWARDS 2018
Graham Dux Awards Charli Scopel & Scout Kinnear
J Richards Award Neave English
E. E. Leggo Award Bernard Kelly
Terry Brooker Award Lachlan McColl
Murray Stewart Charlotte Streat & Zac Koleski
Sports Award
Stella Armstrong Awards - Visual Arts Eliza Strawhorn
– Performing Arts Violet Dennis
LOTE Italian Award Indigo Toner-McLachlan
Principals Award William Boskov
Shire of Hepburn Award
Citizenship Award
DSC Scholarship - Academic Chloe Work
- Sport Makayla Jenkin, Eliza Strawhorn & Charlotte Streat

Congratulations to all the recipients of the Academic Awards for this year

CULTURAL AWARDS 2018
Gr Performing Arts Choir LOTE VISUAL ARTS
3 Matilda Botting Matilda Botting
Amber Hommel Lucas DeMurashkin
4 Poppy Maxwell Tom Britten Layla Bull
Orla Sime Isabelle Strawhorn
5 Erin Childs Stanley Meadows Aaro Partonen
Orla Sime

Bus Captains 2019
Bus One
Angus Gunn & Mackenzie Elderfield
Bus Two
Liwelyn Thomas & Lena Milosh
Bus Three
Kieanne Davies & Frey Pelham

Specialist Captains for 2019
LOTE Nayomi Fairhurst & Aaro Partonen
Performing Arts Dru Dickenson- Bray & Arlo Deakin
Visual Arts Lily Austin & Orla Sime
ICT Miki Bruzzese & Stanley Meadows
Sustainability Imogen Waldon & Rani Comber

LINGUASCOPE ITALIAN AWARDS
Grade 4 Bianca Jacobson
Grade 5 Aaro Partonen

Term 4 2018 No. 38 Wednesday, 19th December, 2018
Current Focus Celebrate Community
(Being a Good Citizen)
Grade 6 Dinner - Thank you
We would like to take the opportunity to thank Albert Street Butchers for supporting our Grade 6 dinner this year.

Breakfast Club - Thank you
We would also like to thank Bakers Delight for their kind donation of bread throughout the year to the Breakfast Club

5/6 Presentation Night

PARENT VOLUNTEERS

<table>
<thead>
<tr>
<th>FRIDAY</th>
<th>SICK BAY WASHING</th>
<th>SCHOOL BANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Feb</td>
<td>Jo Steiner</td>
<td>June Cooper</td>
</tr>
<tr>
<td>16th Feb</td>
<td>Petra Bueskens</td>
<td>Jo Steiner</td>
</tr>
<tr>
<td>23rd Feb</td>
<td>Christine Gilligan</td>
<td>Shelley Sandow</td>
</tr>
</tbody>
</table>
TRAUMATIC STRESS RESPONSES IN THE LOWER PRIMARY SCHOOL YEARS

Physical reactions
- Changes in appetite
- Nausea
- Sleep disturbances
- Changes in toileting habits, eating habits
- Clumsiness and changes in coordination
- Aches, pains and somatic complaints

Impact on thinking
- Children of this age are likely to have a detailed long-term memory of the event/s. Their recall may be fragmented
- Preoccupation with event
- Reduced attention span and concentration
- Reduced ability to play constructively
- Disorganised, confused and forgetful
- Preoccupied, appears to day dream
- Anxiety and worrying about themes such as safety, death, health
- Searching for understanding of why and how it happened
- Intrusive memories, images, smells
- Cognitive and language delays or regressions
- Wish for revenge or to be able to ‘fix’ the event (action-oriented responses)

Behavioural reactions
- Tearfulness
- Reluctant to ‘worry’ parents/teachers with their ‘worries’, protective of parents and teachers
- Unwillingness to be left alone
- Confusion, disorganisation, easily overwhelmed
- Aggression, anger, lying, withdrawal
- Anxiety, hyper-alert
- Return to younger behaviour

HELPFUL ACTIONS
- Provide reassurance, comfort and support and CALM.
- Take care of yourself and seek support for your own reactions.
- Provide realistic, developmentally appropriate information about the event. Listen for misunderstanding or embellishment of the event and gently correct and reassure.
- Provide time to draw and play.
- Provide ongoing, consistent care with predictable routines.
- Explain changes to routine in advance and reassure about arrangements.
- Monitor and note any changes in temperament and mood, discuss with school wellbeing/psychologist/social worker.
- Protect from inappropriate or repetitive discussions, media or images of the event, monitor social network access and discussions.

TRAUMATIC STRESS RESPONSES IN THE UPPER PRIMARY SCHOOL YEARS

Physical reactions
- Bodily aches and pains such as headaches, nausea, skin problems
- Visual and perceptual problems
- More prone to becoming unwell
- Eating disturbances
- Enuresis and encopresis, changes in toileting habits
- Sleep disturbances, tiredness, fatigue
- Hyper arousal, hyper vigilance, hyperactivity, on edge and anxious, jumpy, easily startled

Impact on thinking
- Interference with concentration and capacity for learning
- Distortions about the event, may be embellished by fear or wish, perception of time and duration may be altered
- Fear of supernatural such as ghosts
- Preoccupation with the traumatic event
- Impaired memory and recall
- Intrusive recollections
- Preoccupation with revenge

HELPFUL ACTIONS
- Provide rest, support, and comfort.
- Provide realistic age appropriate information about the event and address distortions.
- Provide time to talk about fears, event, and dreams.
- Help identify traumatic reminders and anxieties and encourage children not to generalise.
- Confirm that these feelings are normal.
- Encourage support networks.
- Encourage constructive activities on behalf of the injured or deceased, support restorative actions that promote self-efficacy.
- Help child to retain positive memories.
- Provide a structured and predictable environment to provide a sense of safety.
- Monitor the child and note any changes in temperament and behaviour.
- Encourage the child to let significant others know about the event.

Term 4 2018 No. 38 Wednesday, 19th December, 2018

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