From the Principal
Our school plays an important role in providing our children with an opportunity to gain greater social and emotional awareness and to practice their skills as they learn and grow. Social and Emotional Learning (SEL) can help our children develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build our children’s ability to recognise and manage their own emotions, helping them make responsible decisions. Teaching social skills increases our children’s satisfaction, success and academic engagement, outcomes and achievement.

One of the approaches we have been focussing on is on being a bucket filler or a bucket dipper. The thinking behind this approach is that each of us has a bucket, this bucket is either emptied or filled, depending on what others say and do to us. When our bucket is full, we feel great, when it is empty we feel awful. Each of us has our own bucket dipper, we use that dipper to either fill or empty other people’s buckets. To fill other people’s buckets, we say or do things that increase their positive emotions. This has the added bonus of filling our own bucket too. But when we use that dipper to dip from others’ buckets by saying or doing something negative, we decrease positive emotions and empty our own bucket at the same time. Like the cup that runs over, a full bucket gives us a positive outlook and renewed energy. Every drop into our buckets makes us stronger and more optimistic. But an empty bucket poisons our outlook, saps our energy and undermines our will.

So we all face a choice every moment of every day: We can fill one another’s buckets, or we can dip from them. It’s an important choice and one that has a profound effect on our relationships, engagement, health and happiness. So which are you? A bucket filler or bucket dipper?

Sharon Mitchell

These students filled MY bucket this week. They worked together to pack away the sand toys and played together respectfully to create some wonderful sand art.

PUPIL FREE DAYS
A reminder to all families that on Friday 6th June the school will be closed (Pupil Free Day) for our staff and staff from neighbouring schools to undertake Professional Development in Mathematics (Number) with Di Siemon from RMIT.

On Monday 9th June all schools in Victoria will be closed for the Queens Birthday Public Holiday.

2014 CALENDAR
JUNE
6th Whole Staff Maths PD - Pupil Free Day
9th Queens Birthday Public Holiday
10th Scheduled fortnightly PFA Meeting 9:00am
17th Winter Sport Lightning Premiership
19th Regional Cross Country
24th Scheduled fortnightly PFA Meeting 9:00am
25th Parent/Teacher Interviews 1:00 - 5:00pm
27th Last Day Term 2

JULY
14th School resumes Term 3

AUGUST
4th—11th Yarram Eisteddfod

SEPTEMBER
1st Grade 6 students - Second Orientation Day
11th Division Athletics Sports
19th Last Day Term 3

OCTOBER
6th School resumes Term 4
23rd Aquatic Ed. Program commences

NOVEMBER
4th Pupil Free Day
5th Public Holiday
10th-12th 3-6 School Camp

School Office Hours
8.30am - 4.15pm (Wednesdays unattended)
Absences - Phone the office or write in your Child’s communication book

TOORA PRIMARY SCHOOL ● Ph: (03) 5686 2283 ● Fax: (03) 5686 2451 ● Mob: 0418 914 490 ● Principal: Mrs Barbara Purvis
● Email: toora.ps@edumail.vic.gov.au ● Website: www.tooraps.vic.edu.au ● 5 Harriet Street TOORA, 3962
What happens to the brain when we “lose it”?

Sara Janssen, Student Welfare Officer

Anyone who has been with a toddler when they throw a tantrum will know that you can’t reason with a child full of emotion. It is like the child has flipped their lid, and surprisingly, this is actually a good way of thinking about it. This little person, with a body full of emotion, can’t think calmly and sensibly and they can’t really even listen to what you are trying to tell them . . . they need space and support from you so that they can calm back down, and get their brains into gear again.

Dr Dan Siegal has a good way to describe what happens to our brains when we “lose it”. He uses the hand as a model of our brain. The palm is the brainstem (for breathing, heart rate, digestion etc.), the thumb is the midbrain (the emotional brain) and the fingers are the cerebral cortex (where the logical thinking and reasoning takes place). Figure 1 shows Dr Siegal’s hand model of our brain.

Sometimes our emotional brain (thumb) and the rational brain (fingers) don’t communicate so well. The strong emotions are so overwhelming that it is like we “flip our lids” – see Figure 2.

When your child has lost it, or flipped their lid, they need help to calm down again. What your child needs most is to be reassured – so give them a hug, show them that you still love them, and try to think of a way you can move forwards rather than focus on the current behaviour. With your help, the emotions will calm down again, the fingers in the model brain will rest back down, and your child will be able to think clearly again.

Tantrums can make us, as parents and carers, really emotional too. Sometimes it seems that the child is ignoring you on purpose, just to be naughty. It feels like they’re out to get you, make you look silly or embarrass you. This is just not true. But sometimes when our child has “lost it” we can “lose it” too. We might get really angry and yell, or burst into tears. As adults, we need to be able to calm our emotions so that we can connect back with the rational part of our brain. And by taking steps to calm down, we are showing our children how to calm themselves down. Our children watch us and do what we do – so we need to act the way we want our kids to act.

Emotions are part of life and that’s ok. We just need to help our children learn to calm down when they are angry or sad or frustrated, so that they can move past the really strong emotion and can think clearly again.

Reference: watch the two and half minute video - Dr Dan Siegel presents a hand model of the brain at http://www.drdansiegel.com/resources/everyday_mindsight_tools/
Student of the Week Certificates

Resilience  Persistence  Organisation
Confidence  Getting Along

Grade 4/5/6 – For excellent participation, listening and concentration skills during Physical Education (PE).

Zayne Lewis – For always willingly helping his younger peers.

Ava Cunningham - For continuing to independently attempt her learning tasks.

Django Dyson - For always ‘giving things a go’ and challenging himself.

Scarlet Robson - For being a positive role model and always willing to help out her peers.

Thomas Brown - For always displaying enthusiasm and eagerness to perform Drama rotations.

Zane Baker – For his much improved effort and terrific achievements with his Reading and Writing tasks.

Sophie Allott – For her terrific persistence, dedication and excellent progress during the Fractions unit.

William Cashin - For his terrific persistence, dedication and excellent progress during the Fractions unit.

Aron Rhodes – For his terrific focus and effort when using Reading Express.
As an important part of our “Reporting to Parents” policy at Toora Primary School we conduct formally timetabled meetings during the year.

Parent / Teacher Interviews for all Grades will be held on **Wednesday 25th June from 1:00pm to 5:00pm**. You will have the opportunity to discuss your child’s report (reports with Progression Points page will be viewable on GenED to all families on Tuesday 24th June) with your child’s teacher at Parent/Teacher Interviews. (Di Walker is available to help parents navigate through GenED – pop in to the office to make a time)

Please note that on Wednesday 25th June there will be classes for all students. Students will be involved in whole-school activities in the multi-purpose hall with Mrs Mitchell, Mrs Janssen and Education Support Staff during the afternoon.

Please complete and return the appointment timetable below by **16th June 2014** so that times may be allocated to each family as conveniently as possible.

Please indicate below if an alternate time is required, your child’s classroom teacher will schedule a time via the Communication book.

Parents should be aware that a maximum of **15 minutes** has been allocated for each interview.

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<thead>
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<th>Wednesday 25th June</th>
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<tr>
<td>1:00 pm to 2:00 pm</td>
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<tr>
<td>3:30 pm to 4:45 pm</td>
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**I need to make an alternate interview time on a different day**

[ ]

Family Name: ..............................................................

Child’s Name: .........................................................Grade: ............Teacher: ......................

Child’s Name: .........................................................Grade: ............Teacher: ......................

Child’s Name: .........................................................Grade: ............Teacher: ......................

Child’s Name: .........................................................Grade: ............Teacher: ......................
# TOORA PRIMARY SCHOOL—SCHOOL UNIFORM

**NAME:** _____________________________________________________________

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I enclose CHQ/CASH to the total of:$____________

*(Please make Cheques payable to Toora Primary School)*

*Orders to be back to school by 23rd June 2014*
## School Uniform Order:

Name: ____________________________________________  Phone: ______________________

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**TOTAL PAYMENT ENCLOSED:** $________________

*Please return orders & Payment by Monday 23rd June 2014*