



# Regentville Public School

Schoolhouse Road Regentville, NSW 2745

Phone (02) 4733 1615

Fax (02) 4733 4022

Email: [regentvill-p.school@det.nsw.edu.au](mailto:regentvill-p.school@det.nsw.edu.au)

Web: [www.regentvill-p.schools.nsw.edu.au](http://www.regentvill-p.schools.nsw.edu.au)



*"Learn Wisely, Live Proudly"*

## From the Principal - Mrs Maraga

29 November 2017

### Gold and Silver Assemblies

Friday 8 December will be a celebration of the achievements of many of our students here at Regentville. The Gold and Silver assemblies are always a special acknowledgement of the wonderful achievements of those children who have reached this very special milestone. We look forward to welcoming many families to our assembly to share this special moment.

### P&C meeting

Next Tuesday December 5, is the final P&C meeting for 2017. The meeting will be held in the library starting at 7pm. All are welcome to attend.

### Exciting times at school

There is a buzz of excitement around the school as the end of the year comes rushing towards us. We are constantly reminding the students about remaining safe and respectful right through this exciting time. We would appreciate your support from home to reinforce this message with your children. You may wish to ask your child 'what's the hoot?' They should answer: 'be safe, be respectful, be a learner'!

### A very Kindy Christmas



We are looking forward to our families of children in Kindergarten 2017 and 2018 joining us for a very Kindy Christmas on Thursday 7 December. We are looking forward to an evening of singing, dancing and end of year celebrations.

### Farewell to Mrs Jones, Mrs Warne and Mrs Tomasko

We farewell Mrs Tomasko, Mrs Warne and Mrs Jones as they take leave from our school to welcome a new baby into each of their families. It is an exciting time for them and their families. We are so thankful for all the wonderful work they have done at Regentville PS and look forward to them returning after maternity leave.

### Thank you for the donations to the Giving Tree



Our Student Representative Council (SRC) members are so very grateful for the wonderful response they have received to their requests for items for the annual Giving Tree.

At our school we like to encourage children to think of others as well as themselves over the Christmas period.

As well as items for families that are less fortunate we also have a group of students who will go along to sing for the elderly at Endinglassie Lodge next week. Our students are always warmly received as they bring Christmas cheer with their lovely singing.

### End of Year Events

There are lots of exciting events happening over the next few weeks and included in this newsletter is a sheet detailing the events, dates and times and any specific details. Important dates and times can also be found on our Facebook page and Skoolbag app.



# Calendar Reminders

Just a  
reminder...



5 December	STEM Expo
7 December	Very Kindy Christmas in the Grove
8 December	Gold/Silver Assembly
11 December	Presentation Day
12 December	Year 6 Graduation Ceremony
13 December	Helpers Morning Tea
13 December	Year 6 Farewell Dinner
14 December	K-2 Party Day
15 December	Year 3 & 4 Party Day, Year 5 & 6 Party Day, Last Day Term 4 2017
<b>Payments Due</b>	
30 November	Year 3 & 4 Party Day \$25.00
5 December	K-2 Party Day \$5.00
	Voluntary School Contribution can be paid at any time \$45/\$90



*Please join us for*

## ***The Helpers' Morning Tea***

*Date: Wednesday 13 December 2017*

*Time: 11 am*

*Location: Regentville Public School Library*



# Events coming up



## STEM EXPO

**Week 9**

**Tuesday 5 December**

**9:00-11:00am**

**8:15-9:00**

**Registration in the library**

**Coffee and morning tea**



**Sharing our  
success with  
our community!**

*All parents and caregivers are welcome to attend a short presentation in the library, followed by a student expo featuring four 'real world' projects they have been working on this year!*

### **STEM Project Classes:**

**3P *Future Focused Learners***

**4A Water Warriors**

**4P Hope Heroes**

**4/5F PNG Aid Support**





## *Canteen News*

*The last day of trading for the canteen will be  
WEDNESDAY 13th December 2017.*

*Thank you*

*Sally Simmons*



## Library News

Could all **books** borrowed by students be **returned** to the library **immediately** as a stocktake needs to be

completed during the last two weeks of term.

Thank you.

Mrs Healey

# Important Reminder



Please support those in need at Christmas  
by providing something for the  
**GIVING TREE**



Donations can be placed in class collection  
boxes or directly under the Giving Tree in  
the office up until Friday 15<sup>th</sup> December.

Thank you for your kind donations!



# The Spirit of Giving

*Each year Regentville helps charities that support families facing hardship over Christmas.* We have allocated each stage ideas of items to bring for the 'Giving Tree' to ensure a variety of gifts are available.

If you choose to support this worthwhile cause you can bring in one (or as many items as you like) to place in your classroom collection box. These items will be combined and sent to families in our local community who are in need.

The SRC will be collecting items in the classroom from now until **Friday 15th December**. Of course, you can place donations directly under the 'Giving Tree' which can be found in the office.

*We thank you in advance for your generosity.*

The SRC



## Here are some ideas

### Kindergarten and Teachers - Please bring special gifts

Examples for kids include pencils, crayons, paper, colouring books, stickers, skipping ropes, books, bubbles, bubble bath, small toys .....

Examples for adults include hand creams, scented candles, books, vouchers.....

### Year 1 and 2 - Please bring food items (*non-perishable*)

Examples include canned food, coffee, tea, pasta, long life milk, spreads (jam, vegemite etc), pasta, sauces, cake mixes, oil, Christmas food items....

### Year 3 and 4 - Please bring toiletry items / household items

Examples include toothbrushes, toothpaste, shampoo, conditioner, soap, deodorant, sunscreen, garbage bags, washing up detergent, gloves, bug repellent, soap on tap.....

### Year 5 and 6 Please bring food items (*non-perishable*)

Examples include canned food, coffee, tea, pasta, long life milk, spreads (jam, vegemite etc), pasta, sauces, cake mixes, oil, Christmas food items....





**Regentville Public School celebrates  
150 years in 2018  
and we're starting to plan now.**



*Photo courtesy of Ron Vaughn*

**Do you know any of the people in this photo?  
Please contact us if you or someone you know was  
part of this important moment in our  
school's history.**

**Do you have any other early photos you can share?  
[regentvilleps150@gmail.com](mailto:regentvilleps150@gmail.com)**



# MERRY CHRISTMAS

from  Glenmore Park  
Anglican Church


## CAROLS IN THE PARK

**SUN DEC 17<sup>TH</sup>**


Blue Hills Oval, Glenmore Park

5PM: Food and fun for everyone

7PM - 8:20PM: Christmas Carols

 Bring friends, family & a picnic rug

 No alcohol please

 In case of wet weather, join us at  
cnr William Howell Dr & Pritchard Pl



## CHRISTMAS EVE

9AM Communion  
*(with kid's program)*

5PM Carol Service  
*(children come dressed as angels,  
shepherds or wisemen)*

11PM Candlelight Service

**SUN  
DEC  
24<sup>TH</sup>**

## CHRISTMAS DAY

**MON  
DEC  
25<sup>TH</sup>**

8AM & 9:30AM  
Celebration services  
for everyone!  
*(creche available)*

Rev John Lavender 4733 1635 /  follow us on Facebook / [www.gpa.church](http://www.gpa.church) / cnr William Howell Dr & Pritchard Pl

LOUD Theatre Company presents



# Princesses & Princes

Songs from Frozen,  
Moana, The Little  
Mermaid, Trolls,  
Aladdin and more.

Come dressed as your  
favourite princess or  
prince!

**Penrith Panthers**

**Jan 10th, 2018**

**11am**

**Tix \$12 @**

[www.loudtheatre.com.au](http://www.loudtheatre.com.au) [facebook.com/loudtheatrews/](https://facebook.com/loudtheatrews/)  
<http://www.ticketbo.com.au/princessesandprinces>



## Passport to school holiday fun!

Bookings are now open for our summer Holiday Club program – ‘Passport to Summer’.

Join in the summertime fun these school holidays; **Incursion days include:**



### Bags and Pencil Cases With A Splash Of Colour

We're getting ready for the new school year with a splash of colour. Using vibrant colours, we'll get creative by tie-dyeing calico bags and pencil cases. It'll be to dye for!

At the end of the day you'll be able to take home your new bag and pencil case to use at home or school.



### Make An Erupting Volcano

We'll be building our very own volcanoes and making them erupt. At the end of the day you'll be able to take your volcano home so you can make it erupt again and again - in true volcanic fashion!

### Book into a Holiday Club program

For more information on a Holiday Club program near you and to book visit

[www.campaustralia.com.au/holidayclubs](http://www.campaustralia.com.au/holidayclubs) and use the 'Holiday Fun finder' on our homepage.

We hope to see you and your family at a Holiday Club program near you soon.

From the Team at Camp Australia.





**Uniting**

Delivering the NDIS in your community



# You're invited to a family fun day in the Hawkesbury

**Come and celebrate International Day of People with Disability and Social Inclusion week.**

On 1st July 2016, the National Disability Insurance Scheme (NDIS) was introduced in Nepean Blue Mountains by Uniting and the National Disability Insurance Agency. The NDIS is the new way people with disability receive help and it means a new era of lifestyle and service choices for you and your family.

**Join us on Saturday 2nd December 2017 from 10am to 4pm**

- Non-stop entertainment, food, music and fun
- An interactive expo of local businesses, organisations and service providers
- Roving magicians, face painters, fairies and entertainers
- Get your free photo with Santa from 12pm
- Donate a gift to charity at our Wishing Tree

There will be an event program available on the day so you don't miss a thing. Note the date in your diary, and feel free to contact us.

**When:** Saturday 2nd December 2017  
10am to 4pm

**Where:** Hawkesbury Showground  
40 Racecourse Road  
Clarendon

**Contact:** Heather or Vanessa  
0429 192 467  
vbayley@uniting.org

**Register:** vbayley@uniting.org

[ndis.gov.au](http://ndis.gov.au)



## How self-regulation difficulties affect children

### Contents

- ▶ Keeping a balance:  
Managing feelings  
and behaviours
- ▶ Explaining self-regulation
- ▶ How does self-regulation  
develop?
- ▶ Why is self-regulation  
important for mental  
health?
- ▶ What do self-regulation  
difficulties look like?
- ▶ Responding to stress
- ▶ Recovering after stress

**Parents contribute  
in many ways to  
children's ability to  
regulate emotions.**

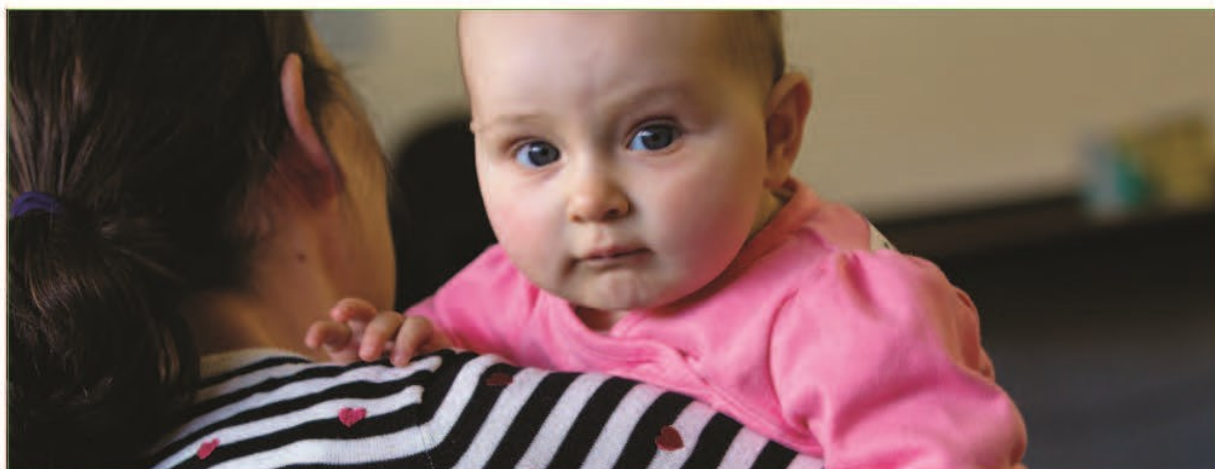
### Keeping a balance: Managing feelings and behaviours

Children experience ups and downs when they are trying to manage their feelings and behaviours. Helping them find ways to balance this is called self-regulation.

### Explaining self-regulation

As part of life, children are exposed to new events and experiences such as their first day at childcare, moving house or the birth of a sibling. Babies and young children may be frightened and upset by these new experiences and express their distress in a number of ways such as crying, withdrawing, bedwetting or clingy behaviour. When parents and carers respond in a caring way, for example, with a calm tone of voice, holding, rocking and gentle touch, children learn they can feel comfortable and safe again. They learn others will be available to help them notice and understand their feelings and behaviours and provide comfort when needed. Parents and carers act like an 'emotion coach' and with their help, children can learn to regulate their feelings and behaviours. Being able to manage feelings and behaviours is called self-regulation.

Emotional and behavioural self-regulation contributes to young children's growing independence. It is this growing ability to control their own feelings and behaviour that eventually allows a child to become more skilled in their relationships with children and adults, for example, when playing together or making decisions together. In the preschool years, children's self-regulation skills are still developing and can often go up and down. Being able to consistently regulate their own feelings and behaviour is a major task for a young child. By school age, children become more flexible and are better at regulating their own emotions and actions. When children learn to self-regulate they have stronger friendships and relationships with others, are more able to pay attention and learn new things and deal better with the normal stresses and disappointments of daily life.



## How does self-regulation develop?

Sensitive and comforting care from warm, supportive and trusted adults helps children develop self-regulation. Just like newborn babies need help regulating basic needs like body temperature, heart rate and sleeping, they also need help regulating their emotions. Babies have simple ways to manage their emotional experiences, for example, looking away when they need a break or sucking their thumb after hearing a loud sound. By the end of the second year most toddlers have learnt some self-regulation skills, such as being able to wait a short time for something they want and paying attention when someone is talking to them.

All children learn to regulate their emotions through watching the adults in their life (like parents and carers) manage their own feelings and behaviour. Parents and carers are therefore important models for their children in their day to day life. When children see parents and carers effectively regulate their own emotions and actions, it helps them to learn how to manage their own feelings and behaviours.

Children learn over time how to self-regulate without the presence of a parent or carer. For example, a three-year-old may be able to share a toy for a short time when a parent or carer is present but find it more difficult when the parent or carer is away from them. However, by the time children are about four, they are more able to understand and manage their emotions, slow down their behaviour and focus attention on tasks. Also at this age children can manage two or three feelings, thoughts or tasks at the same time. All of these new skills help children to self-regulate more effectively when their parent or carer is not with them.

**'Children learn to regulate thoughts, feelings, behaviours and emotion by watching and responding to adults' self-regulation.'**

## Why is self-regulation important for mental health?

Self-regulation skills are linked to how well children manage many other tasks during early childhood. With these skills, children are more able to manage difficult and stressful times that occur as part of life, such as loss of a pet, death of a family member or family separation. This helps to decrease the ongoing impact of stress that can contribute to mental health difficulties.

As a child learns to self-regulate, skills such as concentrating, sharing and taking turns also develop. This enables a child to move from depending on others to beginning to manage by themselves. Most children at some stage will struggle to manage their feelings and behaviours, particularly when they are tired, hungry or facing new experiences. When this happens, they might become upset, sulky or angry. This is all part of being a young child and is not necessarily cause for concern.

Difficulties in emotional and behavioural self-regulation that occur often, across a number of setting and over long periods of time can be warning signs that mental health difficulties may be present. Some of the signs of self-regulation difficulties in children include ongoing difficulties with concentration (e.g., being unable to listen to a story), looking very sad and uninterested in daily activities (e.g., playing with other children), or becoming easily upset and worried so they are unable to move on. These types of self-regulation difficulties can interrupt important tasks of childhood such as learning, maintaining relationships and understanding of feelings and behaviour. It is when difficulties occur often and for an extended time that seeking advice from a health professional may be necessary.



<sup>1</sup>Florez, I. R. (2011) Developing Young Children's Self-Regulation through Everyday Experiences. *Young Children*, p51. Available at: [http://www.naeyc.org/files/yc/file/201107/Self-Regulation\\_Florez\\_OnlineJuly2011.pdf](http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf)



'... sensitive and comforting support in reaction to young children's stress is a key to nurturing self-regulation'<sup>2</sup>

### What do self-regulation difficulties look like?

Self-regulation of feelings can be the most challenging part of emotional development. A child must be able to self-regulate many different feelings in 'real-life' situations. Children will experience difficulties in regulating their feelings and behaviours as they are still developing these skills. For example, a young child may have difficulty settling into a predictable routine (for example, sleeping, feeding) or managing reactions to changes in their environment (for example, loud noise, bright lights). An older child may find it difficult to wait their turn or calm down after becoming upset. One way of understanding self-regulation difficulties in babies, toddlers and preschool children is to look at their behaviour. Behaviours can be broken down into two broad types:



<sup>2</sup>Gonzalez-Mena, J., Widmeyer Eyer, D. | 2009) *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive Care and Education* | 5th ed), p226. McGraw-Hill

#### 1. Externalising Behaviours

For example: tantrums, fighting with peers, not following an adult's directions, hitting, spitting, and throwing self on the ground.

These behaviours are often relatively easy to recognise and tend to be noticed quickly. This is because these behaviours can be quite disruptive and are likely to demand attention from parents, carers and staff. Children who engage in externalising behaviours experience difficulty maintaining the ability to self-regulate their feelings and behaviours and tend to react instead by doing things like hitting, screaming or crying uncontrollably. When this happens, a child will need others to help them to regain control of their feelings and behaviours and get back into balance.

#### 2. Internalising Behaviours

For example: worry, anxiety, sadness, becoming easily upset, withdrawing from social situations, turning away from parent, carer or staff.

Internalising behaviours tend to be more difficult to notice because feelings are directed inwardly by the child and do not necessarily draw attention from others. These are the opposite of externalising behaviours. A child who internalises their emotions still experiences strong feelings, but keeps them inside instead of expressing them. An example is when a child falls over and hurts themselves badly, but does not cry or ask for help. In this situation the child will need help from others to express their feelings and experiences.

In general, children who struggle with self-regulation find it hard to maintain a balance and their stress levels can get stuck in the 'on' or 'off' position. When this happens children find it hard to move back into balance by themselves. When a child's stress level is stuck in the 'on' position, they are easily upset and tend to externalise their behaviour (for example, crying uncontrollably, or lashing out by hitting). When stuck in the 'off' position, children tend to suppress feelings, remain distressed for longer periods of time and internalise their behaviour (for example, avoiding other people, or not asking for help when hurt).



## Responding to stress

The ability to self-regulate feelings and behaviours is linked to the ability to regulate stress levels. For a newborn everything is new and stressful, even a nappy change. When parents and carers are gentle and nurturing in caring for their baby, their baby learns to feel safe in new situations and trust their parents or carers will look after them. Older babies and young children face other everyday challenges such as meeting new people or being separated from the adults they trust. Children learn coping skills by understanding their emotions and overcoming these small stresses. Successfully overcoming these small stresses helps children to develop and practice skills that will assist them in coping with future challenges.

Children can develop skills to cope with stress in different ways. One way is through exposure to manageable amounts of stress, for example having to wait a short time for their turn on the swing. Another way is to look at an adult who is feeling frustrated (for example, someone who has lost their keys) to see how to respond appropriately. It is not necessarily the nature of the stress that matters, but the availability of others to help that assists children to develop coping skills.

Responding to stress is an essential part of the body's response to life. Difficulty regulating stress is related to a large range of mental and physical health difficulties. Stress can affect physical health by weakening the immune system and increasing vulnerability to infections and other illnesses. Stress also affects mental health and has links to depression and anxiety. Being able to cope with stress is like having a strong immune system. For young children, good 'emotional immunity' comes from experiences of feeling safely held, touched, seen and helped to recover from stress. Poor 'emotional immunity' is connected to feelings of uncertainty, anxiety and lack of self-regulation.

When children experience ongoing stress their learning, behaviour, physical and mental health can be affected. Children who have experienced many sad, stressful and fearful times when they are young need more support to buffer these negative effects and build their self-regulation and coping skills.



**Self-regulation skills develop gradually, so it is important adults hold expectations that fit with a child's age and ability.**

## Recovering after stress

A positive response to stress is one of the key indicators a child has learnt to regulate their emotions and behaviours. When parents and carers are observant and attend sensitively (for example, provide loving touch, responding consistently) children learn how to regulate their feelings and behaviour in stressful situations. When children reconnect with parents and carers after a disruption such as a tantrum, conflict or separation, it helps them feel safe and enables them to move on from their distress.

Reconnecting with parents and carers after a disruption also helps children to learn that difficult feelings (for example, fear, anger and sadness) are temporary and there are things they can do to make themselves feel better. They learn about:

- ▶ resolving differences, particularly if conflict is involved
- ▶ managing disappointment
- ▶ calming themselves and moving forward.

These are important coping skills and help children feel happier and more able to achieve their goals. As children get older they can use these skills in their relationships with others.

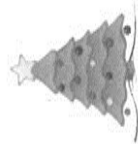
This resource and further information on the national KidsMatter Early Childhood initiative is available to download at [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au). The KidsMatter Early Childhood team also welcomes your feedback which can be submitted through the website.



**Australian Government**  
**Department of Health and Ageing**



The KidsMatter Early Childhood information sheets are resources that have been developed in collaboration and with funding from the Australian Government Department of Health and Ageing. While every care has been taken in preparing this publication, the Commonwealth does not accept liability for any injury or loss or damage arising from the use of, or reliance upon, the content of this publication.



## Free Meal and Support Services in Penrith over Christmas and New Year

Organisation	Hampers and Grocery Items	Christmas Meal Services	Centre Closures	Contact number
Christ Mission Possible	Hampers - Orders taken until the 1 <sup>st</sup> week of December in office or with street based services	Dinner on Thursday 14 December 5.30pm at Steamroller Park 195 Victoria St, Cambridge Park Hampers and toys distributed	Closed from COB Friday 22 December Street based and Centre services Re-opens on Monday 8 January	4704 8809
Penrith Community Kitchen		Lunch on Friday 22 December, 11.45am for 12pm lunch at PCYC location. No booking required. Gifts provided to participants.	Closed only on public holidays Re-opens on 2 January	4721 1444
Mama Lana's Community Foundation	Food hampers and food packs will be available at the meal service only upon request.	Christmas Lunch: 25 Dec, 12 noon held with Church of Christ on 156/160 Stafford St Penrith 25 December: Evening meal service as usual in Judges Place carpark	Service will run as per usual over the Christmas – New year period.	0407 909 447
Ross Hutchison Foundation	Hampers are available, contact the Ross Hutchison Foundation directly		No closure - RH Foundation will be available to provide support over this period.	4721 2620
Anglicare	To discuss and/or organise potential hampers, call Anglicare directly			8805 0900
One Voice Shower Bus			Closed 21 Dec - Reopens 8 Jan	0435 947 164
Westcare Community Services			Emergency Relief Service closed on Wed 20 Dec and re-opens on Mon 29 Jan	4731 3275





Penrith Salvation Army Presents

# Christmas On The Lawn

Dec 16  5-9pm

SINGING | FACE PAINTING | SAUSAGE SIZZLE

JUMPING CASTLE | PETTING ZOO

RIDES | BYO RUGS AND CHAIRS

CHRISTMAS COSTUME COMPETITION  
(FOR KIDS AGED 4-12)

AND A VISIT FROM *Santa*

Penrith Salvation Army  
48 Luttrell St, Glenmore Park

facebook.com Search 'Nepean/Penrith Salvation Army'

If raining, event will be held indoors