

# News from Miss Tanner...



## Welcome Back!

We are continuing our Journey of CU.  
Dance, Coding, Choir and Girls group are still going.  
**Well done to those who visited some learning destinations in the holidays!**

## Attendance

### YOUR CHILD'S ATTENDANCE IS ABOVE 97%

Your child has attended **49.5 days or more** this term.

### YOUR CHILD'S ATTENDANCE IS 95%

Your child has attended **48.5 days** this term.

### YOUR CHILD'S ATTENDANCE IS BETWEEN 90%-94%

Your child has attended **46 or 48 days** of this term.

### YOUR CHILD'S ATTENDANCE IS BETWEEN 80%-89%

Your child has attended **41, 42, 43, 44, 45 or 45.5 days** this term.

### YOUR CHILD'S ATTENDANCE IS BELOW 80%

Your child has attended **less than 41 days** this term.



- **The Department of Education require** our school to have an **attendance rate of 95%**.
- Students are **not to miss more than 10 days of school for the year**.
- If they do, an attendance plan is required.
- If students are **away for illness**, a **medical certificate must be provided**.
- If they are **away for family or social reasons** a **legitimate explanation must be given and recorded**.
- If a student is going to be **absent for 2 weeks or more** an **exemption form must be filled out prior**.

We understand that things happen and challenges can arise, however we need you to communicate that with us each time it occurs. There are strategies we can put in place and services we can connect you to, to assist and help.

This is a **legal requirement** and the **Department of Education will and do prosecute and fine families** if the correct protocols are not followed. Therefore we need you to work with us so that the best education is provided for your child.

# Cybersafety - Parent Easy Guide

<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa/parent-easy-guides/cybersafety-parent-easy-guide>

## Games and apps

Games and apps can be great educational tools that build skills and a sense of achievement, as well as being lots of fun. They can be downloaded from the internet and many are free. Even young children can spend a lot of time playing them.

- The best apps are those where children can experiment and try out their own ideas, eg creating drawings or music.
- Some apps are labelled educational but are not much more than repetitive activities.
- Free apps often have a lot of advertising and inapp purchasing. These can be real purchases and cause bill shock for parents. It is also hard for young children to tell the difference between advertising and the game.
- Check for inappropriate content, eg violence, sexualised images, coarse language or gambling.
- The Australian Council on Children and the Media has a **Know before you load service** that can help you find good apps and avoid the pitfalls.

## Problem game use

- When children and young people spend a lot of time playing games they spend less time doing slower, more demanding tasks like reading or playing board games.
- They also spend less time being active.
- Frequent gaming can affect school and social life.
- A young person can become isolated and preoccupied with gaming.
- **They may become anxious when not playing or lose interest in friends and other activities.**
- It is important to look at what else is happening in their life to see why gaming has become so important.
- It can be hard for young people to limit or stop playing games without help.
- **They may want to talk with a counsellor or contact the Kids Helpline or headspace.**



## Restorative Justice

### How to appropriately solve conflict at home!

Ask these 5 questions.  
Practise them with your children.

This will provide a strong connection between home and school when problem solving.

- What happened?
- What were you thinking or feeling?
- Who has been affected by what happened? In what way?
- What do you think needs to happen to make things better?

## 5 ways to help your child cope

- **listen to their concerns** - it tells them how important they are to you and that you're there to help
- **maintain routines, where possible** - regular mealtimes, bedtimes and school routines build a sense of stability
- **provide reassurance** - giving them support and feedback about how they're coping develops confidence
- **let them know it's okay to express their feelings** - there may be strong feelings below the surface even if they seem to be coping
- **ask for help** - from family, friends, their school / early childhood service, your GP, or a mental health professional



Tips courtesy of KidsMatter

KidsMatter

