



Thursday 27th February 2020

TERM 1 WEEK 5

KEY DATES

FEBRUARY

Wed in Feb - No Preps/classes

MARCH

Tue 3 Division Swimming
Thu 5 Year 5/6 Incursion
"The Lab" Mini Boss
Fri 6 Curriculum Day
Mon 9 Labour Day
Tue 10 District Tennis
Wed 11 School Tour 9.15 - 10.00am
Wed 12 Summer Sport
Wed 20 Summer Sport
Tues 24 School Photos
Fri 27 *End of Term 1 - 2.30 Dismissal*

APRIL

Mon 13 Easter Monday - Public Holiday
Tue 14 Curriculum Day - No students
Wed 15 *First Day of Term 2*
Thu 16 School Tour 9.15 - 10am
Tue 22 Grade 5/6 Camp
Wed 23 Grade 5/6 Camp
Fri 24 Grade 5/6 Camp

MAY

Tue 12 NAPLAN
Wed 13 NAPLAN
Thu 14 NAPLAN
Fri 15 NAPLAN

TERM DATES 2020

Term 1: 28 January - 27 March 2020
Term 2: 14 April - 26 June 2020
Term 3: 13 July - 18 September 2020
Term 4: 5 October - 18 December 2020

CURRICULUM DATES 2020

Friday - 6th March 2020
Tuesday - 14th April 2020
Monday - 2nd November 2020

PUBLIC HOLIDAYS 2020

Mon 9th March - *Labour Day*
Mon 13th April - *Easter Monday*
Sat 25th April - *ANZAC Day*
Mon 8th June - *Queen's Birthday*
Tues 3rd November - *Melbourne Cup Day*

From The Principal

Open Night

This year we will be running our Open Night in Term 1 on Wednesday March 11th. Staff are busily preparing activities for families to participate in that highlights the teaching and learning that takes place in the classrooms every day. The PFA will be providing a BBQ on the evening, which will run from 5:30pm to 7pm. The Open Night is a chance for students to show their families around the school, to see what is going on inside the classrooms and for the school to promote itself to the broader community, so we look forward to seeing as many families on the night as possible.

Enrolling at Mulgrave PS

The Department's enrolment policy enables students to have guaranteed access to their nearest school in a straight line from their home. Our current designated area is on the map attached for your information. The Department have instructed schools to work towards a maximum of 50% of enrolments from outside of this area. The DET's policy not only prioritises enrolments for children living within the school zone and the siblings of students already attending the school, but it also allows for parents with children living outside a school's area to still have the choice to request enrolment at their preferred public school, providing the school has the capacity. Mulgrave does not have an official cap on our enrolments, however we have limited physical space in terms of buildings. We are working to address this issue through the master planning process, but our current goal is to maintain 4 classes of no more than 18 in Foundation (72 students). At this point in time, we have significant interest from outside of the area, so I would greatly appreciate the support of all of our current families in returning enrolment forms for 2021. This will allow us to determine our percentage of students inside our boundary and how many places we need to reserve for families in our catchment. I would like to thank those families who have already done so, as this has given us a great head start on this process. Ideally, we will be able to offer places to all interested families, but it is too early to guarantee this. This year, the school has established a new process to cope with the increase in demand. Families are asked to submit their enrolment applications by Friday June 5th. Families from within the school zone will receive automatic entry and confirmation within a few weeks of submitting their application. For those families outside the zone, where there are insufficient places at a school for all students who seek entry, students are enrolled in the following priority order: PTO

Principals Message Continued:

1. Students for whom the school is the designated neighbourhood school.
2. Students with a sibling at the same permanent address who are attending the school at the same time.
3. Where the regional director has restricted the enrolment, students who reside nearest the school.
4. Students seeking enrolment on specific curriculum grounds.
5. All other students in order of closeness of their home to the school.
6. In exceptional circumstances, compassionate grounds.

Junior School Council 2020

- 3M** Siena G & Charlie B
3R Zoe L & Jasper G-K
4B Jazzabelle K & Kobie P
4H Bianca H & Eishan S
4W Annabella WZ & Fouad EJ
5H Ellena D & Ilyas A
5T Alexandra S & Ruben R

Our student leadership positions were finalised last week and our 2020 Council will be presented with their badges at Friday's assembly. Congratulations to the successful students, but I would also like to thank all students who were brave enough to put their hand up for the role. Each class completes a democratic process to select their councillors and this is never an easy process. Unfortunately, not everyone can be elected and this can be a tough life lesson at the time, but that's not to say that leadership cannot come in other ways. As I have already mentioned to our Year 5 and 6 students, they are all leaders, with a responsibility to model appropriate behaviours to our younger students each day. If I reflect on my own leadership pathway, there were certainly disappointments along the way. From each of those disappointments, I was able to use the lessons learned to ultimately lead me to Mulgrave Primary School. To our unsuccessful candidates, thank you again for your contribution and please keep being the best leader you can be. Your time will come. To our Junior School Councillors, you have a responsibility to your peers and your school now and I wish you every success in your new role.

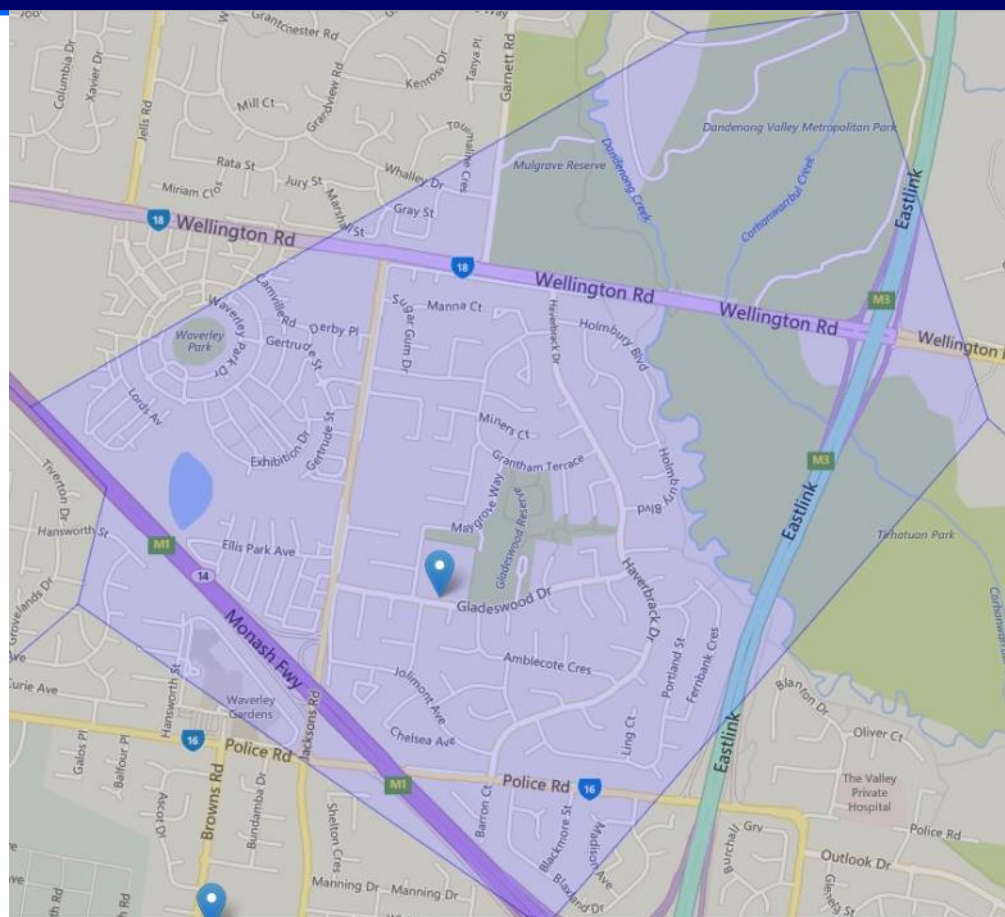
Essential Assessment, Sunshine Online and Prodigy Maths

A reminder to families that all students have access to Essential Assessments, Sunshine Online and Prodigy Maths at home, as well as school. There are countless activities that can support your child's learning at their point of need in each of these programs. We strongly encourage families to have a look at what is on offer and discuss the benefits with their children.

National Day of Action Against Bullying and Violence

The National Day of Action against Bullying and Violence, held on the third Friday of March each year, is an opportunity for Mulgrave, indeed all Australian schools to highlight their everyday work to counter bullying and violence. With that in mind, I thought it was timely to revisit the school's position. The national definition of bullying for Australian schools says:

"Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records) Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying."



National Day of Action Against Bullying and Violence

Nobody wants bullying to occur and this is where we are working on improving 'student voice' to better understand the student perspective. In terms of the research, there is a significant body of work now, but still very little from the students' perspective. That said, some key areas of the research that resonate with me show that:

- A strong correlation has been found between positive teacher–student relationships and both lower levels of bullying and increased feelings of safety for students.
- Specific training about bullying is a significant factor in teachers' ability to effectively respond to bullying. Calls for urgent attention to in-service teacher education are very common in contemporary studies about countering bullying in schools.
- The explicit teaching of positive school values to students has been shown to promote a positive school climate, which in turn is related to lower levels of bullying.

With the above in mind, this is why all classes are expected to display the school values and rules in their learning spaces, with follow up discussions and circle time to bring issues into the open. Our values and rules were developed with consultation from staff and parents, but were written by the students for the students. It is why we have the support of Ali Hardaker as a confidential and trusted adult to support students in need and why Stuart and I continue to emphasise the importance of developing strong relationships with the students in our care. We strongly believe that every child needs to have an adult at school who can be their "go to" person at any time and in most cases this is the classroom teacher, but it can also be a specialist, an Integration Aide, Stuart, Tom or myself. In 2020, staff will be working to develop opportunities for greater student agency, whereby we can break down some of the stigmas associated with bullying and have open and honest conversations to address the issue. We take bullying very seriously and as always, my door is open to support families and students experiencing bullying or any other personal challenges.

What to do if you're being bullied? Here are some ideas suggested as outlined by the Kid's Help Line.

- **Keep your distance from bullying**
- **Don't bully them back**
- **Tell them what they are doing is not ok**
- **Talk to an adult you trust**
- **Take time to do something nice for yourself**

Have someone help you report [cyberbullying](#)

For further information around the National Day of Action Against Bullying and Violence, please go to the web site: <https://bullyingnoway.gov.au/NationalDay>

Parking Around MPS

As we continue to grow, parking around the school becomes more and more of a challenge. I would urge families to be mindful of the parking restrictions around the school and the unbroken line along the length of Gladeswood Drive. Parking inspectors are frequently visiting our area and these days they simply take a photo of your vehicle and you get a fine in the mail. Things such as illegal u-turns on Gladeswood, parking in the no-standing area either side of the crossing or parking across crossovers and driveways all lead to danger for our students and I would remind everyone that student safety is our priority. In addition, it is important that we respect our neighbours and their access. Unfortunately we have had some issues with families parking in the driveways of our neighbours, preventing them from entering or exiting their own homes. I would urge parents to avoid doing this, as it is not in the best interests of the broader community.

Fortunately, Gladeswood Reserve provides excellent parking at either the tennis club off Maygrove Way or to the eastern side of the oval off Gladeswood Drive. Both of these car parks have significant capacity and are easily accessible. The school strongly urges families to use these car parks and avoid parking on the street as much as possible. I would also remind families that the staff car park is not for dropping off and picking up students, nor is it a pedestrian through way. This is for the safety of the whole school community.

Curriculum Day & Labour Day Public Holiday

Parents are reminded that the school is running a curriculum day on Friday March 6th and the Labour Day holiday is on Monday 9th March. There will be no school on either of these days, although vacation care is available via Camp Australia for the Friday.

Charles Spicer

Principal



The Victorian Electoral Commission is carrying out a subdivision review of Monash City Council and wants your input.

The review looks at adjustments to ward boundaries to ensure each voter is equitably represented in the upcoming local council elections.

The VEC has released a preliminary report with proposed changes to the boundaries of the following wards:
Glen Waverley Ward, Mount Waverley Ward, Mulgrave Ward, Oakleigh Ward.

The report is available: online at vec.vic.gov.au



- by calling 131 832 or for inspection at council offices during business hours.
- You can have your say on the proposed changes to ward boundaries by making a submission to the VEC.

Submissions must reach the VEC by **5.00 pm on Wednesday 25 March 2020.**

Submissions can be made:

- at vec.vic.gov.au
- by email to monash.review@vec.vic.gov.au or
- by post to VEC, level 11, 530 Collins Street, Melbourne 3000

For more information on the review process, visit vec.vic.gov.au or call 131 832.

 masterpass

TIP OF THE WEEK

Q. How can I keep track of my Qkr! payments?

A. Itemized Qkr! eReceipts provide a record of purchase and are a convenient way to keep track of your Qkr! payments.

To view your eReceipts:

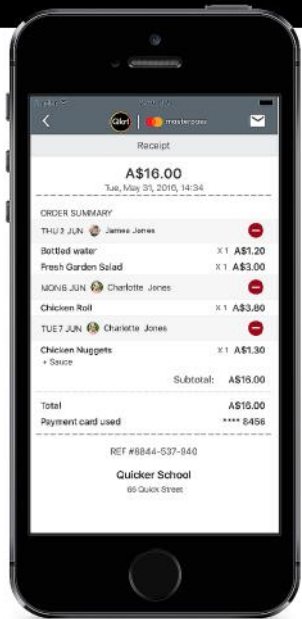
1. Open Qkr! and tap 'Activity'.
2. Scroll down to 'Order History' and tap 'Receipt' to view eReceipts.

Never lose a receipt: email receipts to your account:

1. Select the eReceipt you wish to email to yourself.
2. Tap on the mail icon at the top right of your screen.
3. Tap 'Send' to email the eReceipt to your email address, or enter another email address, and tap 'Send'.

Use an eReceipt to cancel a food order you have paid for:

1. Select the eReceipt for the order you wish to cancel.
2. Tap the red circle with a minus symbol on the order to be cancelled. Select the entire order or individual items to cancel and tap 'OK'.
3. Cancelled items are shown in red on your eReceipt confirming they have been cancelled and a credit is available for future food orders. The value of any credits will be automatically deducted from your next Qkr! food order.





Featured Product the "Lunch Wallet"

A reusable alternative to the brown paper lunch order bag



Towards the end of term 1 we will be running a fundraiser for stickybeaks reusable lunch wallets.



FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students

MORE INFORMATION

For more information about the CSEF visit
www.education.vic.gov.au/csef

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

If you applied for the CSEF at your child's school in 2019, you do not need to complete an application form in 2020 unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- new student enrolments; your child has started or changed schools in 2020 or you did not apply in 2019.
- changed family circumstances; such as a change of custody, change of name, concession card number, or new siblings commencing at the school in 2020.

Check with the school office if you are unsure.



If you would like a CSEF form or have any questions about it, please come and ask us at the office.

TERM 1 WEEK 3 STUDENT AWARDS

Class	Name	Reason
6S	Ella C	For her exemplary behaviour at all times, and her fantastic work ethic in the classroom
6C	Justin P	For taking on a leadership role in numeracy and working with other students
6C	Ammar U	For asking for help and actively listening to his peers during numeracy
5T	Dennis G.	For working super hard in maths this week. You should be proud!
5H	Eva D	For always listening to instructions and being an active member of our class.
4W	Grace L	For always having such a fantastic attitude in class.
4H	Bianca H	For persisting when she was faced with learning challenges this week. Keep it up!
4B	Atahan T	For consistently putting in 100% effort into every task.
3R	Jasper G-K	For his fantastic work with addition facts in Numeracy this week! Keep up the positivity!
3M	Shyla Rabba	For always being a positive outlook to learning and being a helpful and happy member of our class.
2T	Bronwyn P	For showing compassion and being a good sport during Maths games
2P	Emmett W	For always putting in effort and trying his best with all aspects of his learning.
2G	Giuliano R	For his positive approach to all his learning and being a supportive classmate
1T	Andrew	For always being kind and friendly to his peers. Well done Andrew!
1J	Zach G	For displaying outstanding determination and perseverance in all tasks.
1E	Tiffany	For always demonstrating a positive mindset no matter what the challenge is
PN	Viyaan DK	For always trying his best and for using wonderful manners.
PL	Eli C	For being a great friend and helping others.
PG	Eva L	For doing her best and writing 'I can' all by herself!
PC	Ondria F	For always being a wonderful and respectful student and friend.

WELLBEING AWARD

Eshan S for helping younger students in times of need.

Jasmine S for helping out a fellow student in a time of distress.

Jeriah P for showing strong leadership skills and unwavering compassion during buddy activities.

“
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Hurry offers end 29th February!

Entertainment Memberships can start anytime and are packed with thousands of substantial savings on dining, travel and fun family activities. The digital membership is easy to download to start using instantly. New offers are added weekly for ongoing value all year round.



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Be quick bonus offers end 29th February 2020



Supporting Girls on the Autism Spectrum Workshop

This workshop is for **Parents, Carers, Primary Teachers & Integration Aides** who are keen to hear lived experiences, practical strategies and ideas to assist females on the Autism Spectrum.



This workshop is facilitated by Ebony Birch-Hanger. Ebony brings a range of experiences as a Neurodevelopmental Therapist, Special Education Teacher, Teacher of the Deaf and Education Consultant.

This workshop will explore:

- Females and Masking
- Females and social situations at School
- Supporting Females with transitions at School

Presenter: Ebony Birch-Hanger

Date: Saturday 14th March 2020

Time: 9:30am – 11:30am with doors open from 9:10am

Price: \$20 inc GST for Parents and Carers
\$25 inc GST for Professionals including a Certificate of Participation

Location: Knox Community Arts Centre
Cnr Mountain Hwy & Scoresby Road, Bayswater 3153

To book your ticket: [eventbrite.com.au/e/82904115441](https://www.eventbrite.com.au/e/82904115441)

Spectrum Journeys Inc is a not for profit community service that aims to equip & encourage early childhood educators, teachers, future professionals & families as they support children on the Autism Spectrum to flourish. For more information, see Spectrum Journeys Inc on Facebook or visit our website
Inc. No: A0058931G ABN: 90282551903 DRG Donation Approved Address: 15/286-288 Maroondah Hwy Chirnside Park 3116

www.spectrumjourneys.org.au



Supporting Teenage Females on the Autism Spectrum



This workshop is for **Parents, Carers, Secondary Teachers & Integration Aides** who are keen to hear lived experiences, practical strategies and ideas to assist teenage females on the Autism Spectrum.

This workshop is facilitated by Ebony Birch-Hanger. Ebony brings a range of experiences from an Autistic (lived experience) perspective supported by her professional knowledge as a Neurodevelopmental Therapist, Special Education Teacher, Teacher of the Deaf and Education Consultant.

This workshop will explore:

- Masking & Communication
- Supporting Transitions
- Managing Schoolwork

Presenter: Ebony Birch-Hanger

Date: Saturday 18th April 2020

Time: 9:30am – 11:30am with doors open from 9:10am

Price: \$20 inc GST for Parents and Carers
\$25 inc GST for Professionals including a Certificate of Participation

Location: Mooroolbark Salvation Army
305 Manchester Road, Mooroolbark

To book your ticket: <https://www.eventbrite.com.au/o/spectrum-journeys-inc-8376199818>

Spectrum Journeys Inc is a not for profit community service that aims to equip & encourage educators, teachers, future professionals & families as they support children on the Autism Spectrum to flourish. For more information, see Spectrum Journeys Inc on Facebook or visit our website Inc. No: A0058931G ABN: 90282551903 DRG Donation Approved Address: 15/286-288 Maroondah Hwy Chirnside Park 3116

www.spectrumjourneys.org.au



6 TIPS TO HELP KIDS AVOID ANXIETY, DEVELOP POSITIVE SELF-ESTEEM AND NOT BE SCARED OF MAKING MISTAKES

When parents solve all children's problems we not only increase their dependency on adults but we teach kids to be afraid of making mistakes and to blame themselves for not being good enough. That's fertile ground for anxiety and depressive illness.

So, how can we raise kids to be courageous problem-solvers rather than self-critical scaredy cats? Here are six practical ideas to get you started.

1. Turn requests into problems for kids to solve

Kids get used to bringing their problems to parents to solve. If you keep solving them, they'll keep bringing them. 'Mum, my sister is annoying me!' 'Dad, can you ask my teacher to pick me for the team?' 'Hey, I can't find my socks!' It's tempting if you are in a time-poor family to simply jump in and help kids out. Alternatively, you can take a problem-solving approach, cuing them to resolve their own problems and take responsibility for their concerns. 'What can you do to make her stop annoying you?' 'What's the best approach to take with your teacher?' 'Socks, smocks! Where might they be?'

2. Ask good questions to prompt problem-solving

A problem-solving approach relies on asking good questions, which can be challenging if you are used to solving your child's problems. The first question when a child brings you a problem should be: 'Can you handle this on your own?' Next should be, 'What do you want me to do to help you solve the problem?' These questions are not meant to deter children from coming to you; rather, to encourage and teach them to start working through their own concerns themselves.

3. Coach them through problems and concerns

So, your child feels she was unfairly left out of a school sports team by a teacher and asks you get involved. The easiest solution may be to meet with the teacher and find out what's going on. You may or not resolve the problem but in doing so you are teaching a child to become dependent on you. Alternatively, you could coach your child to speak to the teacher herself and find out why she was left out. Obviously, there are times when children need their parents to be advocates for them such as when they are being bullied, but we need to make the most of the opportunities for children to speak for themselves. Better to help your child find the right words to use and discuss the best way to approach another person when they have problems. These are great skills to take into adulthood.

4. Prepare kids for problems and contingencies

You may coach your child to be independent – walk to school, spend some time alone at home (when old enough), catch a train with friends – but does he know what to do in an emergency? What happens if he comes home after school and the house is locked? Who should he go to? Discuss different scenarios with children whenever they enter new or potentially risky situations so that they won't fall apart when things don't go their way. Remember the Boy Scouts motto – be prepared!

5. Show a little faith

Sometimes you've got to show faith in children. We can easily trip them up with our negative expectations, such as by saying 'Don't spill it!' to a child who is carrying a glass filled with water. Of course, your child doesn't want to spill it but you've just conveyed your expectations with that statement. We need to be careful that we don't sabotage children's efforts to be independent problem-solvers with comments such as, 'Now don't stuff it up!' 'You'll be okay ... won't you?' 'You're not very good at looking after yourself!'

6. Applaud mistakes and stuff-ups

Would a child who accidentally breaks a plate in your family while emptying the dishwasher be met with a 'That's really annoying, you can be clumsy sometimes' response or an 'It doesn't matter, thanks for your help' type of response? Hopefully it won't be the first response, because nothing shuts a child's natural tendencies to extend themselves down quicker than an adult who can't abide mistakes. If you have a low-risk-taking, perfectionist, consider throwing a little party rather than making a fuss when they make errors so they can learn that mistakes don't reflect on them personally, and that the sun will still shine even if they break a plate, tell a joke that falls flat or don't get a perfect examination score.

BY MICHAEL GROSE

This is an extract from Michael Grose's new book *Spoonfed Generation: How to raise independent kids that's been released nationally by Penguin Random House. You can get your copy now* atparentingideas.com.au.

Dear Families,

I would like to firstly remind parents for upcoming Curriculum days on the 6th of March and 14th of April. Camp Australia will be running the full day program from 7am till 6pm with a bundle of exciting activities on both of these days. Please book your child ASAP for fun filled adventurous days!

Over the past week some highlights of the program were our assorted art activities that the children loved, designing with collage and lovely colours. They are now proudly on our art display board and looking awesome! Well done everyone for the great work and effort! Once again in science we experimented with chemical reactions and we blew up Monster hand. In another activity, we made easy spin top with recycle bottle caps. We also made squashy stress balls out of playdough. Our master chef made delicious chocolate cake, Spaghetti and cheesy muffins. Breakfast Specials, we made Oat cinnamon pan cakes, bake beans toasties, banana and fruit smoothie.

Apart of all these interesting activities our Bottle flip and building challenges were very popular and so did the Straw and Lego constructions. Our physical team games such as: Tail chase, Guards and soldier, Modified skittle dodge ball, knots and cross, hula hoop rock paper scissor relay, Octopus, all the horse run, skipping, cricket and drop the cone team games were fun, and educational!

A friendly reminder to all families to pack an extra hat in your child's school bag for outdoor play activities.

Super Stars of the week is: Eli and Logan S for settling well in the program. Well done Eli and Logan S!

Next week's activities

Monday:	2 nd March:	Science: Slime Making / Yoga
Tuesday:	3 rd March:	Cooking: Apricot balls/ Parachute games
Wednesday:	4 th March:	Art and craft: Pipe Cleaner craft/ water painting
Thursday:	5 th March:	Dice challenge/ Nature walk
Friday:	6 th March:	Curriculum day: Design your own ten pin ball/ Ballooney games/ Create your own bag tags/ Skittle soccer/ Cooking: Carrot cake

Kind Regards

Meena

Staying Sun Smart at Outside School Hours Care

At OSHC, we love outdoor play – whether it be group sport, imaginative playground play or even doing homework with some fresh air – it promotes an active lifestyle and an appreciation of the outdoors. Whatever the activity is, we put the utmost importance on the health and safety of the children, so remaining sun smart is always a priority.

Our sun smart policy complies with the SunSmart Guidelines to ensure all children, educators and visitors are protected from over-exposure to UV radiation while maintaining adequate vitamin D levels. To stay sun smart over the hot months, children are required to wear their hats during outdoor activities. We suggest wide-brimmed hats as these cover the neck, ears and shoulders – these areas are prone to sun-burn.

Children are also advised to wear sunscreen which we provide at our services.

It's FREE to Register. (and if you want to use OSHC, you first need to register).

Register at pp.campaustralia.com.au/account/login. Once registered, it's easy to make and manage your bookings online via our Parent Portal.

You may be eligible to claim subsidies on your care usage!

If eligible, to help you with the cost of childcare, you may be entitled to receive the Australian Government Child Care Subsidy. Visit my.gov.au to find out more.

For more information on our service and fees, visit our website www.campaustralia.com.au.

Alternatively, come and meet the team in the OSHC room. We'd love to meet you, and you can find out more about OSHC from our friendly, qualified Educators.



Are you a parent of a child between 4 and 10 years old?



If you would like to learn skills to help manage your child's challenging behaviours, you are invited to a **FREE** parenting program

Online, group and one-on-one programs available in 2020

Location of sessions – Clayton, Hawthorn, Middle Park and Thornbury

TUNING IN TO KIDS may assist you to:

- help your child manage difficult feelings such as worry, sadness, frustration and anger
- build your connection with your child
- better understand what underpins challenging behaviours
- stay calm when dealing with tantrums
- help your child develop social skills and reduce aggression.

For further information contact

9371 0218

or BigTIK-admin@unimelb.edu.au



Programs are being run as part of a research study

Dear Parent/Carer,

You are invited to participate in a free parenting program called *Tuning in to Kids (TIK)*. The program has already been delivered to over 120,000 parents in Australia, and previous research studies have provided a strong evidence-base that the program improves various child, parent and family outcomes. The current study is to compare three different delivery methods of the program and to see what works best for which families.

Participation in the study is for any parent or carer who has one or more children, between 4 and 10 years of age, who is exhibiting behaviours that are challenging or of concern to you. Participation is free, and voluntary. The study is open to one parent per family either the mother, father or guardian. We can also offer partners a free version of the online program after the study is completed. The study is being run by the University of Melbourne in conjunction with Swinburne University of Technology. It is independent of your school, kindergarten or childcare centre.

What is the program about?

Tuning in to Kids is a parenting program that aims to teach parents about children's emotional development. Program content and strategies assist parents to help their child to develop the skills of 'emotional intelligence'. Emotional intelligence (sometimes called EQ) is known to help children in their social development and is a better predictor of future life outcomes than intelligence (IQ). EQ skills include understanding, communicating and managing emotions, including difficult emotions such as anger, sadness and fear. Previous studies of TIK have shown the program has helped to reduce aggressive behaviour in children, promote social and friendship skills, and help build better emotional connections between parents and children.

What will participation involve?

Parents will be randomly allocated into one of four separate arms of the study.

1. Group TIK: Attending the program as part of eight two-hour group sessions;
2. One-to-one TIK: Attending the program delivered in eight one-to-one sessions;
3. TIK Online: Attending the program online plus receiving two follow-up phone calls;
4. Wait list control: Receiving TIK Online after a 9-month delay.

Random allocation is conducted through a computer-generated program and the process is like tossing a coin – you will have an equal chance of being in any of the four arms of the study.

We will also ask parents to complete a questionnaire, before and after completion of the program. The questionnaires will ask about the child's behaviour and parents' ability to manage emotions, parenting style and parents' own wellbeing. The child does not participate in the parenting program. In addition, with consent of the parent, we will ask the child's teacher to complete a brief questionnaire at the beginning of the family joining the study, and 9 months later.

What to do now?

If you are interested in the study, and would like to find out more, please contact our Tuning in to Kids team either by sending in the expression of interest slip below to BigTIK-admin@unimelb.edu.au or by phoning on 9371-0218. Our team will be able to answer any of your questions, and then send some more information to you.

Yours sincerely,



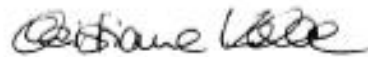
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Mindful – Centre for training and research in developmental health
50 Flemington Street, Flemington Victoria 3031 Australia
t +613 9371 0200 f +613 9371 0250 w www.mindful.org.au



TUNING IN TO KIDS

EXPRESSION OF INTEREST

Your Name:

Nominated child's name(D.O.B.)

Your relationship to the child:

Names of other children in your family and their ages:

.....
.....

Contact Phone Numbers (h).....

(mobile).....

Address:

.....

School/Kindergarten/Childcare Centre

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Thank you

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