Our vision states: we value life-long learning and have high expectations of possible achievements.

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**SCHOOL OFFICE HOURS**
8.45am – 3.30pm

**PRINCIPAL**
Mr John Faulkner

**ASSISTANT PRINCIPAL**
Mr Marty McKenna

**ADMINISTRATION OFFICERS**
Mrs Sue Lucas / Mrs Di Hendriks

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**DATES TO REMEMBER**

<table>
<thead>
<tr>
<th>OCTOBER</th>
<th>NOVEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>30th October</td>
<td>2nd November</td>
</tr>
<tr>
<td></td>
<td>School closure</td>
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<tr>
<td></td>
<td>Melbourne Cup Day</td>
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<tr>
<td></td>
<td>Giving tree begins</td>
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<td></td>
<td>2016 Foundation</td>
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<td></td>
<td>drop in Assembly</td>
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<tr>
<td></td>
<td>Remembrance Day</td>
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<td></td>
<td>Learning walk 9am</td>
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<tr>
<td></td>
<td>Dance</td>
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<tr>
<td>20th November</td>
<td>2nd November</td>
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<tr>
<td></td>
<td>Dance</td>
</tr>
<tr>
<td>25th November</td>
<td>2nd November</td>
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<td></td>
<td>Assembly 2.30pm</td>
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<tr>
<td>27th November</td>
<td>Dance</td>
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<tr>
<td></td>
<td>Giving tree ends</td>
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<tr>
<td>30th November</td>
<td>Dance</td>
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**G’day parents and friends,**

**Friday Club**

*From student action last term, every Friday we will have some action or collection to support those in need. Tomorrow we are asked for any coins!*

**Learning Walk Friday 9am**

Yesterday some of parents were impressed with engagement in learning and behaviour of the children when visiting the middles and seniors. There is an opportunity to be lead through some of our classes observing the learning, accompanied by expert commentary and answers to questions by Mr Marty McKenna. Come and see! We have one other Learning Walk this term on Wednesday 11 November with me. Child minding is possible if booked by Monday. Consider coming along!

**House Sports**

Green team won in 2014, but 2015 is the year of YELLOW! Congratulations to all the children, parents and siblings who contributed to the team’s score in a variety of individual, class and whole team games! It was the team game successes that gave yellow their leap into the lead! The final scores were Blue 170, Red 171, Green 191 and Yellow 254. Thank you to the staff who helped make this happen especially Miss McLean!

**Graduation Meeting**

Parents of all Year Six parents are invited to a meeting in the staffroom on Wednesday 4 November at 5pm to plan details for the Graduation.

**School Closure Day**

Monday is a school closure day and Tuesday is Melbourne Cup sweep day! Enjoy!

**Creativity**

What do you think of the creative painting that is growing around the school? We have a small band of parents having fun! More are always welcome!

**Sport**

Last week the Middle and Senior students participated in the Orienteering Competition at Maroondah dam. Some of the children did very well.

Congratulations

1st place in Year 3 pairs – Ally and Grace
3rd place in Year 3 pairs – Hamish and Cash
3rd place in Year 4 pairs – Angus and Maximus
1st place in Year 4 pairs – Will and Rory
2nd place in Year 5 singles – Patrick
2nd place in Year 6 pairs – Max and Connor

Patrick also finished in record time!

**God bless us all, John**
SAINTS ARE BEATITUDE PEOPLE

This Sunday is All Saints Day and the gospel for the day focusses on the beatitudes. In many ways Christians through the centuries have embodied these sayings. They challenge us who belong to the communion of saints today to live in ways quite the reverse of profit-motivated values.

The first beatitude asks that the saint be poor in spirit. It directs all of us to recognise the experience of the economically poor. The saint lives the “preferential option for the poor,” one of the principles of Catholic social teaching.

The second beatitude calls us to accompany people in tragedy and sorrow, to be their comfort.

The third beatitude asks saints to be meek. It promises the whole earth to those with little. Meekness in this beatitude actively recognises the injustice in which we can find ourselves, does not deny wrongs, and keeps working to make changes that will contribute to healing. The meek saint is not passive.

The fourth beatitude challenges us to act from a deep spiritual realisation that all is not well in the world, not all have enough to survive let alone thrive. The saint that has an appetite for justice knows it demands action.

Saints are merciful and will receive mercy, the fifth beatitude promises.

The sixth beatitude challenges us to be pure of heart. It can be interpreted as referring to moral purity, refraining from impure thoughts and acts. It is also a challenge to see God in our lives, to be single-minded in our intention to act with love toward all neighbours. The sincere of heart live a deep interior life in communion with God.

The seventh and eighth beatitudes call blessed not those with big salaries and no worries but those who work for peace and bear persecution. They challenge us to join in the work of bringing the reign of God to Earth.

Which beatitude has special significance to you? Why is it significant?

Karen McQuade
Christian life leader
The Difference Between Tantrums and Sensory Meltdowns

By Amanda Morin

At a Glance

- Tantrums and sensory meltdowns are not the same thing.
- It can be hard to tell the difference between them by just looking at an upset child.
- Knowing the causes of tantrums and meltdowns can help you learn how to manage them.

Many people think the words “tantrum” and “meltdown” mean the same thing. And they can look very similar when you see a child in the middle of having one. But for kids who have sensory or who lack self-control, a meltdown is very different from a tantrum. Knowing the differences can help you learn how to respond in a way that better supports your child.

What a Tantrum Is

A tantrum is an outburst that happens when a child is trying to get something he wants or needs. Some kids with learning and attention issues are more prone to tantrums. For instance, kids with ADHD can be impulsive and have trouble keeping their emotions in check. They may get angry or frustrated quickly.

A child may have a tantrum if he didn't get to go first in a game of kickball. Or he might get upset when you pay attention to his sister and he wants your attention. Yelling, crying or lashing out isn’t an appropriate way for him to express his feelings, but he’s doing it for a reason. And he has some control over his behaviour.

Your child may even stop in the middle of a tantrum to make sure you’re looking at him. When he sees that you’re watching him, he may pick up where he left off. His tantrum is likely to stop when he gets what he wants—or when he realizes he won’t get what he wants by acting out.

What a Sensory Meltdown Is

A meltdown is a reaction to feeling overwhelmed.

For some kids, it happens when there’s too much sensory information to process. The commotion of an amusement park might set them off, for instance. For other kids, it can be a reaction to having too many things to think about. A back-to-school shopping trip could trigger a meltdown.

Here’s one way to think about too much sensory input. Imagine filling a small water pitcher. Most of the time, you can control the flow of water and fill the pitcher a little at a time. But sometimes the water flow is too strong and the pitcher overflows before you can turn the water off.

That’s how a sensory meltdown works. The noise at the amusement park or the stack of clothes to try on in the dressing room at the mall is sensory input that floods your child’s brain. Once that happens, some experts think your child’s “fight or flight” response kicks in. That excess input overflows in the form of yelling, crying, lashing out or running away.

Different Strategies for Tantrums and Meltdowns
The causes of tantrums and meltdowns are different, and so are the strategies that can help stop them. It’s important to remember that the key difference between the two types of outbursts is that tantrums usually have a purpose. Kids are looking for a certain response. Meltdowns are a reaction to something and are usually beyond a child’s control.

A child can often stop a tantrum if he gets what he wants. Or if he’s rewarded for using a more appropriate behaviour. But a meltdown isn’t likely to stop when a child gets what he wants. In fact, he may not even know what he wants.

Meltdowns tend to end in one of two ways. One is fatigue—kids wear themselves out. The other way a change in the amount of sensory input. This can help kids feel less overwhelmed. For example, your child may start to feel calmer when you step outside the store and leave the mall.

So how can you handle tantrums and meltdowns differently?

- To tame tantrums, acknowledge what your child needs without giving in. Make it clear that you understand what he’s after. “I see that you want my attention. When your sister is done talking, it’ll be your turn.” Then help him see there’s a more appropriate behaviour that will work. “When you’re done yelling, tell me calmly that you’re ready for my time.”

- To manage a meltdown, help your child find a safe, quiet place to de-escalate. “Let’s leave the mall and sit in the car for a few minutes.” Then provide a calm, reassuring presence without talking too much to your child. The goal is to reduce the input coming at him.

Knowing the difference between tantrums and meltdowns is the key to helping your child through them. It may also help to get a better idea of the kinds of situations that can be challenging for your child. You can also explore tips on how to deal with noise and other sensitivities.

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**Powelltown Country Market**

Powelltown Public Hall (4 Blake St)

SUNDAY November 8 2015

Stalls open for sales from 9am: clothing, crafts, jams, cakes, trash and treasure, books, plants and much more.

Food, drinks, loads of kids activities and live music.

For stall bookings and other details contact Dawn Adams on 0359667431

ALL PROFITS HELP TO KEEP THE POWELLTOWN HALL GOING