

St Paul's Primary School

Wellbeing & Community Newsletter

Issue 3, 2022



Thursday | May 12, 2022

St Paul's Parent Education Sessions

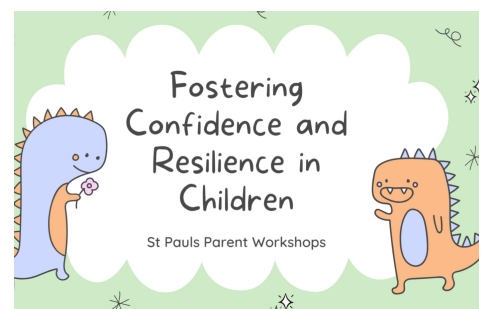
Our second parent education session focusing on **Fostering Confidence and Resilience in Children** is now available on our school's YouTube page. These sessions have been developed by our school psychologist, Chloe.

If you have not had a chance to watch the session, you can find the [video here](#).



Topics covered in this session include:

- What does it mean to be confident and resilient?
- The relationship between confidence and resilience
- Importance of Relationships
- Play and Experience
- Praise
- Child Skill Building
- Autonomy and Responsibility



Further Resources:

- [Kids Helpline: Resilience Strategies for Emotional Strength](#)
- [Resources and Toolkit](#)

Look out for the next session on

Navigating Separation!

Have you missed a Wellbeing and Community Newsletter? Find our previous issues at the links below:

[Wellbeing and Community Newsletter Issue 1 2022 \[Eng\]](#)
[Wellbeing and Community Newsletter Issue 1 2022 \[Viet\]](#)

[Wellbeing and Community Newsletter Issue 2 2022 \[Eng\]](#)
[Wellbeing and Community Newsletter Issue 2 2022 \[Viet\]](#)

St Paul's Staff in the Spotlight



Teagan Cullum: Grade 1 Teacher

Teagan has been working at St. Paul's for 5 years. She began as a Literacy Intervention Teacher and then continued into the classroom to teach Middles and now Juniors. Teagan is a member of the Student Wellbeing Sphere Team. She has always had a strong interest in supporting the mental health and wellbeing of students to ensure that all children at St. Paul's feel happy and safe.

Three Facts about Teagan:

1. Has a pet named Meika
2. Loves traveling
3. Loves the snow

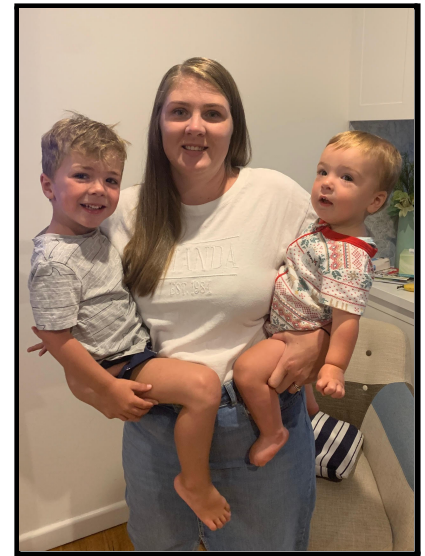


Jennifer Gualtieri: Grade 3/4 Teacher

Jennifer has completed her Bachelor of Education specialising in Health and Human Development and Physical Education. She has an interest in developing and strengthening students' wellbeing through role play and children's literature within the classroom setting. Jennifer has been working at St Paul's for the past 7 years as a classroom teacher. In 2018, Jennifer went on Maternity Leave to have her son, Parker, and then again took leave in 2021 to have her second son, Walter. She is currently working Part Time in Grade 3/4, and is thrilled to be part of the Wellbeing Sphere Team.

Three Facts about Jennifer:

1. Loves camping on the Murray River
2. Has two Rainbow Lorikeets named Rainbow and Paddlepop.
3. Loves Popcorn.



Haido Borg: Grade 5/6 Teacher

Haido first began working at St. Paul's in 2009 before going on maternity leave where she gave birth to her daughter Arabella. She returned to St. Paul's working as an emergency teacher before giving birth to her second child Xavier. For many years she was a regular emergency teacher before getting back into the classroom in 2019.

This year, Haido is a member of the Student Wellbeing Sphere Team due to her passion in fostering positive growth mindsets and resilience in the students she works with.

Three Facts about Haido:

1. Loves dancing
2. Enjoys spending time at the beach
3. Has a pet dog named Gizmo



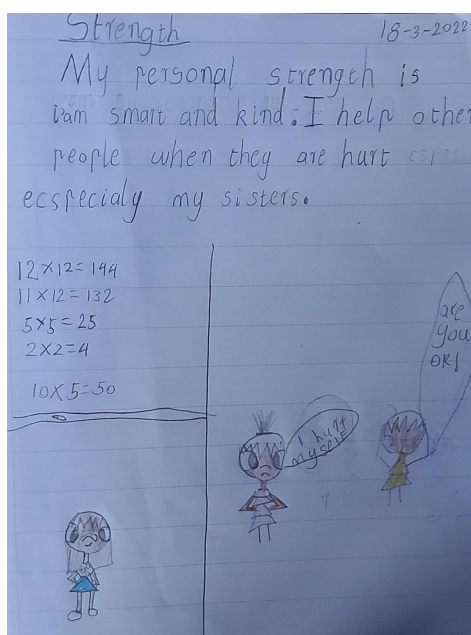
Respectful Relationships Topic 2

The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary education.

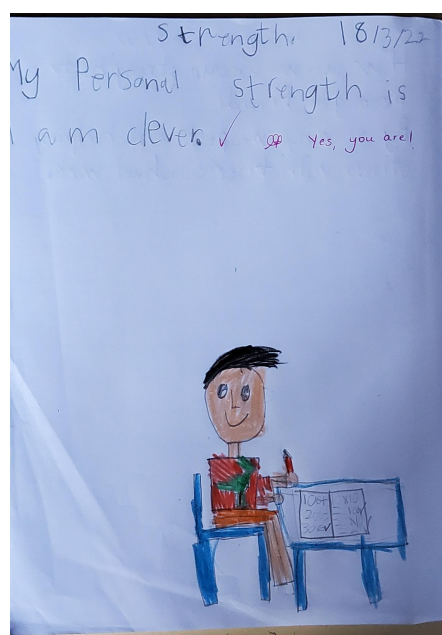
The second topic covered in SEL this year was **Personal Strengths**.

Children and young people need vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. This topic provides learning activities to build this vocabulary and to use it when discussing personal, social and ethical challenges. Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength-based approaches promote student wellbeing, positive behaviour and academic achievement.

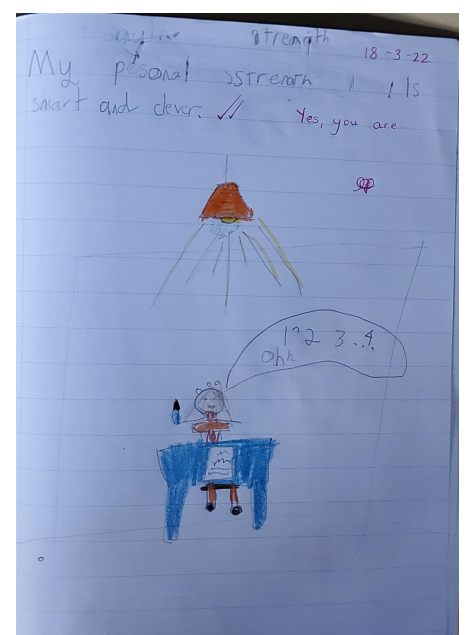
Here are some examples of students' work in Personal Strengths:



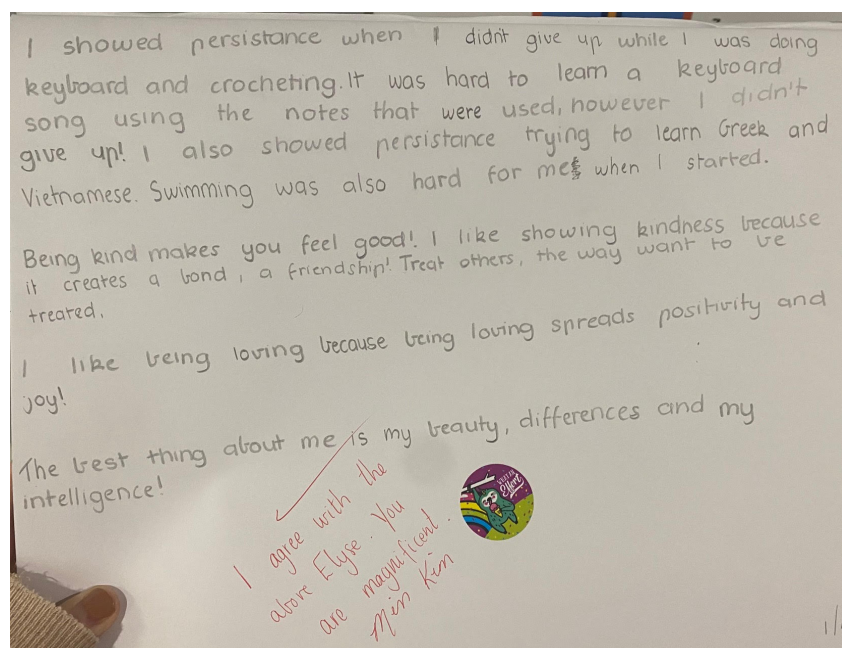
My personal strength is that I am smart and kind. I help other people when they are hurt, especially my sister- Aliah (JPF)



My personal strength is I am clever- Gert (JPF)



My personal strength is I am smart and clever - Isabella (JPF)



Elyse (MCK)



Family Week

Last week, we celebrated Family Week. The theme this year was 'Our Family, Our Story, Our Future'.

Families are the building blocks of our communities - our families and our family stories are what makes our communities whole. We believe that building strong family relationships is the key to building healthy communities for a brighter future.

Family Week at St. Pauls is an opportunity for us to gather and celebrate as a school community the importance of Families.

Last Tuesday, we acknowledged the importance of significant women in our lives... Mums, Grandmas, Aunties and carers by gathering for our Annual Mothers Day Pancake Breakfast. This gave us a chance to say thankyou and spoil these very special women.

Last Friday, we celebrated the significance of families and how lucky we are to be part of a diverse school community.

We begun the day with a prayer service, praying for all our families. This was followed by our Parade of Nations. During the day children took part in Tabloid Sports Activities and activities about their families.



Congratulations to PMD!

PMD were our March Core Value Award winners. They won the **Care and Compassion** Core Value Trophy.

PMD received the Care and Compassion Core Value award for:

- looking after each other when someone in their class was upset
- helping each other in their specialist lessons
- taking their learning seriously
- settling in well during their first term at school and following instructions.

We congratulate PMD and Miss Melissa for showing care and compassion to all over the last month.



GRIP Leadership Conference

The GRIP Student Leadership Conference is unique in that it trains student leaders for their role as school leaders. The goals of the conference is that student leaders leave with a clear vision, a solid understanding and dozens of ideas for their time as a leader.



A few weeks ago, on Thursday the 24th of March, the School Captains, Vice Captains and House Captains went on an excursion to the 'GRIP Leadership' conference. Us captains got to experience an experience like no other. We learnt valuable lessons about leadership while also having endless fun. The speakers at the 'GRIP Leadership' conference taught us about different ways we can improve and come up with new ideas for our school. We got to play various games. One of the games taught us about how as leaders we should tell the truth even if it's embarrassing. Another thing us captains learnt was following the 'STEP' rule, this rule was used to help us show integrity.

S - Serve others or show what is right.

T - Take Initiative or tell the truth.

E - Execute (put into effect) School Values or Encourage others to do what is right.

P - Purpose or persist if you are criticised.

We loved and enjoyed every second of the experience and wish we could do it again. We would encourage students and families to tell the truth even if it's embarrassing, show integrity and share new ideas on how to improve our school and community. If you have an idea you would like to share please speak to your class SRC.

Chloe Nguyen (School Captain) and
Krystabelle Taulapiu (Vice School Captain)



Core Wellbeing Staff at St Paul's - 2022

Cathy Doran: Deputy Principal

Nicole Azarnikow: Student Wellbeing Leader (Mon-Wed)

Rebeca Lopez: Mental Health and Wellbeing Coordinator

Lisa Peplow: Child Safety Officer

Kara Hande: Learning Diversity Leader

Mareta Parsons: Family Engagement Leader /
Learning Diversity Leader (Mon-Wed)

If you would like any further information about the content presented in this newsletter or have any suggestions regarding topics to cover in our next issue, please feel free to contact us.

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or Nicole Azarnikow

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St Paul's would like to acknowledge the Wurundjeri people, the Traditional Custodians of the land. Who have, since the Dreamtime, walked on and cared for the lands upon which our school stands. We acknowledge the continued deep spiritual attachment and relationship of Aboriginal and Torres Strait Islander peoples to Country and pay our respect to elders, past and present, as we commit ourselves to the ongoing journey of reconciliation.