

Thursday | June 9, 2022

St Paul's Mental Health and Wellbeing Hub

If you have walked through the yard and into the staff car park you may have noticed some changes in Room 17. This term the Wellbeing Team has been working hard to build and launch St Paul's Mental Health and Wellbeing Hub.

Over the last few years, external global events such as the COVID pandemic have exacerbated stressors, intensified existing inequities, and created new challenges for everyone—including students. As we have returned to onsite learning and our new COVID normal, we have been seeing more students disengage from school. The development of the Mental Health and Wellbeing Hub has the potential to assist those struggling with school engagement and act preventatively for those who are at risk of school disengagement.

In light of this and the school's investment in mental health and wellbeing so far, including the Mental Health in Primary Schools program, the natural progression is to further raise its profile with our students by providing a physical and tangible space.

A designated space for calming activities and SEL is important, as it provides a safe and associated area dedicated to such practices. We want our school community to have an inviting, safe and engaging physical space to help navigate the busy school day and to support the needs of our students.

The MH&W Hub will be available to all students and will support the school in promoting the healthy development of children's social and emotional needs and supporting emotional self-regulation.



St Paul's
**MENTAL HEALTH
& WELLBEING
HUB**

est. 2022

St Paul's Mental Health and Wellbeing Hub: A Photo Journey

Before:



After:



Calm Space



Group Area



Group Area



Wellbeing Office

St Paul's Staff in the Spotlight



Chris Bye: Physical Education Teacher

Chris began teaching senior grades in Fawkner, Coolaroo and St Albans before moving into P.E. at St Peter's in East Keilor. He has worked at St. Paul's for 20 years. He began as a classroom teacher and then moved into Physical Education. He is a member of the Student Wellbeing Sphere Team. One of his aims is to ensure that the students of St Paul's feel happy, safe and strive to get the best out of themselves.

Three Facts about Chris:

1. When he was 12 he won a kicking contest and was awarded a new Sherrin footy
2. He has two children, Layla and Harvey, a cat, Storm, a dog, Cleo and of course, his wife, Kellie!
3. He loves a chicken parmigiana [doesn't everybody??!!]

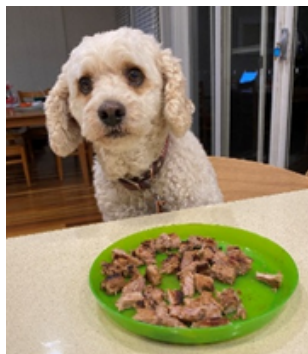
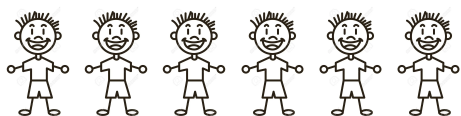


Damian Casamento: Principal

Damian has been principal at St Paul's for the last 17 years. He has been working in Catholic education for 37 years. During this time he has been a classroom teacher, a Religious Education Leader and a Deputy Principal. His main responsibility at St Paul's is to ensure all children feel safe and are safe and have the opportunity to be the best that they can be. He works closely with Ms Cathy Doran, our Deputy Principal, the Leadership Team and all the staff to ensure St Paul's remains a great school.

Three Facts about Damian:

1. He barracks for Collingwood...the Mighty Pies!!!
2. He has 5 brothers – all younger than him
3. He has a pet dog named Ruby



Narelle Mullenger: Wellbeing Support Officer

Narelle began her career as a Counsellor/advocate for families in crisis, she then went on to teaching Community welfare within the Tertiary sector.

Helping others in their journey towards mental and physical wellbeing has always been my passion. I'm so happy to be working within the Wellbeing hub and having the opportunity to support students at St Paul's.

Three Facts about Narelle:

1. Has 3 beautiful children (young adults) and a Groodle called Iggy
2. Worked at an orphanage in Thailand for 3 years
3. Is a licensed estate agent and property stylist.



National Reconciliation Week

27 May to 3 June 2022

Last week, we acknowledged National Reconciliation Week 2022. The theme this year was “Be Brave. Make Change.” It is a challenge to all Australians—individuals, families, communities, organisations and government—to Be Brave and tackle the unfinished business of reconciliation so we can Make Change for the benefit of all Australians.

This year, they are asking everyone to make a change beginning with brave actions in their daily lives – where they live, work, play and socialise.

National Reconciliation Week—27 May to 3 June—is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

Reconciliation must live in the hearts, minds and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships between the wider Australian community, and Aboriginal and Torres Strait Islander peoples.

Reconciliation Australia shares 19 actions you can take to make the change. Here are a few suggestions, for the full list and details on each action, visit the link:

<https://nrw.reconciliation.org.au/2022-actions-to-make-change/>

1. Tell The Truth On Racism
2. Acknowledge Country
3. Fight for Justice
4. Own our History
5. Learn your Local History
6. Care for Country



Congratulations to SCC!

SCC were our May Core Value Award winners. They won the Diversity Core Value Trophy.

SCC received the Diversity Core Value award for:

- Being inclusive,
- Supporting each other,
- Listening to their teachers and
- Working well as a class.

We congratulate SCC and Miss Capuano for demonstrating diversity over the last month.



Respectful Relationships Topic 3

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

The third topic covered in SEL this year was Positive Coping.

Learning in this topic provides opportunities for students to identify and discuss different types of coping strategies. When children and young people develop a language around coping, they are more likely to be able to understand and deliberately use a range of productive coping strategies and can prevent the use of unproductive coping strategies. Students build their collection of coping strategies and benefit from critically reflecting on their own choices and being exposed to alternative options.

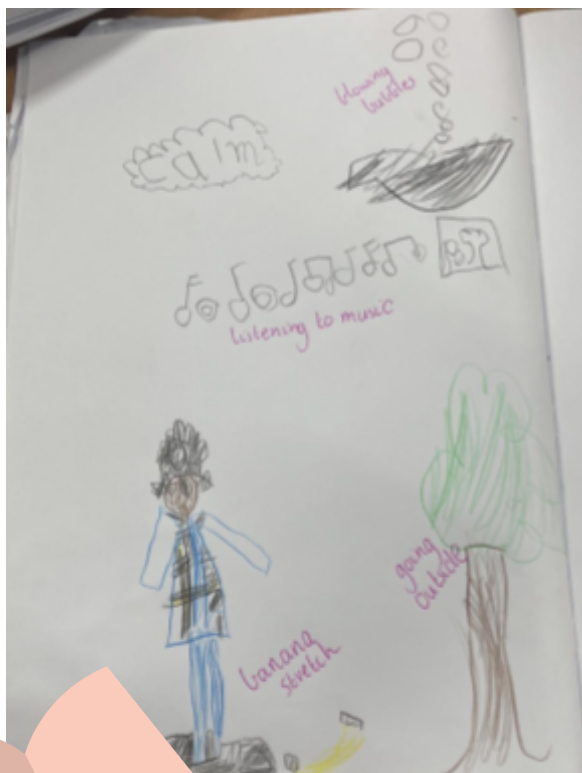
Activities introduce students to the concept of self-talk and practice using positive self-talk to approach and manage challenging situations. Positive self-talk is a key strategy for coping with negative thoughts, emotions and events. It is associated with greater persistence in the face of challenge and can be learnt or strengthened through practice.

Here are some examples of students' Positive Coping work from PMD:

We have been working on calming strategies. We listened to a story and spoke about ways to calm our bodies down when feeling anxious, worried, stressed or upset. Then, we practised some calming down strategies. After we drew our favourite calming strategies, these are the banana stretch, candle breathing, hugging a toy and going outside.



Angelle



Kenna



Emily

Supporting Children's Mental Health and Wellbeing



This year, St Paul's is part of the Mental Health in Primary Schools (MHIPS) pilot project. In April, MHIPS launched its new website that aims to keep schools, parents and policymakers informed about the program and provide resources to support children's mental health & wellbeing in schools.

Visit the website here <https://www.mhips.org.au/>

Children's mental health is fundamental to their development and learning. Good mental health means having a positive sense of wellbeing, coping with challenges and being able to realise individual potential. The MHIPS program helps build the capacity of Victorian primary schools to support the mental health and wellbeing of students. Schools are an ideal platform for promoting children's mental health, identifying early signs of mental health concerns, and supporting referrals to community-based mental health services when necessary. They recognise that teachers and primary schools are uniquely placed to observe and respond to the emerging mental health needs of children. MHIPS enables schools to employ a Mental Health and Wellbeing Coordinator and support staff to better understand and respond to mental health issues affecting their students, and build stronger connections with social care and health services.

You might like to take a look at some of these related resources:

[Webinar: Words matter: Getting the language of child mental health right](#)

[Webinar: Integrating care to improve child mental health in families experiencing adversity](#)



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 2 2022 \[Eng\]](#)

[Wellbeing and Community Newsletter Issue 3 2022 \[Eng\]](#)

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

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

[Wellbeing and Community Newsletter Issue 3 2022 \[Viet\]](#)

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.

Rebeca Lopez

rlopez@spsunshinewest.catholic.edu.au

or Nicole Azarnikow

nazarnikow@spsunshinewest.catholic.edu.au

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.