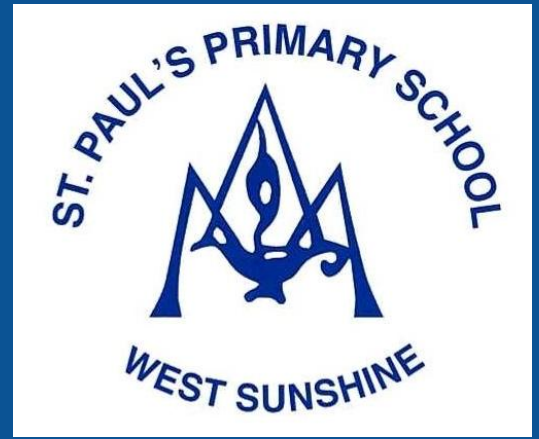


St Paul's Primary School  
**Wellbeing & Community  
Newsletter**  
Issue 6, 2022



**Friday | September 9, 2022**

**National Child Protection Week: 4th - 10th September**

***Every Child in Every Community Needs a Fair Go***

We have just celebrated National Child Protection Week. This week is all about the ways that we can all work together to build communities that support children and families. Children are safest when they are listened to, respected and believed.

All adults can play a part by 'tuning in' to children in everyday situations about small worries; then they are much more likely to feel comfortable telling us if something big is wrong.

Talking with children about safety:

- Support children to identify trusted adults (both within the family and outside) they can talk to, if they are worried, upset, or don't feel safe. Make sure these adults know they are on your child's list.
- Remind children that they can talk to you or a trusted adult about anything, no matter how big or small their worry might be. Talk to children about how they know when they feel safe or unsafe. Help them to listen to their early warning signs (how their body feels), and to trust their feelings and instincts.
- Use everyday activities as opportunities for conversations (e.g. preparing meals and snacks, going for walks, playing, shopping). If children are used to having lots of communication, it can make it easier to talk when big or tricky issues come up.
- Be open to talking about all kinds of feelings, including anger, joy, frustration, fear and anxiety. This helps children to develop a 'feelings vocabulary'.

National Child Protection Week is a great time to start conversations with children and families about feeling safe. See brochures for tips and tricks to support the safety and wellbeing of children and young people.

**Listening To Children**



<https://www.napcan.org.au/wp-content/uploads/2018/12/listeningtochildren.pdf>

**Listening To Young People**



<https://www.napcan.org.au/wp-content/uploads/2018/12/listeningtoyoungpeople.pdf>

**30 Ways To Boost a Child's Confidence**



<https://www.napcan.org.au/wp-content/uploads/2018/12/boostchildconfidence.pdf>

**When A Child Feels Sad**



<https://www.napcan.org.au/wp-content/uploads/2018/12/whenachildfeelsad.pdf>

# St Paul's Staff in the Spotlight



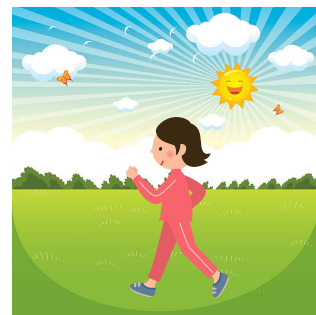
## ***Laura: Prep Teacher and Coordinator***

Laura completed her teaching degree at the Australian Catholic University in 2012 and started teaching at St Paul's in 2013. This is her 10th year teaching at our school! She has taught Juniors, Middles and is currently a Prep teacher. Laura enjoys working with her students and their families to help the children achieve their best. She particularly enjoys reading picture books with her classes and hopes to spark a love of reading!

Laura is about to start maternity leave as her first child is due to arrive in October. She looks forward to returning back to St Paul's in the future to continue working with the students.

### **Three facts about Laura:**

1. Loves chocolate
2. Supports the Geelong Cats
3. Enjoys walking on sunny days



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## ***Conor Fox: SMA Teacher and Coordinator***

Conor has been teaching for 8 years and working at St. Paul's since 2019, predominantly with Grade 5/6 students. Having lived and taught in Ireland, England, India and Australia, Conor is passionate about celebrating the diversity of students and sharing books and stories about people from all across the world. Conor is lucky enough to work 4 days a week in SCF with Mrs Schembri. On the other day, he works as the Senior Level Co-ordinator/Numeracy Support organising extracurricular activities for SMA students and supporting high quality Maths teaching across the SMA level.



### **Three facts about Conor:**

1. He loves to read every day, his current 2022 reading challenge is 23/36 books!
2. Conor has a cat called Seamus.
3. He loves to visit new places around Australia, so please send on any travel recommendations!





## ***Congratulations to MEM!***

MEM were our July Core Value Award winners.  
They won the Learning Core Value Trophy.

Specialist teachers had a tough time deciding on just one winning grade but MEM stood out because:

- They had picked up new coding skills in ICT
- Impressed Ms Lynette in performing arts with how quickly they were learning to play the Ukulele.
- Mr Chris also noted how well the students had been learning new skills during their sport lessons.

We are very proud of MEM for their enthusiasm for learning and congratulate them on their award.

The Specialist Teachers



## ***Congratulations to MCD!***

The August trophy for the core value of Respect was awarded to MCD.

The specialist teachers have awarded this trophy because:

- They have noticed how well MCD takes care of equipment in ICT and Sport lessons.
- They demonstrate respect for school property by using it as it should be used, packing up promptly and generally taking care of the equipment while using it.
- During their lessons MCD show respect towards their specialist teachers by listening to instructions and following rules.
- They also show respect towards each other by being polite and supportive of each other.

Congratulations MCD on being a shining example to our St Paul's community!





# Respectful Relationships Topic 5

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

The fifth SEL topic covered in the first half of this term was 'Stress Management'.

Children and young people experience a range of personal, social and work-related stressors in their everyday lives. Activities within this topic have an explicit focus on teaching positive approaches to stress management.

Assisting students to recognise their personal signs and symptoms of stress, and to develop strategies that will help them to deal with stress effectively, will help students cope with future challenges. The activities focus on the ways in which self-calming strategies can be used to manage stressful situations.

In the Grade 1 and 2 lessons, students were introduced to Wibbly. They were asked to help Wibbly because Wibbly is feeling stressed. Students suggested ways they find help them to calm down or to cheer up.

JPF have written on the balloons ways they can control their emotions, including:

- ★ Breathing
- ★ Hugging our pets
- ★ sitting in nature
- ★ watching the sunset
- ★ Reading
- ★ finding a quiet space
- ★ Meditate
- ★ Go to bed





In the Grade 5/6 lessons, students were asked to think of a difficult situation they had encountered at home, at school or in the community. They had to identify and reflect on the stress management strategy that you used, and how it helped them manage stress.

**Questions:** Explain the situation. How did it make you feel and behave? Which stress management strategy did you use? Briefly explain the stress management strategy that you used? What effect did the stress management have on you and your experience?

Arthur K (SCC)

Explain the situation. How did it make you feel and behave?	Which stress management strategy did you use?	Briefly explain the stress management strategy that you used	What effect did the stress management strategy have on you and your experience?
When it was my turn to give my presentation I was really nervous and stressed about my turn going up and it kept getting hotter and hotter after each turn.	<ul style="list-style-type: none"> <li>- A deep breath</li> <li>- A stretch</li> <li>- Looking at one person</li> <li>- Wiggling my toes</li> <li>- Trying to think that no one is here but only me</li> </ul>	I took a couple deep breaths as I was calming down and wiggled my toes but before all of that a stretch so I am relaxed and maybe looking at a friend so they could give me some support or a teacher?	In my opinion I think that the breathing strategy is the most important and the most used because many people use it and it's the most useful and it's the most helpful and the most effective.

Lily C (SCC)

Explain the situation. How did it make you feel and behave?	Which stress management strategy did you use?	Briefly explain the stress management strategy that you used	What effect did the stress management strategy have on you and your experience?
I felt nervous and scared when I was reading my old presentation .I got butterflies and my heart was racing.	Take deep breaths. Watch tv. Talk to a sibling. Play monopoly games. Walking. Write stoy's. Read story's. draw.	In the middle of my presentation where I was nervous I tried to think positive and it kind of helped me. I also took deep breaths and it helped me alot.	now I'm more brave and confident .If I'm ever nervous i'll use the same strategy to calm down.

Lily K (SCC)

Explain the situation. How did it make you feel and behave?	Which stress management strategy did you use?	Briefly explain the stress management strategy that you used	What effect did the stress management strategy have on you and your experience?
I got stressed because of my nerves for athletics day. this made me act stubborn towards everyone and mentally exhausted from all the stressing. I could feel my heart racing and my hands starting to feel clammy.	I managed my big emotions by sleeping, going outside for fresh air, listening to music and taking deep breaths.	I took a nap so that i could physically and mentally recharge myself and to forget or recorver from my horrible emotions. I went outside and took deep breaths to get the stress and heavy enmotions out of my system. I listened to music because its something i enjoy and something that helps me relax. these all helped me calm down and relax.	These stress managments had the effect of keeping me calm and allowing me to relax. By using these stratregies they allowed me to have a calmer approach to the thought of athletics day.

# Online safety for every family

*All parents want their children to be safe when learning and playing online.*

These short videos and easy-to-read advice sheets will give you the confidence to talk with your children about online safety. They include tips to help them stay safe, and important information about what to do if something bad does happen online.



Scan QR code to watch video series  
or click this link:

<https://www.esafety.gov.au/parents/resources/online-safety-for-every-family>

They are also available in languages other than English:

- [Arabic](#)
- [Chinese \(Simplified\)](#)
- [Dari](#)
- [Tamil](#)
- [Vietnamese](#)

## Helping your family stay safe online

Learn how to keep your family safe online, including:

- why online safety is important
- how eSafety can help
- setting up family online safety rules
- conversation ideas and tips.

[Advice sheet - Helping your family stay safe online](#)

## Getting help when your child is being bullied online

Learn how to support your child if they are being bullied online, including how to:

- recognise online bullying
- collect information about the bullying
- report online bullying.

[Advice sheet - Getting help when your child is being bullied online](#)

## Getting started with social media

Understand social media for children and young people, so you can:

- talk with your child about social media
- set up their online account
- use social media safely
- report problems.

[Advice sheet - Getting started with social media](#)

## Safer online gaming

Make gaming a safe and enjoyable part of family life, by learning about:

- setting up games so they are safe
- making friends in games
- reporting issues in games.

[Advice sheet \(Safer online gaming\)](#)

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

### English Versions

[Wellbeing and Community Newsletter Issue 1 2022](#)  
[Wellbeing and Community Newsletter Issue 2 2022](#)  
[Wellbeing and Community Newsletter Issue 3 2022](#)  
[Wellbeing and Community Newsletter Issue 4 2022](#)  
[Wellbeing and Community Newsletter Issue 5 2022](#)

### Vietnamese Versions

[Wellbeing and Community Newsletter Issue 1 2022](#)  
[Wellbeing and Community Newsletter Issue 2 2022](#)  
[Wellbeing and Community Newsletter Issue 3 2022](#)  
[Wellbeing and Community Newsletter Issue 4 2022](#)  
[Wellbeing and Community Newsletter Issue 5 2022](#)

### 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  
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or Nicole Azarnikow  
[nazarnikow@spsunshinewest.catholic.edu.au](mailto: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.**



