

St Paul's Primary School

Wellbeing & Community Newsletter

Issue 2, 2023

Friday 12th May, 2023



The St Paul's Community acknowledges the Wurundjeri people as the Traditional Custodians of the land on which we teach, learn and pray. We acknowledge the continued deep spiritual attachment and relationship that Aboriginal and Torres Strait people have to Country and pay our respects to Elders, past and present as we commit ourselves to the ongoing journey of reconciliation.



Ashlea Niemi:

St. Paul's Learning Support Officer & Koori Education Worker

Ashlea has been working at St Paul's for 3 years and is a proud Aboriginal woman. Ashlea's family are from Yorta Yorta country (which is located near Shepparton & Echuca) & also Wemba Wemba country (which is located near Swan Hill & Deniliquin). When Ashlea isn't working with the Juniors, she is working closely with the staff to educate them on all the deadly (in Aboriginal English, deadly means awesome or great) aspects that the Indigenous culture has to offer. Ashlea is very enthusiastic about getting to know and working closely with Wurundjeri Elders in and around the Western suburbs of Melbourne.

Over the next couple of months Ashlea will be organising a number of significant cultural events, where the Elders will be invited to come and celebrate these symbolic days with us at St Paul's. The students, teachers and staff will now also have the opportunity to be involved in smoking ceremonies, welcome to counties and cultural dancing! With Ashlea's guidance, we look forward to learning and embracing the cultural and spiritual connection that the Aboriginal people have had with this great country for 1000's of years.



Colour Run!

Kenny SHB:

Last Thursday, was really fun because on that day I did the Colour Run. It was my first colour run and I was really excited. Once we got to the oval it looked so fun and amazing. When my friends and I went around the course it was so fun because we got covered with colourful powder.



Archer SHB:

One fine day, the seniors went on a fun adventure to raise money for their beloved gym. We got sprayed with green, blue and orange powder. Everyone had a blast.





Multicultural Day

Sophia SHB:

Last Friday, was the day where our school celebrated Multicultural Day. A time where we embrace our differences and take a moment to explore our diverse community. The celebration indeed a Multicultural Parade showing off students' traditional outfits of their nationalities and a sausage sizzle for lunch.

The Respectful Relationships (RR) Program

Everyone in our community deserves to be respected, valued and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our school.

This year, St Paul's will continue to use the Respectful Relationships Program to guide our social-emotional learning (SEL) lessons. The Respectful Relationships program supports schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staff rooms, sporting fields, and social events. This approach leads to positive impacts on students' academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

At St Paul's, we want to lead the way in saying yes to respect and equality, and creating genuine and lasting change so that every child in our school has the opportunity to achieve their full potential.

**RESPECTFUL
RELATIONSHIPS**



Respectful Relationships in Grade 5/6

The first topic covered in SEL this year was Emotional Literacy.

Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.

In the Emotional Literacy topic, senior students:

- identified and explore comfortable and uncomfortable emotions
- made connections between emotions and body language
- identified situations that can lead to particular emotional responses
- recognised that emotions can vary in intensity
- explored that we can experience different emotions

Emotional Literacy Student Work:

Week of

Comfortable Emotions

bubbling joy happy tired laughter
 smiling comfy relaxed calm humming
 excited Positive
 Satisficial Safe
 Polite Productive

Uncomfortable Emotions

Uncomfortable sad disappointed
 ignored left out angry
 bored nervous anxious
 danger Unsafe mad
 lonely in polite

Mixed Emotions

In We can feel mixed emotions. You can feel positive and negative. For example you can feel excited and nervous about making it to the Grand final but nervous about how you might play.

intensity is the level which you feel and emotion

Day in the life of Casey

Day in the life of Danise

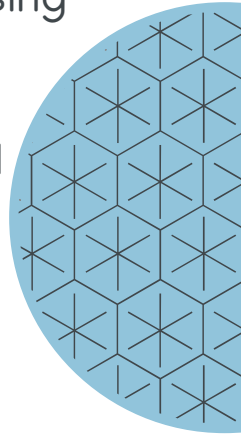
1. happy
2. excited
3. excited
4. excited
5. excited
6. excited
7. excited
8. excited
9. excited
10. excited
11. excited
12. excited

Respectful Relationships in Grade 5/6

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.

In the Personal Strengths topic, Senior students:

- explored the difference between talents and character strengths
- identified character strengths they admire in others
- explored their own characters strengths
- identified the strengths required to deal with everyday challenges and contribute to a good life



Personal Strengths Student Work:

6/3/23 Week 7

LI: To understand the difference between talents and character strengths: ♥

I think talents are something that you're good at or what you manage to do well at.

I think strengths are a skill that everyone has to be able to have whether or not it lets a person do good at a game.

Personal Qualities

| | |
|--------------|--------------|
| - kindness | - caring |
| - supportive | - love |
| - honest | - creativity |
| - helpful | - bravery |

6/3 ✓

MY PERSONAL QUALITIES:

- Supportive ✓
- Kind
- care
- enthusiastic
- helpful
- respectful

6/3/23 Week 7

LI: Understand the difference between talents and character strengths.

I think talents are like gifts that make you good at something or know for doing or liking something. ✓

I think character strengths is when someone is born with something that makes them who they are. ✓

A central cloud-shaped bubble contains the text "My Personal Qualities". Eight lines radiate from this central bubble to eight surrounding words, each underlined: "creative", "love", "positive", "respect", "funny", "being brave", "honest", and "respect". To the right of the mind map is a blue star with a checkmark and the letters "OK".

A cartoon drawing shows a girl with brown hair in a ponytail, wearing a red long-sleeved shirt and white shorts, running towards a boy. The boy is wearing a white t-shirt and green shorts, looking distressed with a sweat drop on his forehead. The girl is holding his arm. To the right of the boy is a yellow and orange checkered skateboard. A speech bubble from the girl says "My little brother (Evan)".

Fair, creativity, Determination, Compassion, trustworthy, humour.

Core Values Award

Congratulations to JEF!

JEF were our March Core Value Award winners. They won the Learning Core Value Trophy.

JEF earned the Learning Core Value award for staying on task and always trying their best. JEF continue to show that they are motivated to learn and grow in whatever subject they are in.

We congratulate JEF and Miss Emma for all their hard work and dedication to learning over the last month.



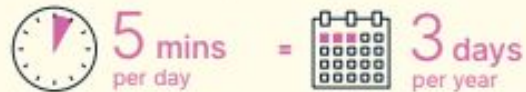


School is better when your child is here

Going to school every day is the most important part of your child's education. There are no safe number of days for missing school – each day a student misses puts them behind and can affect their educational outcomes and their social connectedness. The best thing you can do is support your child to get to school every day.

A positive attitude towards school, healthy habits and routines, and parental involvement can support your child's regular school attendance and prevent chronic absence patterns.

When your child misses just... they miss



When your child misses just... they miss...



and over

When your child misses just... they miss



When your child misses just... they miss...



and over



1. Establish positive habits to promote attendance

- ★ Set good bedtime and morning routines to make the process of getting to school smoother for everyone. Try to prepare as much as possible the night before, e.g. school uniform, school bag packed.
- ★ Ensure your child gets enough sleep and exercise to support their physical and mental health.
- ★ Talk positively about the importance of school attendance with your child. Explain that it is an important part of growing up, a legal obligation and that you expect them to attend every day.
- ★ Show an interest in your child's school and become involved where possible. Keep notes, newsletters, etc. in a place where they are visible reminders of school news for the whole family. Talk about school activities in a positive manner.
- ★ Discuss any changes to usual routines in advance with your child, such as alternative drop-off and pick-up arrangements, to ensure clarity and minimise anxiety.

2. Changes in your child's attitude towards school

We all have those days when it is just too hard to get up and feel motivated to go to work or school, but if this occurs regularly, it may be a sign that your child needs support. Early intervention is vital to address physical, emotional or social reasons for school avoidance before it progresses to chronic absence problems and on to school refusal.

Signs of school avoidance to look out for

- ★ feeling sick before school, e.g. waking up with a headache, stomach-ache or sore throat
- ★ tearfulness, clinginess and dawdling before school – struggling to get out of bed, leave the house or get out of the car
- ★ complaints about attending school and reluctance to talk about school
- ★ missing classes and being late for class. What is happening at school?

Early signs of school avoidance may be identified at school through observations and insights by your child's teachers. Work in partnership with the school to support your child's attendance and wellbeing.

3. What can you do when you see the signs?

- ★ Work with your child to understand what is happening and so that they feel supported and empowered. Listen with compassion but be consistent in expectations.
- ★ Speak with your child's teacher(s) about your concerns.
- ★ Consider taking your child to the GP to rule out or address any physical or emotional health problems.
- ★ Request and attend school meetings with your child and their teacher to develop strategies to support increased attendance

A resource from Chloe our school counsellor...

We know Mother's Day can be a difficult time for children whose mothers have passed away. But it is a wonderful opportunity to reminisce, share memories and honour mothers with angel wings. Motherless Daughters Australia have some resources for children who have lost their mum, including their Memories of Mum journals which can be ordered through their website, free of charge. Click on the link below for more information if you are interested.

www.motherlessdaughters.com.au





Term 2, 2023

Free eSafety parent and carer webinars

Join eSafety's expert education team for a free live webinar designed for parents and carers.

Term 2 topics: (all 30 minutes)

- **Getting started with social media: TikTok, YouTube, Instagram**
For parents and carers of young people in primary and secondary school.
- **Online relationships and consent: sending nudes and sexting**
For parents and carers of young people in secondary school.
- **eSafety 101: how eSafety can help you**
For parents and carers of young people in primary and secondary school.
- **Setting your child up for success online**
For parents and carers of young people in primary school.



For more information and to register now: <https://www.esafety.gov.au/parents/webinars>

St Paul's Wellbeing Parent Education Sessions

****Developed by our school psychologist, Chloe****

School Refusal and Anxiety:
available on our school YouTube page
and school website ([link here](#))



Fostering Confidence and Resilience in
Children: available on our school
YouTube page and school website
([link here](#))



Navigating Separation: available on
our school YouTube page
([link here](#))



Support Phone numbers

NEED TO TALK?

Support & Information Contact Point for Young People

Crisis Helplines

Emergency Services

(Call if you or someone you know is in danger)

000

Open: 24/7

Lifeline

lifeline.org.au

13 11 14

Open: 24/7

Help & Support

Kids Help Line

kidshelpline.com.au

1800 551 800

Open: 24/7

Beyondblue

<https://www.beyondblue.org.au/>

1300 224 636

Open: 24/7

Butterfly Foundation

<https://butterfly.org.au/>

1800 334 673

Open: 8am – midnight, 7 days

Victorian Aboriginal Health Service

vahs.org.au/yarning-safenstrong

1800 959 563

Open: 24/7

Family Violence

1800RESPECT

1800respect.org.au

1800 737 732

Open: 24/7

The Orange Door

orangedoor.vic.gov.au

1800 312 820

Open: 24/7

Quick Help Guide

Support Available To You During Times of Crisis

Help & Support Lines

Lifeline

lifeline.org.au

13 11 14

Open: 24/7

Nurse On Call

<https://www.healthdirect.gov.au/nurse-on-call>

1300 60 60 24

Open: 24/7

Griefline

<https://griefline.org.au/>

1300 845 745

Open: 7 days, 12 noon–3 am

Vinnies Welfare Assistance Line

www.vinnies.org.au

1800 305 330

Open: Mon-Fri, 10am-3pm

HeadtoHelp

headtohelp.org.au

1800 595 212

Open: Mon-Fri, 8.30am-5pm

SANE

<https://www.sane.org/>

1800 187 263

Open: 10am – 10pm weekdays

Victorian Aboriginal Health Service

vahs.org.au/yarning-safenstrong

1800 959 563

Open: 24/7

MensLine

www.mensline.org.au

1300 789 978

Open: 24/7 for men

Support Services

Jesuit Social Services

<https://jss.org.au/>

8595 2438

Open: 24/7

Smith Family

<https://www.thesmithfamily.com.au/>

0468 521 300

Open: 9am-5pm

Food

Anglicare Emergency Relief – Sunshine

Walk in Service – No appointment required

0427 812 517

Open: Mon and Thurs, 10am-1pm

Salvation Army – Sunshine

Leave a message and they will contact you.

9364 9335

Open: Wed to Fri, 10am-3pm

Family Violence

GenWest

<https://genwest.org.au/>

1800 436 937

Open: 24/7

1800RESPECT

1800respect.org.au

1800 737 732

Open: 24/7

Safe Steps

www.safesteps.org.au

1800 015 188

Open: 24/7

If you cannot safely call the phonenumber email: safesteps@safesteps.org.au

Financial Stress

Anglicare

anglicarevic.org.au

0439 271 411

Open: 24/7

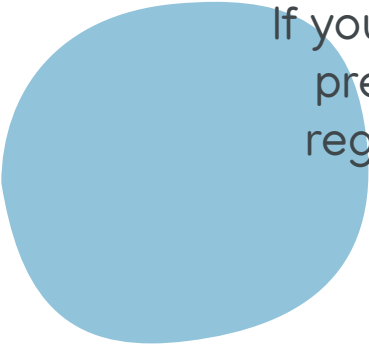
Good Shepherd Australia New Zealand

They provide free, confidential and independent advice.

1800 007 007

For more helpful numbers, see

<https://www.health.vic.gov.au/mental-health-services/telephone-and-online-services>




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

Nicole Azarnikow

nazarnikow@spsunshinewest.catholic.edu.au



To view previous issues of the Wellbeing and Community Newsletter, [visit our school website.](#)

