



St Paul's Primary School Wellbeing & Community Newsletter

Issue 1, 2024

Monday 5th August, 2024

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.



☀️ Welcome Back to the Wellbeing & Community Newsletter! ☀️

Hello St Paul's Families!

We're thrilled to be back with our Wellbeing & Community Newsletter after a short break! We're excited to reconnect and share all the fantastic learning and updates happening in our school community.

If this is your first time reading our newsletter, a warm welcome to you! We hope you enjoy exploring our updates and find something that resonates with you.

Here's what you can look forward to in our issues:

- **Community Buzz:** Stay updated with the latest happenings at St Paul's, including camps, excursions, incursions, and more!
- **Social Emotional Learning:** Discover what's going on in our classrooms to support our students' social and emotional growth.
- **Student Wellbeing:** Get tips and updates on how you can support your child's wellbeing journey.
- **Mental Health Awareness:** Learn more about mental health and how we're fostering a supportive environment at St Paul's.

We'd love to hear from you! If you have any questions about the newsletter or suggestions for future topics, don't hesitate to reach out to Bec Lopez at rlopez@spsunshinewest.catholic.edu.au.

To catch up on previous issues, simply visit our school website.

Thank you for being part of our wonderful community!

Reintroducing our St. Paul's Core Wellbeing Team

Bec Lopez:
Mental Health and Wellbeing
Leader / Student Wellbeing Leader
rlopez@spsunshinewest.catholic.edu.au



Cathy Doran:
Deputy Principal
cdoran@spsunshinewest.catholic.edu.au



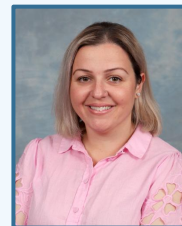
Lisa Peplow:
Religious Education Leader /
Child Safety Officer /
Student Wellbeing Leader
lpeplow@spsunshinewest.catholic.edu.au



Kara Brizzi:
Learning Diversity Leader
kbrizzi@spsunshinewest.catholic.edu.au



Anna Maria Schembri (Mon, Tue, Thu):
Learning Diversity Leader /
Family Engagement Leader (starting Week 5, Term 3)
aschembri@spsunshinewest.catholic.edu.au



Wellbeing Support

Narelle Mullenger: Wellbeing Support Officer

Narelle works alongside the Core Wellbeing Team in the Mental Health & Wellbeing Hub. She works with small groups of students to provide additional Social Emotional Learning lessons.



Emily Dyos: Catholic Care School Psychologist

Emily is a Psychologist (provisionally registered) who started working at St Paul's in 2023. Emily is onsite on Mondays, Tuesdays and Thursdays this year. She is passionate about working with young people and their families and is looking forward to continuing to learn about the school community. In this role, Emily will be walking alongside some of the young people at St Paul's as they go through life's journey, providing psychological support to the best of her ability. If you are concerned about a young person at St Paul's, speak to your child's teacher or **wellbeing** to discuss support options.



St Paul's Core Values

At St Paul's, we try to live out our core values every day. Since their introduction, we begin each year learning about what each Core Value means and how we can display these values in class, in the yard and out in our community.

Our Core Values are:

Respect

We show that we value respect by:

- knowing that we are all created in the image of God
- taking care of ourselves, our belongings and our environment
- being considerate of others
- using manners and positive body language
- understanding our rights and responsibilities.

Diversity

We show that we value diversity by:

- understanding St Paul's teaching that we are one body with many parts
- being inclusive of others
- celebrating the strengths and talents of ourselves and others
- catering for individual needs
- listening to and learning from each other.

Learning

We show that we value learning by:

- following the example of Jesus and his teachings
- trying our best, even when we find something challenging
- being courageous and trying new things
- learning from our mistakes
- being motivated to learn and grow.

Care and Compassion

We show that we value care and compassion by:

- being a good neighbour to all as shown in the parable of the Good Samaritan
- helping others
- thinking about other people's needs
- always choosing kindness
- showing empathy by being able to walk in another person's shoes.

Social Emotional Learning (SEL)

Social and Emotional Learning is essential in supporting students to understand themselves and others, to manage their relationships, lives, work and learning more effectively. Teaching SEL involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

SEL supports students in becoming creative and confident individuals with a sense of self-worth, self awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community and workforce members.

Adapted from Victorian Curriculum:
Personal and Social Capabilities Rationale



RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

THE
EDUCATION
STATE

VICTORIA
State
Government

Education
and Training

The Respectful Relationships 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 has continued to implement the Respectful Relationships Program to teach social emotional learning. 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.

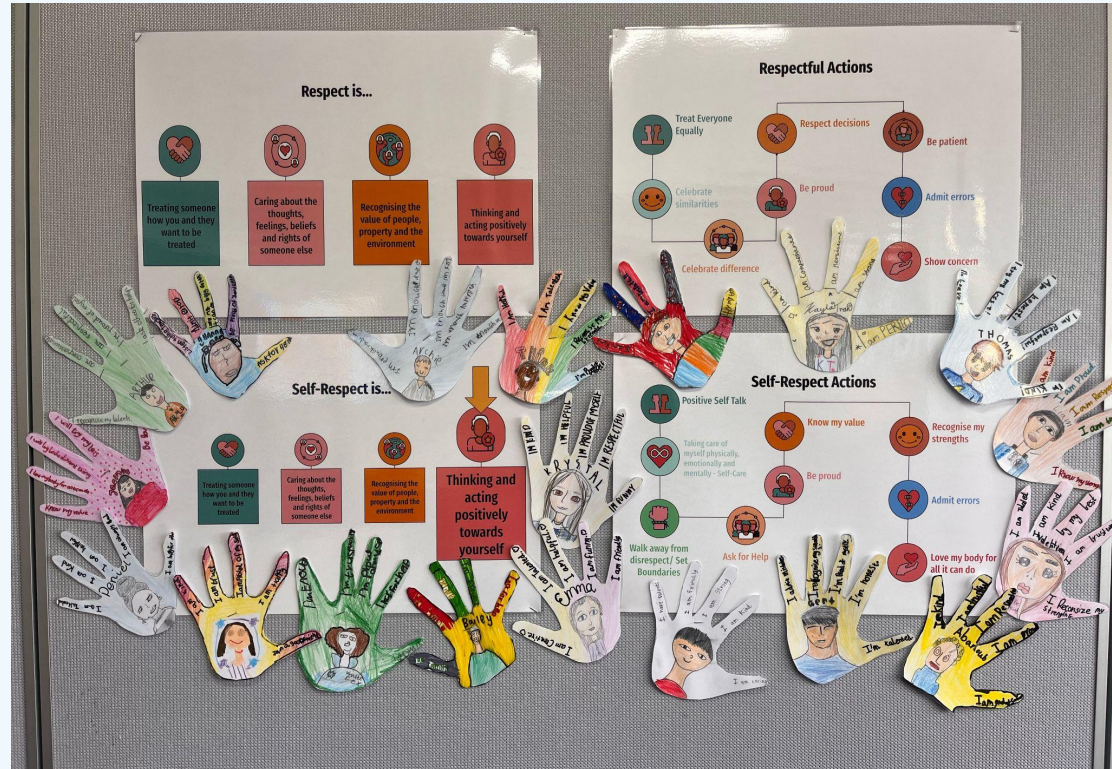
At St Paul's, we want to lead the way in saying yes to respect and equality, and creating genuine and lasting change so that every child in our school has the opportunity to achieve their full potential.

Setting Clear Expectations: Our Approach to Positive Student Behaviour

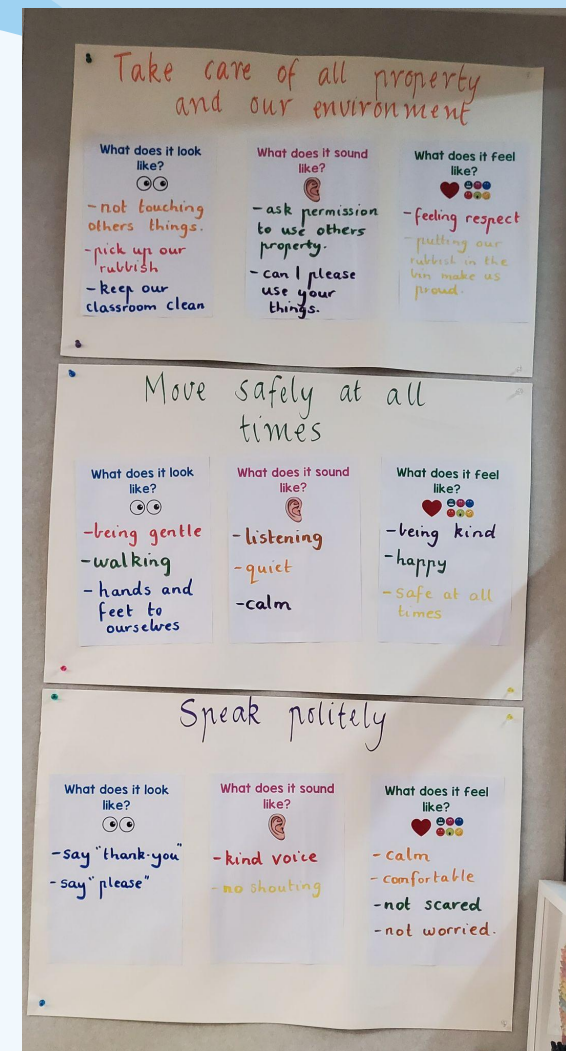
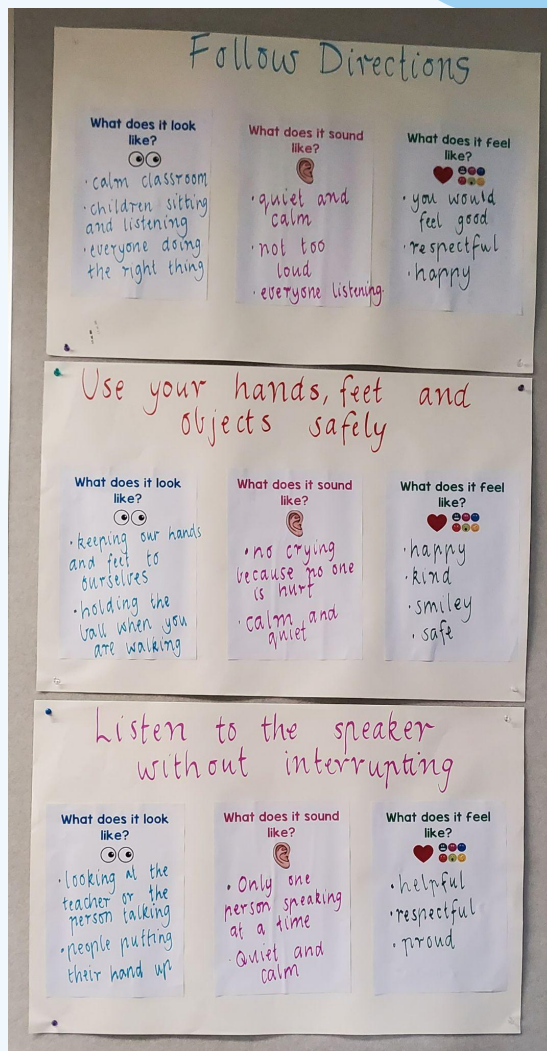
At St Paul's, we're committed to fostering a positive and respectful school environment. Recently, we've been focusing on setting clear expectations for student behaviour through our Social Emotional Learning (SEL) lessons.

Our students learnt about key topics such as Respect, Self-Respect, Good Friends, and Conflict Resolution. These lessons aim to help our students understand and practice positive behaviours, ensuring everyone feels safe, valued and supported.

The Grade 3/4s in MEM shared their learning about self-respect. Students identified how they can think and act positively towards themselves.



In Prep, we brainstormed classroom rules using the 5 senses to help us. This is what we came up with in PFT. We hung them up in our classroom to help remind us of the rules and how they keep us safe and show respect to all.



In SMA, our students recently delved into the concept of respect. They learned to distinguish between respectful and disrespectful behaviours and reflected on how to show respect towards others and themselves in different situations. For example, students in SKL engaged in thoughtful activities that helped them understand and practice these important values. Here's a glimpse of their reflections and actions!

<p>Showing respect to our school:</p> <ul style="list-style-type: none"> -Cleaning up rubbish/putting rubbish in the bin -Taking care of the plants that we grow -Not vandalizing our provided school supplies or the furniture -Following the rules -Don't mess with the important safety supplies 	<p>Showing respect to other students:</p> <ul style="list-style-type: none"> -If you borrow any belongings of a student you should take care of it -Keep your hands feet and objects to yourself -Include others -Be kind
<p>Showing respect to yourself:</p> <ul style="list-style-type: none"> -Love yourself -Accept yourself 	<p>Showing respect to St. Paul's staff:</p> <ul style="list-style-type: none"> -Listen to them without interrupting -Follow their directions -Use manners

Jessica K

<p>Showing respect to our school:</p> <ol style="list-style-type: none"> 1. Not throwing rubbish on the ground. 2. Don't step on any plants. 3. Don't ruin/draw or rip the books 4. Don't run through the corridors 5. Take care of the chromebooks 	<p>Showing respect to other students:</p> <ol style="list-style-type: none"> 1. Respecting their boundaries 2. treat them the way you want to be treated. 3. Don't judge them based on how they look or act 4. Respect their opinions 5. Don't make fun of them when they do something different to you
<p>Showing respect to yourself:</p> <ol style="list-style-type: none"> 1. Don't compare yourself to other people. 2. Have a growth mindset 3. Always believe in yourself 4. Have a break day (a day dedicated to take care of yourself) 	<p>Showing respect to St. Paul's staff:</p> <ol style="list-style-type: none"> 1. Never talk back 2. Do what your told to do 3. Don't talk when the teacher is speaking

Julia N

<p>Showing respect to our school:</p> <p>Cleaning up the yard and picking up rubbish that may or may not be ours and putting it in the bin. Treating property at school with care as if it were our own. Respecting the environment of our school and not damaging it. Not littering. Cleaning up and caring for the classroom environment.</p>	<p>Showing respect to other students:</p> <p>Being inclusive to fellow peers. Helping others around you. Listening to them with full attention and full body listening. Treating them as you would want to be treated.</p> <p>Being kind to them and using manners. Not using violence.</p> <p>Caring for them and treating people with equality and equity.</p> <p>Being mindful of their personal space and boundaries.</p>
<p>Showing respect to yourself:</p> <p>Being proud of your achievements. Having a positive mindset. Not having negative thoughts. Telling yourself positive things. Take breaks and spare some time for fun. Support yourself. Have a healthy routine and care for your body.</p>	<p>Showing respect to St. Paul's staff:</p> <p>Listening to them with full attention and eye contact.</p> <p>Not arguing and talking back.</p> <p>Being polite and using your manners. Be understanding and welcoming to ideas.</p> <p>Helping out in the classroom. Not being noisy and loud.</p> <p>Being controlled and quiet.</p> <p>Not being disruptive and being self-aware.</p>

Henry T

In SAK, our students put their understanding of respect into practice by writing letters to their parents. These letters outlined what they've been learning about respect and how they plan to apply it in their daily lives. It's a wonderful way for students to communicate their new insights.

To Mum and Dad,

In class recently, we have been learning about respect, and how we can show respect to Adults, ourselves, and peers. During these lessons, we have been reviewing how St. Pauls shows respect and how our class can improve showing respect to peers and teachers. We also learnt about how we can respect ourselves and the appropriate language to use when talking to Adults. We can respect ourselves by challenging ourselves, creating a schedule, and cleaning our working spaces. When talking to adults, we should use manners, and use appropriate body language to show we are listening and respect them.

Another thing we have been learning about is how SAK can improve showing respect to each other and teachers. We have noticed that some people in SAK are not using appropriate language, and some students are not respecting teachers in the way they need to be respected. We have discussed that we will all set goals to ensure we are respecting everyone how they deserve to be.

CHECKED BY
Mr Killender 25 JUN 2024

- Addison Relingado

Dear mum and dad,

I am writing this letter to you, to tell you what we have been doing in our respect writing unit.

For the past 2 weeks in writing we have been learning about respect. We have also been learning about treating people with respect, caring about thoughts, recognising the value of people and thinking and acting positively towards ourselves. Today we learnt about how we talk to adults, and how our body language is. We learnt about good and bad friends and how we can get influenced on social media easily.

From Ava

CHECKED BY
Mr Killender 25 JUN 2024

Dear Mum,

25/6/24

We have been learning about respect for the past two weeks. We were learning about respect to adults and to our friends at school. We also learnt about what to do respectfully on social media and devices. Last week we recapped about what a good friend does and what a bad friend does. And being self respect so being positive to yourself, and not putting yourself.

From Jack

CHECKED BY
Mr Killender 25 JUN 2024

Bullying No Way: This year's theme EVERYONE BELONGS

This year Bullying No Way Week focuses on what it means to belong. We can help people feel like they belong by challenging stereotypes, teaching empathy, embracing diversity and having positive relationships. All of these great things can help stop bullying.

The members of the St. Paul's Student Representative Council will be sharing these messages with their classes and promoting conversation and discussion around these topics.

Students are always encouraged to speak to a trusted adult within the school if they feel they need to.



SMA Camp at Lady Northcote

On July 15th, the SMA students went on a three day camp to Lady Northcote. The staff there were very welcoming and friendly.

There were many thrilling activities, which included the giant swing, archery, canoeing, low ropes, initiatives and survivor challenges. All of the activities were really fun. The staff at Lady Northcote taught us numerous skills such as learning to canoe and how to aim in archery. These activities also taught the SMA students how to get out of their comfort zone and try new things.

On the first night we had an amazing trivia night, which was led by Mr Chris and Miss Heidi. On the second night SMA students watched Kung Fu Panda 4, which was very intriguing.

All of the SMA students are very grateful for this learning opportunity and memorable experience.



By Kiara B, Elyse N and Kylie N (SRC)



