



Newsletter

Term 2 Week 9 Thursday, 17 June 2021

Principal's Message principal@olmcsunbury.catholic.edu.au

Dear Parents,

School Address

53 Macedon St
Sunbury 3429
9740 7344

How wonderful it has been this week to have all of the staff and students back at school. The announcement of further easing of restrictions is a relief to us all. There will be further changes to how we operate at the school. I am waiting for an announcement from MACs and I will inform you further as soon as this information comes through. Please note there is no canteen tomorrow. We are unable to have any visitors onsite unless they are essential, e.g. a plumber for a broken pipe.

Please remember to book a time to meet with your child's teacher next week via Google Meet or a phone call. The home/school relationship is as important as ever, if not more so. You will receive your child's report on Monday.

School Closure Days

Term 2

Friday 25th
June

Term 3

Thur 16th & Fri
17th September

Term 4

Mon 1st
November

Birthdays

Happy birthday to the following children who have a birthday in the coming week:

Milla Gatt

Caden Newitt

Brandon Busuttil

Alexander Aphram

Amelia Haxby

Ben White

Scripture

This Sunday we celebrate the 12th Sunday in Ordinary Time.

Gospel

Mark 4:35–41

'Even the wind and the sea obey him.'

Reflection: Jesus did not directly answer the question asked by the apostles. Instead, he acted for the good. Perhaps I can see how God sometimes answers my prayer and shows care for me by acting for my good too?

Student Mental Health

My piece in the newsletter is short this week as I came across this article yesterday and found it to be extremely relevant in this time of a pandemic and uncertainty. We have definitely found a change in children's behaviour after the long lockdown last year and we are continuously looking at ways we can support them. I hope you find this information helpful.



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Maintaining kids' mental health during the coronavirus pandemic - Michael Grose

While there are concerns about the negative impact physical isolation is having on children's learning, we should also be concerned about their mental health. Teachers and health professionals report that the strain of physical isolation is starting to show for many children and young people. Any anxiety and fear they experience is heightened by isolation from friends, lack of access to their usual sports and leisure activities and a lack of certainty about the future. Here are some tips to support parents:

Build the foundations for good health

A healthy diet, plenty of exercise and good sleep patterns are basic to good physical and mental health. Get the foundations right and you establish optimum conditions for your child to flourish even in difficult circumstances.

Eat a healthy diet

The 'healthy body, healthy mind' mantra that we grew up with needs to be updated to 'healthy gut, healthy brain'. Recent research has revealed the links between a child's gut health and good mental health. Kids who experience anxiety and depression typically have imbalances of adrenaline (which keeps the brain alert) and GABA (which calms the brain down), that can be rectified with good gut health.

A framework for healthy eating includes eating real rather than processed foods, consuming small and regular meals, starting each day with protein and complex carbs, drinking plenty of water and keeping kids away from caffeinated drinks.

Get plenty of exercise

Exercise not only promotes good mental health, it's also a tool that kids can use to manage their mental states. Exercise and movement send endorphins through their bodies improving mood and relieving tension and stress. Exercise and movement relaxes the muscles and reduces feelings of anxiety that build up over time.

A framework for exercise includes starting the day with some movement, taking regular movement and game breaks, finishing the school day with movement that gets their limbs moving and hearts pumping.

Maintain good sleep patterns

The benefits of good sleep patterns are immense and far-reaching, impacting children's learning, memory and emotional stability. Sleep restores the brain to optimum conditions and rejuvenates the body, allowing hormone levels elevated during the day to return to normal. Consequently, sleep-deprived children experience greater anxiety doing routine tasks and have a propensity for pessimistic thinking, which is associated with anxiety and depression.



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A framework for good sleep patterns includes finding an optimum bedtime; creating a regular, relaxing routine, eating and exercising at the right time, creating a sleep sanctuary and getting up at regular times each day.

Add the pillars of good mental health

Mental health is complex and is impacted by many factors including a child's social and emotional wellbeing. The following four pillars have an insulating effect on your child's mental health, acting **as circuit-breakers** when life becomes difficult and complex.

Maintain social connection

As social beings we long for connection to others and a sense of belonging to groups. While time alone can be restorative, sharing experiences, thoughts and stories with others is absolutely essential to your child's happiness and wellbeing.

A framework for social connection includes one-on-one time with family members and other loved ones, having shared family experiences to confirm a sense of belonging, having shared time and experiences with peers from school and the neighbourhood, and a connection with the broader community through shared experience, cause or goal.

Stay in the present

The human mind is restless, taking us all over the place. It can make us feel happy recalling memories of loved ones or happy times and it can also drive insecurity connecting us to events in the past or future that fill us with dread, and make us feel anxious. Children's wandering minds need to take a rest and settle in the present, stopping their mental chatter, giving them the chance to relax. Mindfulness is an essential mental health tool that enables children to keep their minds in the present moment, allowing them to feel safe and secure.

A mindfulness framework includes regular mindfulness exercises, doing one thing at a time, using mindfulness during an anxious moment, practising self-kindness and forgiveness.

Enjoy yourself at play

Play is absolutely critical to our happiness and wellbeing. Borrowing from the work of Dr. Brene Brown, play is defined as any activity that's fun (therefore highly anticipated), free (that is, self-directed) and involves flow (we don't want it to stop). Play helps kids manage anxiety and depression as it lifts their mood and is therapeutic by nature.

A play framework includes space and time for play, child-initiated activities, a mix of lone play and group activity, some social or physical risk may be involved.

Spend time in nature

Recent studies highlight what we already knew – that time spent in natural environments benefits our happiness, our sense of wellbeing and reduces stress and tension. The rejuvenating benefits of time spent in the bush or by the sea may be difficult to acquire during times of physical isolation but walks to the park, spending time under a favourite tree or even bringing some green shrubs inside have proven to be just as beneficial to children's mental health.



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A time in nature framework includes management and reduction of screen time, exposure to natural environments in the neighbourhood, bringing the outdoors inside, and spending some time each day outdoors.

Practise protective behaviours

Our daily habits contribute to our wellbeing and mental health. Some habits such as spending too much time in front of a screen may be detrimental. There are a number of behaviours, when practised continuously, build our resilience and resistance to daily difficulties.

Keep foundation behaviours

Routine behaviours such as waking at the same time, having breakfast, exercising, showering and dressing get us ready for the day ahead. They underpin productivity, learning and wellbeing. Remove the structure provided by these foundation behaviours and many children and young people struggle, particularly those who are prone to anxiety and depression.

A foundation behaviour framework includes morning routines and rituals to prepare for the day, after school and evening wind down routines, and routines that prepare children for sleep.

Practise deep breathing

Recognition of the benefits of deep breathing dates back to ancient Roman and Greek times when deep belly breathing was used to rid the body of impurities. Modern science informs us that deep breathing instantly engages our capacity to relax and stay calm. When a child becomes anxious or fearful their breathing becomes shallow. Taking deep, slow breaths when they become overwhelmed by anxiety is the quickest way to return to a calm state. Deep breathing has great preventative powers helping the mind stay in a state of focus and calm.

A deep breathing framework includes practising deep breathing spontaneously throughout the day, combining deep breathing with mindfulness practice, using deep breathing to restore energy when tired, and breathing deeply during an anxious moment.

Check in on feelings

If young people are not tuning into their emotions they are missing a rich vein of information that will assist decision-making, learning and importantly, their wellbeing. It's relatively easy to tune into behaviour and our thoughts, but much harder to detect our emotions. The skill of emotionally checking in, developed by Professor Marc Brackett from the Yale Centre for Emotional Intelligence, helps children and young people to identify how they are feeling at any given time. It requires children to stand still, close their eyes, take some deep breaths, identify and give a name to their feeling. This simple habit of checking, once practised

SPLASH PUPIL OF THE WEEK AWARD



Class	Pupil of the week	Has demonstrated the 3 R's
Prep JF	Oliver Austin	For showing the learning disposition of self determination by focusing well on learning tasks this week! Well done Oliver
Prep MR	Vincent Xerri	For working so diligently during remote learning and learning so many new words. Well Done Vincent
1H	Roman Cammarano	For being a respectful and responsible class member who listens and follows instructions.
1R	Blake Brincat	For going above and beyond with his work during remote learning and challenging himself in many ways!
2A	Wyatt Doricic	For being responsible and independent, especially when he has completed a set learning task and makes great choices to find something else to go on with.
2J	Ben Letzis	For displaying the disposition of collaboration. Well done, Ben, on working well with your group when creating your Pure Imagination piece.
3BC	Ellora Clements	For displaying resilience and tackling challenging tasks with a smile and can do attitude.
3CC	Ruby Stepanoski	For being a creative learner and presenting the story of Pentecost in an interesting way.
4PS	Samuel Plummer	For demonstrating the OLMC disposition of curiosity firstly through asking insightful questions and then being able to explain to the class the strategies that he used to solve a problem
4ST	Zachary Chiodo	For working hard to improve his resilience towards unexpected challenges.
5/6C	Alyssa Wright	For displaying a growth mindset and using the dispositions of determination and resilience when approaching all tasks during remote learning.
5/6MT	Ashley Vasey	For always challenging herself in her learning and wanting to make the most out of every school day!
5/6 R	Ruby Parker	For showing the dispositions of determination and reflection, particularly when looking at improving her information report.



Winter Appeal Clothing Collection

As a part of our Life and Faith unit on creating a just community, the Grade 4 level is organising a collection of winter clothing for the

Vinnies Winter Appeal.

Vinnies stores throughout Victoria are in desperate need of all types of winter clothing.

Jackets, jumpers, long sleeve tops, long pants, scarves, beanies, gloves etc (in both adult and child sizes).



If you have any items that you can donate, we know it would go a long way to helping out those that are less fortunate during the cold winter months. Please ensure that any pre-loved clothing is free from stains/rips and with all buttons and zips in working order.

**We would appreciate all donations being sent in to your child's classroom by
Tuesday 22nd June.**

If you have any questions please see Evelyn Sfyris or Amy Thompson.

2021 Important Dates

2021 Term Dates

Term 2	19 April — 25 June
Term 3	12 July — 17 September
Term 4	4 October — December 15 (students finish 1.30pm)

School Uniform News

School Hats (\$10) and Bottle Green socks (\$5) are available for sale from the school office.

Correct money appreciated please. Cash only.

A reminder to label all school uniform items especially jumpers & rugby tops and food/drink containers with your child's name. This will help stop the vast amounts of these items that end up in lost property.



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Full Spectrum Theatre teaches social skills to kids on the autism spectrum in an entertaining and playful context. After launching in Term 2, we are thrilled to announce that enrolments are now open for Term 3 at www.fullspectrumtheatre.com.au. Classes are run weekly on Saturdays in New Gisborne for children aged 8-13 years. Register your interest soon as places are filling up fast.

Help Wonder turn **BREAD BAGS** into **SCHOOL PLAY EQUIPMENT**



It's simple...

1

Collect your empty bread bags and tags



2

Recycle them at school in Wonder's pink Collection Bin
(There is a separate box for bread tags).



3

We'll earn reward points to redeem new sports equipment for every 5kg bin filled!



Our school is in the draw to **WIN 1 of 5** exercise circuits made from recycled plastic we collect!

LET'S GET RECYCLING!



Tag Wonder on social **#wonderrecycling** to share all your recycling champion stories!

