

Well-Being Newsletter

Term One 2021

Welcome to a brand new year! Let's hope it is a year of reconnection and a social, happy carefree time for our children.

There is always a lot happening behind the scenes in the wellbeing world!

You may have met Anne our wonderful new Wellbeing Support person and read her wonderful story in our newsletter. It will be fabulous to have her here on a Tuesday and Friday and her role will evolve as needs present themselves. Anne will spend this term familiarising herself with our school and community and we hope she will become a friendly face for you to chat with as you get to know her more. I also look forward to having Anne have some input in to our newsletter moving forward (more info inside).

I would really love some input in to our Wellbeing newsletter from as many sources as possible! Can you commit to giving me one page, sent as PDF ready to upload for our Wellbeing newsletter once a term??? I would love to hear from you! **The due dates for the Term 2 newsletter would be 23rd May to give me time to put it together.** If everyone contributes their knowledge and expertise or even an interesting article it will become a wonderful community resource!

Also if there is anything you would like to know about please let me know and I can research topics related to your needs for our next edition.

Kind RegardsAlesha x

Dates to Remember

Community Q&A about Wellbeing Support

WEDNESDAY 24th at 5:30 pm



Want to be connected and part of the action, email Michelle if you would like to be part of the Garden Team or Patch Fest team. All volunteers greatly appreciated and it is a wonderful way to connect with other families.

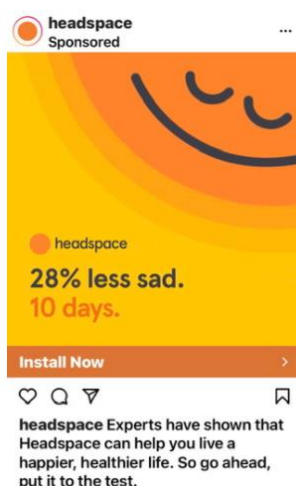
Michelle.rayner@education.vic.gov.au

Wellbeing Apps

Yarra Ranges Council, in partnership with Gather My Crew have launched a new program to identify and support people in need, in our local area. The program works by linking people who need help (eg with gardening, meals, baked goods, social connection) with local 'support crews' who are able to lend a hand.

The amazing thing about this program is that it uses technology (via an app on your phone) for volunteers to accept certain tasks. Quick and easy to use. The other unique feature is that this is locally created and you will get as much one on one support as you need to get started and keep going. We are currently in discussion with the Yarra Ranges Council to become a pilot school for this app. We will have more details soon. 😊

Other apps you could pop on your phone:



Grateful: A Gratitude Journal

Focus on what truly matters

[Reflectly ApS](#)

★★★★★ 4.7 • 391 Ratings

Free · Offers In-App Purchases



Apps to Help Kids and Teens with Anxiety

Breathe, Think, Do with Sesame Street
Breathe 2 Relax
CBT Tools for Youth
Cosmic Kids
DreamyKid
HappiMe and HappiMe for Young People
Healing Buddies Comfort Kit
Manatee & Me
Moshi: Sleep and Mindfulness
Smiling Mind
SuperBetter
Super Stretch Yoga

Understanding. . .

At the start of every year I include the article 'That Child' to remind us all about what can be happening behind the scenes for our families, kids and teachers.

Parenting is a hard job, there is no one size fits all or rule book to guide us through how it should look. Each child is unique, each child has their own challenges. Some days as parents we feel we nail it, other days we can barely put one foot in front of the other to keep on going- this is normal, we all feel this way. Social media has been no help to parents, we all look at 'insta lives' and 'Facebook families' and we feel guilty about what we don't do or what we see others doing. We hope at The Patch that we build a culture and a community that make parents feel that they can be real with each other and their child's teacher, that they can say, I'm struggling, this is hard and I'm doing my best.

It is also important to note that while teachers and all of the school staff try to nurture, hold and understand all of the children and their families, they also have a life away from their job with the same issues and struggles. Mirrored to parenting, some days as teachers we feel we nail it, other days we can barely put one foot in front of the other to keep on going, the job feels so big and overwhelming that we feel we cannot keep up with the demands. We hope at The Patch that support goes both ways and that parents understand that sometimes, as with parenting, teachers will have days when they are struggling, when it is hard but they are doing their best.

I guess the 'That Child' letter reminds us all that we really don't know what is happening for parents, students or teachers behind the scenes in their world

and perhaps if we stop and wonder that more often we will continue to build our understanding and supportive community even more.

That Child...

Dear Parent:

I know. You're worried. Every day, your child comes home with a story about THAT kid. The one who is always hitting/shoving/pinching/scratching/maybe even biting other children. The one who always has to hold my hand in the hallway. The one who has a special spot at the carpet, and sometimes sits on a chair rather than the floor. The one who had to leave the block centre because blocks are not for throwing. The one who climbed over the playground fence right exactly as I was telling her to stop. The one who poured his neighbour's milk onto the floor in a fit of anger. On purpose. While I was watching. And then, when I asked him to clean it up, emptied the ENTIRE paper towel dispenser. On purpose. While I was watching. The one who dropped the REAL ACTUAL F-word in PE.

You're worried that THAT child is detracting from your child's learning experience. You're worried that he takes up too much of my time and energy, and that your child won't get his fair share. You're worried that she is really going to hurt someone someday. You're worried that "someone" might be your child. You're worried that your child is going to start using aggression to get what she wants. You're worried your child is going to fall behind academically because I might not notice that he is struggling to hold a pencil. I know.

Your child, this year, in this classroom, at this age, is not THAT child. Your child is not perfect, but she generally follows rules. He is able to share toys peaceably. She does not throw furniture. He raises his hand to speak. She works when it is time to work, and plays when it is time to play. He can be trusted to go straight to the bathroom and straight back again with no shenanigans. She thinks that the S-word is "stupid" and the C-word is "crap." I know.

I know, and I am worried, too.

You see, I worry all the time. About ALL of them. I worry about your child's pencil grip, and another child's letter sounds, and that little tiny one's shyness, and that other one's chronically empty lunch box. I worry that April's coat is not warm enough, and that Breanna's dad yells

at her for printing the letter "B" backwards. Most of my car rides and showers are consumed with the worrying.

But I know, you want to talk about THAT child. Because Breanna's backward "B"s are not going to give your child a black eye.

I want to talk about THAT child, too, but there are so many things I can't tell you.

I can't tell you that she has been in and out of foster homes since she was 18 months.

I can't tell you that he is on an elimination diet for possible food allergies, and that he is therefore hungry ALL. THE. TIME.

I can't tell you that her parents are in the middle of a horrendous divorce, and she has been staying with her grandma.

I can't tell you that I'm starting to worry that grandma drinks...

I can't tell you that his asthma medication makes him agitated.

I can't tell you that her mum is a single parent, and so she (the child) is at school from the moment before-care opens, until the moment after-care closes, and then the drive between home and school takes 40 minutes, and so she (the child) is getting less sleep than most adults.

I can't tell you that he has been a witness to domestic violence.

That's OK, you say. You understand I can't share personal or family information. You just want to know what I am DOING about That Child's behaviour.

I would love to tell you. But I can't.

I can't tell you that she receives speech-language services, that an assessment showed a severe language delay, and that the therapist feels the aggression is linked to frustration about being unable to communicate.

I can't tell you that I meet with his parents EVERY week, and that both of them usually cry at those meetings.

I can't tell you that the child and I have a secret hand signal to tell me when she needs to sit by herself for a while.

I can't tell you that he spends rest time curled in my lap because "it makes me feel better to hear your heart, Teacher."

I can't tell you that I have been meticulously tracking her aggressive incidents for three months, and that she has dropped from five incidents a day, to five incidents a week.

I can't tell you that the school secretary has agreed that I can send him to the office to "help" when I can tell he needs a change of scenery.

I can't tell you that I have stood up in a staff meeting and, with tears in my eyes, BEGGED my colleagues to keep an extra close eye on her, to be kind to her even when they are frustrated that she just punched someone AGAIN, and this time, RIGHT IN FRONT OF A TEACHER.

The thing is, there are SO MANY THINGS I can't tell you about That Child. I can't even tell you the good stuff.

I can't tell you that his classroom job is to water the plants, and that he cried with heartbreak when one of the plants died over winter break.

I can't tell you that she kisses her baby sister goodbye every morning, and whispers "You are my sunshine" before mum pushes the stroller away.

I can't tell you that he knows more about thunderstorms than most meteorologists.

I can't tell you that she often asks to help sharpen the pencils during playtime.

I can't tell you that she strokes her best friend's hair when she is upset.

I can't tell you that when a classmate is crying, he rushes over with his favorite stuffy from the story corner.

The thing is, dear parent, that I can only talk to you about YOUR child. So, what I can tell you is this:

If ever, at any point, YOUR child, or any of your children, becomes THAT child...

I will not share your personal family business with other parents in the classroom.

I will communicate with you frequently, clearly, and kindly.

I will make sure there are tissues nearby at all our meetings, and if you let me, I will hold your hand when you cry.

I will advocate for your child and family to receive the highest quality of specialist services, and I will cooperate with those professionals to the fullest possible extent.

I will make sure your child gets extra love and affection when she needs it most.

I will be a voice for your child in our school community.

I will, no matter what happens, continue to look for, and to find, the good, amazing, special, and wonderful things about your child.

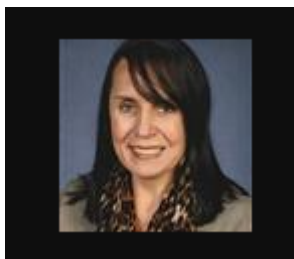
I will remind him and YOU of those good, amazing, special, wonderful things, over and over again.

And when another parent comes to me, with concerns about YOUR child...

I will tell them all of this, all over again. With so much love..

Teacher

Be **gentle** with people today. You don't know someone's inside struggles. Instead of being the last straw, you can be their first sign hope.



Indigenous Education at The Patch

This is Colleen Garner she is our schools Koori Education Support Officer. Colleen has been with our school for many years and in 2019 delivered our CUST (Community Understanding and Safety Training) to all of our staff. CUST is designed to be an introduction to ongoing learning and engagement with Aboriginal

perspectives throughout the curriculum through meaningful collaboration between local Aboriginal communities and schools.

Earlier this term Judy (our schools Indigenous Education Facilitator) Deb and myself all met with Colleen to discuss future plans for our RAP (Reconciliation Action Plan) and we had a discussion around the National Anthem. Colleen is a great source of information and resources and we look forward to working with her more this year. Colleen will return in Term 2 to touch base on the Action Plan we began in 2019.

We are also currently working with the Yarra Ranges Council to be part of a pilot program that would be a year long project. It would involve sessions for staff capacity building during Term 2, a student workshop and a student project in Terms 3 and/or 4 (an excursion to Coranderrk, a mural or art work, an acknowledgement to country video, a school audit, an indigenous student led project, etc. It would be funded through School Focus with the majority of things being organised between the school and SF . There are only 5 schools that have been asked to participate so we are excited to be a part of this. We will hear more about this from Judy as our application for funding develops.

I have included some resources from Colleen that might be of interest to you and your families.

Map of Indigenous Australia

<https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>

Wurundjeri Tribe Council

Contact the Wurundjeri Tribe Council following the below links.

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

<https://wurundjericulturaltours.com.au/>

Kulin Seasons

A resource explaining the seasons.

<https://museums victoria.com.au/longform/forest-secrets/>

The Aboriginal History of Yarra

This website was created by Yarra City Council as a free online resource. It is by no means a comprehensive history, but rather, it seeks to highlight some key events in the settlement of Melbourne / Yarra. Access free teacher resources on this site. <https://aboriginalhistoryofyarra.com.au/>

SBS First Australians

First Australians chronicles the birth of contemporary Australia as never told before, from the perspective of its first people. First Australians explores what unfolds when the oldest living culture in the world is overrun by the world's greatest empire. <http://www.sbs.com.au/firstaustralians/>

The Power of the Arts and Australian Story



This week Sofia our amazing Art teacher hung beautiful art through the corridors of our school. It sent a beautiful feeling through the building, everyone stopped and looked and positive emotions flowed from all of

us. The power of our Arts program can never be overlooked for wellbeing and what it brings to our students on so many levels.

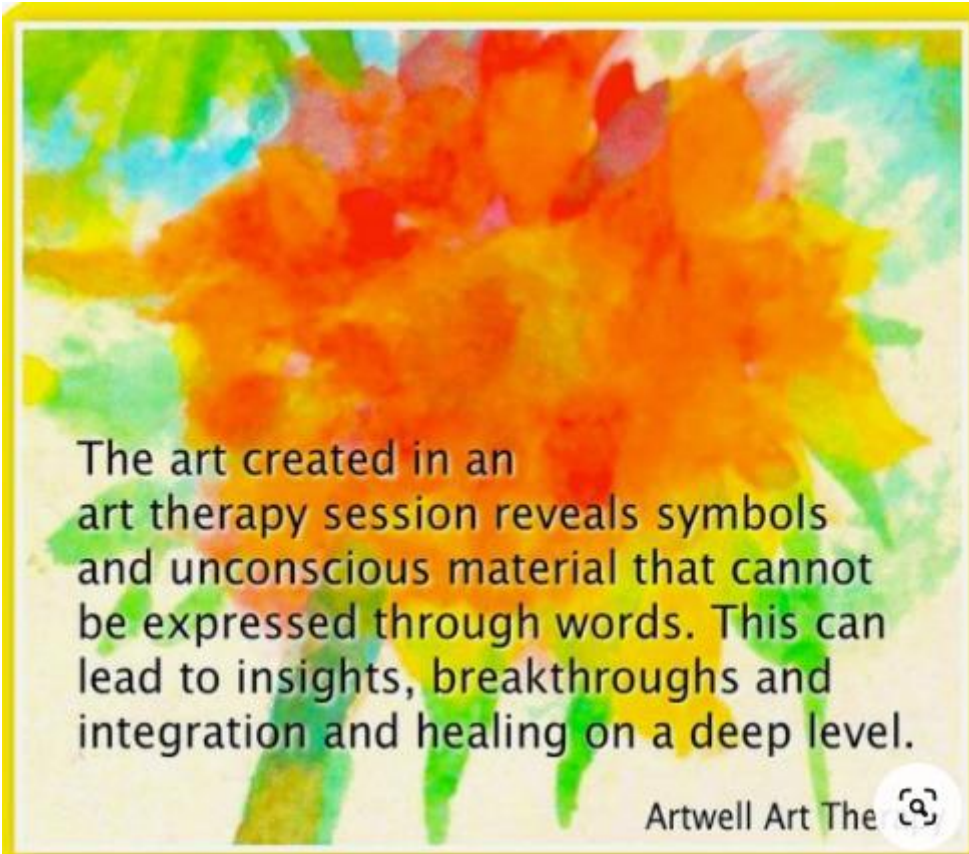
Kaz watched **An Unlikely Match** on Australian Story and recommended it as a must watch. *Devastated by the 2020 bushfires and determined to do something to help, actor and writer Magda Szubanski joined forces with an unlikely partner, teenager Will 'Egg Boy' Connolly.*

Will had been struggling with unexpected fame after footage of him cracking an egg over a former politician's head went viral.


Magda took him under her wing and together the odd couple raised nearly \$200,000 which after careful research they directed into art therapy classes for bushfire survivors in the Snowy Mountains region.

Australian Story joins them both on the road as Magda shares her own experiences of family trauma — and lots of laughs — with the Snowy Mountains locals.

<https://www.abc.net.au/austory/an-unlikely-match/13238402>



The art created in an art therapy session reveals symbols and unconscious material that cannot be expressed through words. This can lead to insights, breakthroughs and integration and healing on a deep level.

Artwell Art The 

BEST THING WE CAN DO FOR
KIDS... INSTEAD OF TEACHING
THEM HOW TO ALWAYS BE
SUCCESSFUL... TEACH THEM HOW
TO RESPOND WHEN THEY ARE
NOT SUCCESSFUL.

Uniform Shop

Thanks for all you do Linda

We want to thank Linda for all of her hard work in the uniform shop. COVID caused many delays and we thank our families for being so understanding. It has been an absolutely huge task trying to chase up uniforms for our families. Rest assured Linda does everything she can to get uniforms to you as soon as she can. Please continue to show your gratitude to Linda for the great work she does. We as a school are not at all worried if there are items you are missing due to the delay, just wear what parts of the uniform you have 😊 Not a big deal in the scheme of things.



How you can use Social Media in a positive way....

remember words, remarks and comments, even made indirectly can cause great harm to someone's mental health. So why not....

1. Connect with loved ones.

Social media is a great way to stay in touch with your friends and family, whether they live nearby or across the globe. Use your social media channels to reach out and see how your loved ones are doing, share personal stories and photos and remind you of the important people in your life.

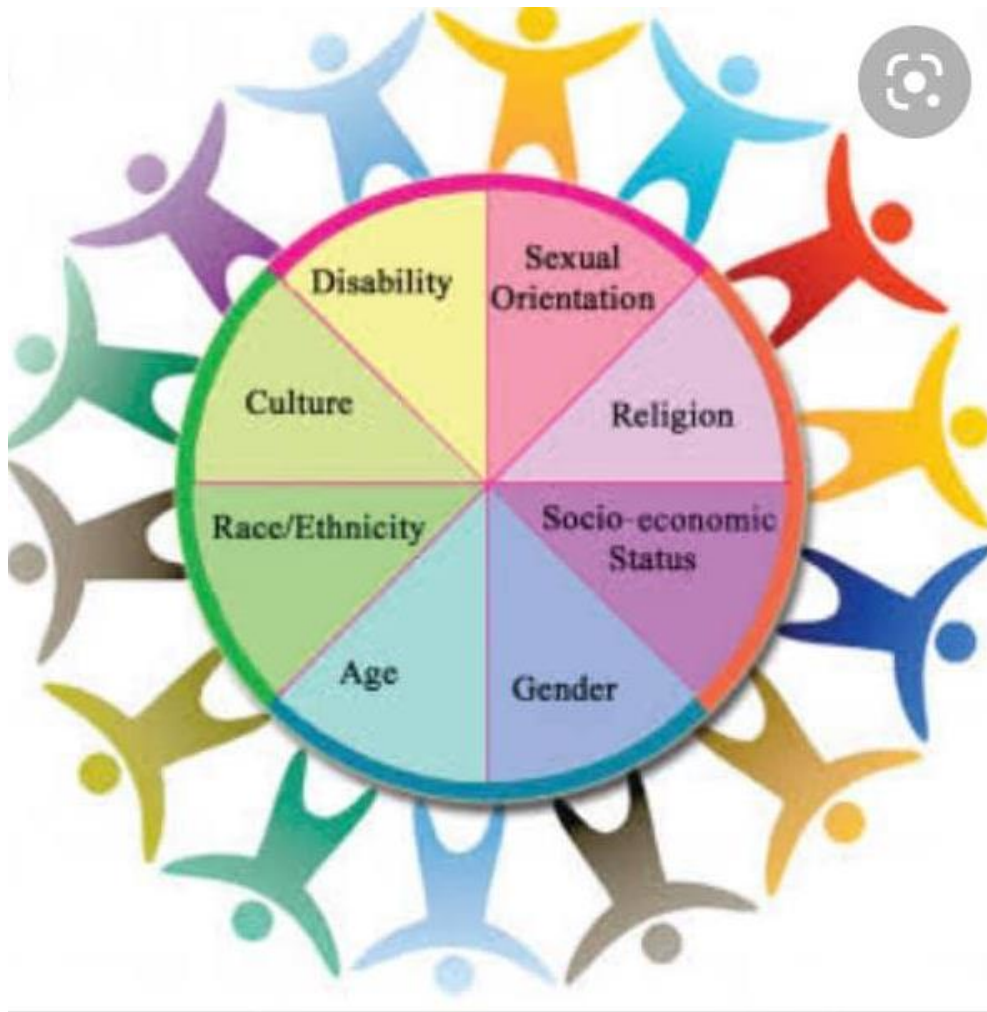
2. Follow and share inspiring stories.

Follow and share inspiring stories that make you feel confident and positive about your life. If a friend or influencer is sharing negative content that makes you anxious, sad or insecure, remove that person from your news feed.

3. Create a balance.

Create a balance between using social media and focusing on what's in front of you. Take time to connect with your loved ones not only through technology, but also through face-to-face interactions. This will help you be mindful of what's real and most important to you.

At The Patch and in the spirit of Harmony Week we embrace, celebrate and respect diversity. We hope at The Patch PS as parents, students and staff you will always feel safe and empowered to be yourself regardless of your...



Wellbeing Support

This email was sent to all parents yesterday. In case you did not receive it I have included it in our newsletter. In an ideal world we would have every service possible available to our children, psychologists, OT, speech therapy, councillors etc.... Sadly that perfect world does not fund these things for schools. I can assure you all that our Wellbeing Team tries to source funds and grants where ever we can to obtain as

much support for our kids as we possibly can. It's not easy, it's not perfect but we do our very best...

Good afternoon everyone it has come to the attention of the School, Wellbeing Team and School Council that when our opt out letter was sent out this created some concern around our Wellbeing Support -Chaplaincy program.

We have realized that our letter should have indicated OPT IN ensuring that as parents you had the opportunity to choose as a family. We have reattached the letter for you with the revised wording of OPT IN.

If your child approaches or wishes to have a conversation with Anne and you have not consented via the OPT IN form, I will contact you to discuss how you wish to proceed.

If you have OPTED IN then Anne will contact you.

We have also decided to hold a meeting on WEDNESDAY 24th at 5:30 pm to address any further questions or clarifications that you may need. Please ring the office to register if you are coming so we can ensure we are COVID safe. At this stage we intend to use the Library but may need to access the hall.

We have also included

- A response from the School, Wellbeing Team and School Council,
- Past communication- which explains the nature and role of Anne's work
- Anne's introductory letter

We are a school that is happy to address any concerns/issues, and our door is always open to have a respectful conversation.

Regards

Debra

Principal



Wellbeing Support (Chaplaincy program)
Community Meeting and information Notice

As you are aware the school has recently engaged the services of Anne Lawry in the role of Wellbeing Support. This is a role that has been in the planning for over 18 months and was made possible from our application for funding via the School Chaplaincy program. This application was approved for submission by School Council in October 2020.

We understand that with this funding comes some significant questions and concerns that revolve around the term “chaplaincy” and its role within our school. First let us lead you to the link found on the Victorian Education page that gives detail and insight into the funding and the role of the Chaplain within a school. Please take the time to make yourself familiar with this information.

<https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/nscpchaplaincy.aspx>

Secondly, let us be very clear. There is no funding for “Wellbeing support” or a “School Counsellor”. Both roles that our school and its teachers highly value and believes it needs. We have chosen to accept the chaplaincy program funding because at its core (taken from the above link) “it supports the emotional wellbeing of students” and especially after last year what could be more important?

For our School, this role is not and has never been a religious based role. It is and always will be a wellbeing role. Looking after the wellbeing needs of our students, staff, and families in whatever capacity that is needed. Yes, Anne has a Pastoral background, as you will see further down part of the requirement for the funding. Could that not be just one of the many skills and life experiences she will bring to our diverse and inclusive community where children may also have a similar background? We quote the recent note that went out regarding the National Anthem conversation:

We are an inclusive school who prides itself on making people feel welcome wherever they may be from, and with whatever needs they have. It is there in our school’s values – Respect. If 2020 showed us anything it was how our amazing school community can come together to support and care for each other.

Anne is here to support and work in conjunction with the school and its values and with its students, however they request it of her.

Some background on the funding

As part of the acceptance of funding, criteria had to be met in the employment of Ann. We chose to use the trusted services of ECHO Australia, an employment service that some of our families may be familiar with as Jodie Yandle (initially our Office Manager) was attached to

volunteering and working with. This service provides most of the schools in our Hills community with their person in the chaplaincy program.

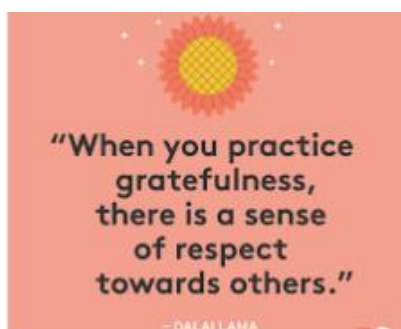
Our Wellbeing team were given many applications and CV's to go through before these were narrowed down and interviews commenced. There were long meetings, long discussions, lots of debate and yet in the end a very short and loud Yes when we met with Anne.

Not only did Anne have the required qualifications (as per the above link), but she also brought a sense of warmth, comfort, dedication and a sense of fun. As you will see by her biography below, her interests include gardening, photography, craft just to name a few and she uses these interests and skills to build trusting relationships with children and adults alike to help them in times of need.

Community Meeting

We hear your concerns and want to answer your questions. As a result, we would like to have the opportunity to explain this role further and in more detail. So, we will be conducting a community meeting. A Town Hall if you will. This will be open to all parents and guardians of the Kindergarten and School. It will be held on Wednesday 24th of March at 5:30 pm at the school and via Webex. Members of our Wellbeing team who had an active role in obtaining this position will be in attendance, as well as members of School Council, Deb, Alesha and Michelle.

This will be an information session for you. To have your questions answered, to discover exactly what the role entails, and for us to ensure you leave with the knowledge of why we consider it such a vital and exciting new addition to our school.





Media Release

15 March 2021

Coronavirus Mental Wellbeing Support Service to continue operating until December

Beyond Blue welcomes the Commonwealth's extension of funding to the Coronavirus Mental Wellbeing Support Service.

The Federal Government yesterday announced the dedicated service would continue to the end of 2021 as the impacts of the pandemic continue to be felt, COVID-19 restrictions remain in place and while its vaccination program rolls out.

Contacts to Beyond Blue's support services increased 42 per cent between March 2020 and December 2020, compared to the previous year. Contact volumes remain about 24 per cent higher than the year prior to the pandemic.

The Coronavirus Mental Wellbeing Support Service offers mental health and wellbeing support, advice and connections to other supports and services that are tailored to issues relating to the pandemic. It is staffed by trained mental health professionals who are available by phone or webchat 24 hours a day, seven days a week.

The service was established by the Commonwealth in April last year. The Commonwealth has now committed additional funding to continue the service until December 2021.

"The Coronavirus Mental Wellbeing Support Service has been supporting people right around Australia throughout a period of considerable uncertainty and we're still seeing significant demand for mental health and wellbeing support as we adapt to a COVID-normal way of life," Beyond Blue CEO Georgie Harman said.

"The Commonwealth recognises the need for a dedicated mental health and wellbeing service that's accessible and responsive to our changing circumstances. We are honoured to be able to continue offering this service to people right around Australia."

The service offers 24/7 online access to self-help tips and tools to help people cope and manage, professional counselling and referral by phone and webchat, easy access to Beyond Blue's online forums for peer-to-peer support, and a range of other services and tools.

Since last April, the service has:

- Attracted over 1 million digital site users participating in more than 1.1 million sessions;
- Had over 2.1 million engagements on the Beyond Blue Peer Community Forums, with 63,000 specific page views on the Coronavirus discussion thread;
- Produced more than 150 pieces of online self-help and related content.

The new Coronavirus Mental Wellbeing Service is available 24/7 at coronavirus.beyondblue.org.au. Its dedicated phone line, staffed by mental health professionals briefed on the pandemic response, is now open on 1800 512 348.

The Beyond Blue Support Service is available via phone 24/7 on 1300 22 4636 or via beyondblue.org.au/get-support for online chat (3PM – 12AM AEST or email responses within 24 hours).

Contact: media@beyondblue.org.au

Beyond Blue
GPO Box 1883 Melbourne VIC 3001
Beyond Blue Support Service 1300 22 4636
www.beyondblue.org.au

How to support your anxious child

The best thing you can do for your child is to help them learn how to cope.



Occasionally feeling scared or fearful is all part of growing up. But some kids find it much harder to manage stressful situations and the world can be scarier for them than for other kids their age.

A particularly stressful situation is when children start kinder or primary school. [Separation anxiety](#) refers to the fear kids have when being separated from their parents or caregivers. It's very common in early years. The [Australian Parenting Website](#) has some great tips for helping a child deal with starting childcare, kinder or school:

- Help your child adapt to a new setting by spending time at the new place with them before the separation. If you're there when your child is introduced to their teacher or caretaker, they're more likely to develop trust quickly.
- If your child is feeling very upset and showing signs of separation anxiety before you arrive, have a chat to the childcare centre or the school so they're aware of the situation.
- Tell your child when you're leaving and when you'll be back. Sneaking out can make matters worse. At the same time, don't drag out your goodbye.
- Keep a calm and cheerful manner when leaving. If you look stressed, your child will likely pick up on this and get upset.
- Don't use negative phrases like, "stop being such a baby". Instead, reinforce positive behaviour by complimenting them when they are behaving well.



At home, you can work together with your child to develop coping strategies for their anxiety. Here are six great ways to get on top of it:

- **Slow down.** This is always the best place to start. Take some slow, deep breaths together. Breathe in for three seconds, hold for three, then out for three. Once they're feeling a bit calmer, you can talk through what's worrying them.
- **Think positive.** Remind them of times they've dealt with similar issues. "Remember the time your friend Andy didn't play with you at lunch, you played tiggy with Keely and Matt and had a great time."
- **Help them to challenge the scary thought with facts.** "Sharks can't live in a swimming pool." "Every time Mum goes out for dinner, she comes back." Make a plan together for what to do if things don't go as they'd like. "If you forget your workbook, it's okay, just borrow a piece of paper to write things down and we can glue it in later when we're home."
- **Have a go.** Kids often worry about making mistakes. This can lead to them avoiding situations or activities. Encourage your kid to give new things a try and let them know that it's about fun, not being perfect. Here's tips on **building resilience**.
- **Check yourself.** Try taking a step back and wait before you jump in to help your child. Figuring things out themselves, learning to problem-solve, is an important step and will help them to be a resilient adult. Over-protective family members can reinforce a child's fears that the world is a dangerous place and that they can't handle it.
- **Be the example.** Be a model for your child. Kids pick up signals from adults, so by showing calmness in dealing with stressful situations, you are showing them the way.

More support for your anxious child can be found on Beyond Blue's [Healthy Families](https://www.beyondblue.org.au/healthy-families) website. A health professional can help you develop strategies tailored to your child.

The above resource from Beyond Blue

<https://www.beyondblue.org.au/personal-best/pillar/supporting-others/how-to-support-your-anxious-child>

Inspiro Belgrave

Don't forget we have a wonderful resource right at our doorstep.... Call
Inspiro on 03 9028 0153

Our children's health services aim to prepare kids for school. Our family support services also help parents, youth and pregnant women.

We can help with



MENTAL HEALTH
AND WELLBEING



YOUR DIABETES



YOUR TEETH



MOBILITY AND
FALLS PREVENTION



MOVEMENT,
BALANCE AND PAIN
MANAGEMENT



YOUR FEET



SOCIAL SUPPORT



FAMILY SUPPORT



CHILDREN'S
MOVEMENT AND
MOTOR SKILLS



FINANCIAL
SUPPORT

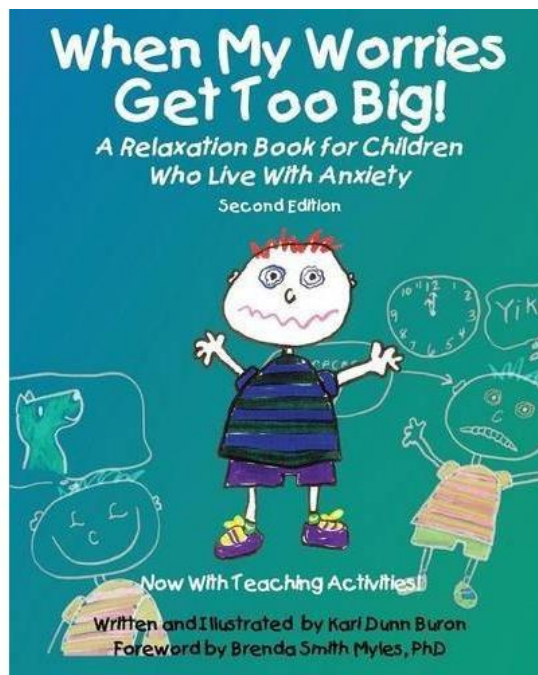
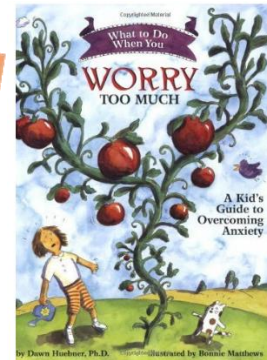
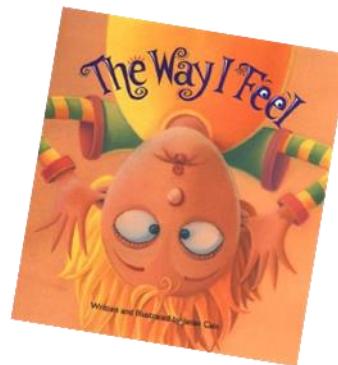
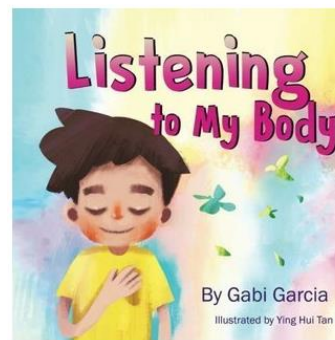
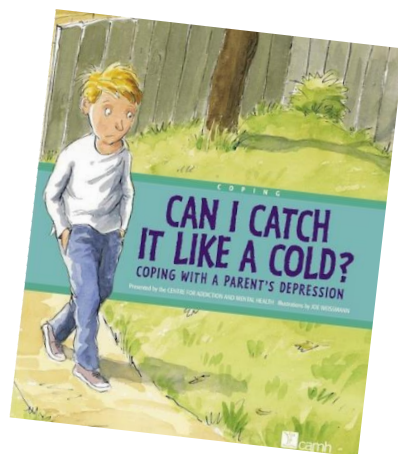
Give them a call to ask for advice.

A small tip...

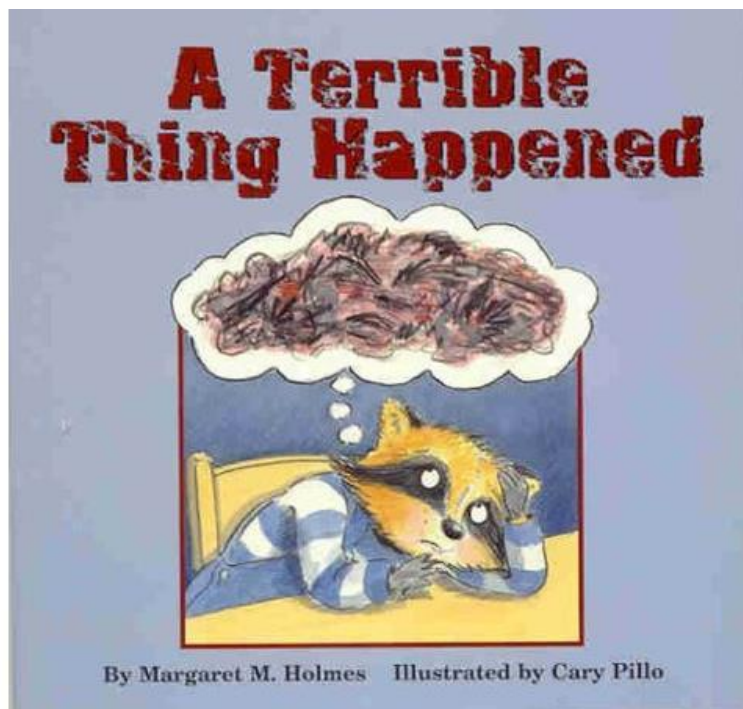
Sometimes we need to have deep or uncomfortable conversations with our children. A great strategy to use to make it feel more comfortable for them is to be doing an activity while you chat. Gardening, building Lego or something as simple as mindful colouring (free to print off the internet) is a great way to to have you both actively engaged while having those more meaningful talks.



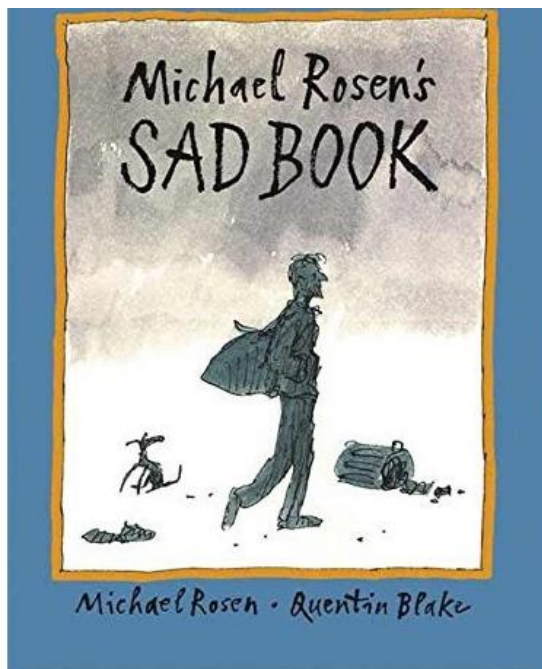
Picture Story Books for your shelf



When Worries Get Too Big is a great children's book about mental health. It provides them with useful relaxation techniques and strategies to help alleviate anxiety and worry.



A Terrible Thing Happened is a powerful children's book for little ones who have witness traumatic event, whether it was abuse, bullying, natural disasters, suicides, etc. It also provides you, the adult, with ways to help traumatized children overcome these dark days.



The Sad Book is a beautiful book that explains sadness and depression to children. It also branches into grief and loss, and offers children ideas on ways to cope.

Respectful Relationships

At The Patch Primary we run the Respectful Relationships program in every year level. We are thrilled to find out that the government has now funded this program to continue for another 4 years, this means other schools and Early Childhood settings will be trained to run the program making it a program that runs from Kinder to Year 12. Alongside this we always make sure that we take a holistic approach to issues that arise within our school. We have most recently had discussions with all year levels about what it 'looks' like to be a girl or a boy and challenged stereo-types and misconceptions.

We asked questions like:

- What sort of hair do girls and boys have?
- Do girls have to wear dresses?
- Can girls have short hair?
- Are colours gendered?
- Are sports, music or activities gendered?
- How does it feel if people keep asking you if you are a girl or a boy? What can we do to be respectful when we wonder these things about other kids?

We have toilets that cater for all of our children, girls, boys and also a toilet for 'all'. We want all of our students to always feel comfortable and safe at school and not be challenged on gender when using the toilets or at school at all. We also acknowledge that there are children that perhaps do not

identify as either gender or question the gender they have been assigned, we want our school to be a safe space for those children on that journey.

For those that do not know about Respectful Relationships, we have included some information below and a link to the FUSE site if you are interested in the lessons that we deliver. The lessons are not mandated but we as a school think they are a great resource and we use them in our classrooms (sometimes we modify them to better fit the cohort we are teaching).

Program background

The Royal Commission into Family Violence identified the critical role that schools and early childhood education have in creating a culture of respect to change the story of family violence for future generations.

In 2016, respectful relationships education became a core component of the Victorian Curriculum from foundation to year 12, and is being taught in all government and Catholic schools and many independent schools.

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 education settings.

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

Together, we can lead the way in saying yes to respect and equality, and creating genuine and lasting change so that every child has the opportunity to achieve their full potential.

The *Resilience, Rights and Respectful Relationships* learning materials have been designed for teachers in primary and secondary schools to develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence.

The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

For more information head to FUSE

<https://fuse.education.vic.gov.au>

Peaceful Parenting Webinar

Free Webinar for Parents of Children aged 2 to 12 years

Join Laurie Arrowsmith, ParentZone group facilitator, and parent coach:

- Learn ways to deal with anger and anxiety
- Improve communication and relationships with your children
- Discover strategies to manage challenging behavior
- Take care of your own emotional wellbeing and resilience

When: Tues 23rd March 2021

Time: 7.00pm - 8.30PM

Where: Online, Via Zoom

Bookings: parentzone.eastern@anglicarevic.org.au



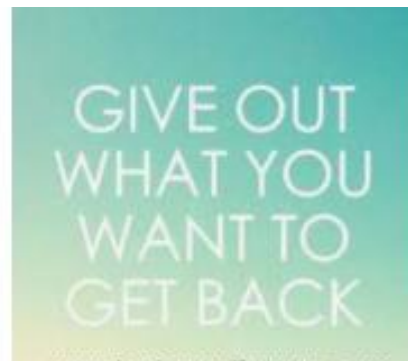
Dads Online

Dads come in all shapes and sizes and many are part of a separated family. There is one distinct common thread that connects us, we love our children, we embrace fatherhood and intentionally make it a priority.

Dads Online are dedicated to these Dads. We providing relevant information and ideas that tap directly into the heart of topics that are most important to Dads.

Where: Online

Contact: www.dadsonline.com.au/contact



Disability Contacts for Families



Association for Children with a Disability (ACD)

Support Line Monday to Friday 9:00 am-5:00 pm

Email: acdsupport@acd.org.au with your preferred day and time for a callback

Text: 0475 577 997 with your preferred day and time for a callback

Phone: 03 9880 7000 or 1800654 013 (regional)

AMAZE

Builds autism understanding in the community, influences policy change for autistic people and their families/supporters, and provides independent, credible information and resources.

(03) 9657 1600 Web: <https://www.amaze.org.au/>

Autism Counselling

Suite 2/171 Boronia Rd, Boronia 0414 487 509

Cerebral Palsy Support Network

A community that advocates for inclusion and self-determination of individuals with Cerebral Palsy

<https://cpsn.org.au/> 9478 1001

Deaf Victoria

Advocates to increase access to services and to educate the wider community on how to work, play, and study with deaf and hard of hearing people. <https://www.deafvictoria.org.au/> 0431 476 721

Down Syndrome Victoria

Provides families and people with Down syndrome with support, encouragement, information and resources.

Phone 1300 658 873 Email info@dsav.asn.au <http://www.downsyndromevictoria.org.au/>

Epilepsy Action Australia

Provider of epilepsy support and information nationwide. <https://www.epilepsy.org.au/>

Scope Australia

Support for people with physical, intellectual disabilities, and developmental delays to achieve their goals.

1300 472 673

VALID

Equipping and empowering people with a disability and their families using training tools, information, and resources. 130 Cremorne street, Richmond Vic 3132 03 94164003

Yooralla

provides quality services for people with disability across Victoria <https://www.yooralla.com.au/> 03 9666 4500



Useful Contacts for Families

National Help Lines

Police (24-hour stations) **000**

Lifeline Crisis Support. Suicide Prevention **13 22 89**

Homeless Crisis Line **1800 825 955**

Drug and Alcohol Services **1800 888 236**

Family Violence Help: **1800 015 188**

Kids Help Line Phone Counselling Service: **1800 551 800**

Parentline Counselling information Service **1300 301 300**

Mensline Counselling Service **1300 78 99 78**

Q Line Counselling & Referral Service for LGBTI people **1800 184 527**

CENTRELINK

Carers 132 717

Families 136 150

Financial Information Service (FIS)
136 357 (FIS seminar booking)

Help in an Emergency 132 850

Indigenous Australians Call Centre
1800 136 388

Languages (Multilingual) 131 202

EASTERN REGION COUNCIL OFFICES

Boroondara City Council

8 Inglesby Rd, Camberwell VIC 3124

(03) 9278 4444

<https://www.boroondara.vic.gov.au/>

Knox City Council

511 Burwood Highway, Wantirna South VIC 3152

(03) 9298 8000

<http://www.knox.vic.gov.au/>

Manningham City Council

699 Doncaster Rd, Doncaster VIC 3108

(03) 9840 9333

<https://www.manningham.vic.gov.au/>

Maroondah City Council

Braeside Avenue, Ringwood or Civic Square, Croydon

1300 88 22 33 or (03) 9298 4598

<https://www.maroondah.vic.gov.au/>

Whitehorse City Council

379-397 Whitehorse Rd, Nunawading 3131

(03) 9262 6333

<https://www.whitehorse.vic.gov.au/>

Yarra Ranges Council

15 Anderson Street Lilydale, VIC 3140

P 1300 368 333 (03) 9735 4249

<https://www.yarraranges.vic.gov.au/Home>

Low Income Healthcare Card
132 490

Online Support Hotline 132 307

myGov Help Desk 132 307

People With a Disability 132 717

MEDICARE

General enquiries 132 011

Aboriginal and Torres Strait
Islander Line 1800 556 955

Australian Immunisation Register
Enquiries 1800 653 809

Compensation Recovery -
Medicare 132 127

Disaster Health Care Assistance
1800 660 026

myGov help desk 132 307

Pharmaceutical Benefits Scheme
132 290

Telephone claims 1300 360 460
Translating and Interpreting
Service (TIS National) 131 450

Other helpful Contacts

If you or anyone you know needs help:

- [Lifeline](#) on 13 11 14
- [Beyond Blue](#) on 1300 224 636
- [MensLine Australia](#) on 1300 789 978
- [Suicide Call Back Service](#) on 1300 659 467
- [Kids Helpline](#) on 1800 551 800
- [Headspace](#) on 1800 650 890
- [QLife](#) on 1800 184 527
- [Relationships Australia](#) on 1300 364 277
- [ReachOut Australia](#)

For Men

No To Violence: Male Family Violence Prevention Association

Peak body for individuals and organisations who want to contribute to male family violence prevention.

03 9487 4500

www.ntv.org.au

Men's Referral Service

Anonymous and confidential telephone service provided by men for men. It offers a central point of contact for men who want to stop violent or abusive behaviour towards their family members.

1300 766 491 (Mon-Fri 8am-10pm, Sat-Sun 10am-4pm)

MensLine Australia

Professional telephone and online support, information and referral service for men, specialising in family and relationship concerns.

1300 789 978

www.mensline.org.au

For Women

Women's Safety After Separation

Information for women facing separation, particularly where there is violence and abuse.

ncsmc.org.au/wsas/welcome.htm

WIRE (Women's Information and Referral Exchange) is a Victoria-wide free generalist
information, support and referral service run by women for women.

1300 134 130 (9am – 5pm)

wire.org.au

Women's Health Victoria

Free, confidential and statewide health service offering information, support, a library and referral options for women. Run from the Royal Women's Hospital.

thewomens.org.au/WomensHealthInformationCentre

Centres Against Sexual Assault (CASAs)

Centres offer 24 hour crisis support to recent victims of sexual assault, as well as counselling, legal and medical support and information.

www.casa.org.au

1800 806 292 (all callers are automatically transferred to their local CASA within Victoria)
(Eastern CASA is in East Ringwood – 9870 7330)

Adults Surviving Child Abuse (ASCA)

Counselling support line, information, support, referral for survivors, supporters and health professionals.

1300 657 380 (7 days, 9am-5pm)

For Children and Young People

DHS Child Protection Crisis Line

131 278 (24 hours/7 days) – statewide

Australian Childhood Foundation

www.childhood.org.au

1800 176 453 or 03 9874 3922

Parentline Victoria

www.parentline.vic.gov.au

132 289 (8am-midnight, 7 days)

Kids Helpline

<https://kidshelpline.com.au/>

1800 551 800 (24 hours/7 days)

Australian Childhood Foundation

Works to protect the rights and ensure the safety of children. Provides trauma counselling, professional training, advocacy, research and parent support.

www.childhood.org.au

For LGBTIQ

QLife Australia (formerly Switchboard Victoria)

Australia's first nationally-oriented counselling and referral service for people of diverse sex, genders and sexualities. Provides nationwide early intervention, peer supported telephone and web-based services to support LGBTIQ people of all ages.

[www.qlife.org.au](http://www qlife.org.au)

1800 184 527 (3pm-midnight, 7 days)

Gay and Lesbian Health Victoria (GLHV)

GLHV is a lesbian, gay, bisexual, transgender and intersex (LGBTI) health and wellbeing policy and resource unit.

www.glhv.org.au/

03 9479 8760





www.arcvic.org.au

The Anxiety Recovery Centre Victoria (ARCVic) is a state-wide, specialist mental health organisation, providing support, recovery and educational services to people and families living with anxiety disorders. We aim to support and equip people with knowledge and skills that will build resilience and recovery and reduce the impact of anxiety disorders.

Community support and self-help services play a vital role in promoting the emotional, mental and social well-being of people living with anxiety disorders.

Supporting people to learn and implement effective self-help and self-management of their symptoms will contribute to their inner resilience, quality of life and recovery. Isolation and alienation from family, friends and the community militate against recovery. Regaining a sense of belonging and confidence with others is often most effectively achieved through connection with a community of people with common conditions and experiences.

Partnerships between professionals and consumers, and support and clinical services, will ensure that the experience and knowledge of people with anxiety disorders will be valued and heeded, and contribute to the development of appropriate and effective services.

Please, please send me through anything you would like added to our newsletter for next term. Any contributions are greatly appreciate.

alesha.sangster@education.vic.gov.au

Yarra Ranges Families

Supporting Yarra Ranges Families
with children aged 0-12



Yarra Ranges Families

@yrrfamilies · Community

[Send Message](#)

Check out the Yarra Ranges Family Facebook Page. Its aim is to provide content and resources to strengthen parenting, engagement, community connections and social interactions for families with children 0-12 years.