



Patchwork News

Respect, Responsibility, Integrity

Thursday 7th April Term 1 Issue 2, 2022

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Dates to Remember

April

Fri 8th Casual Dress Day (no cost)
Fri 8th **LAST DAY OF TERM 1 – Early finish**
2.00pm – Preps & siblings
2.15pm – Yr 1/2 & siblings
2.30pm – Yr 3, 4/5 & 6

Mon 25th ANZAC DAY PUBLIC HOLIDAY
Tues 26th **FIRST DAY OF TERM 2**
Wed 27th District Athletics – select students

May

Wed 4th **SCHOOL PHOTOS**
Thurs 5th Casual Dress Day (no cost)
Tues 10th – Fri 20th NAPLAN for Yr 3 & Yr 5
Sun 22nd Garden Working Bee (9am – 1pm)
Wed 25th Yr 4/5 Camp commences (Mill Valley Ranch)
Fri 27th Yr 4/5 Camp returns
Tues 31st School Council – 6pm

June

Wed 8th Casual Dress Day (Epilepsy Foundation)
Tues 14th Yr 3 Camp commences (Mt Evelyn Recreation Camp)
Wed 15th Yr 3 Camp returns
Wed 15th Yr 1/2 Excursion (Healesville Sanctuary)
Thur 16th Sustainability Showcase (Environmental Network)
Tues 21st Annual Report to Community – 5.45pm
Tues 21st School Council – 6pm
Fri 24th Prep & Yr 6 Buddy Picnic
Fri 24th **LAST DAY OF TERM 2 – Early Finish**

Bell Times

8:55am Warning Bell
9:00am Learning Begins
11-11:45am First Break
11:45-12pm Lunch eating time
2-2:30pm Second Break
3:00pm Prep Dismissal
3.15pm Y1/2 Dismissal
3.30pm Yr 3-6 Dismissal

**Please come along to
our assemblies each
Friday 9.10am**

From the Principal



We have now had a term of returning to school fulltime, we have continued to have a significant focus on wellbeing across our community.

Our challenges have been reuniting our community after being absent from being able to be onsite for the last 2 years. This has been evidenced by our children experiencing difficulties playing together and working together. Our challenges for parents have been navigating the disconnectedness with teachers and other parents and for our staff holding together space for students and parents whilst reengaging with face-to-face teaching.

The wellbeing of all of us is vital to return to our community focussed school and become realigned with our values of Respect Integrity and Responsibility. This will be different depending on our personal and individual circumstance. We know that times have been particularly challenging, and we want you to know that we are still focussing on Wellbeing.

We recognise the important relationship between individual social, emotional, academic and wellbeing outcome and the monitoring of this is imperative to maintain a balance with all the challenges we have faced and are facing at the present.

We have also reviewed our Berry Street Education Model to ensure as a staff we are providing a consistent approach across the school. When you visit the classrooms, you will see our Behaviour Plan alongside with our green and red behaviours. We have introduced our green and red behaviours again to help students navigate acceptable behaviours and to also enable them to express which zone they may be feeling.



Regards

Debra Herrmann
Principal

School Council Update

These four weeks between school council meetings has been an extraordinarily busy time hence the reason for no school council newsletter this month.

We have been actively working on fundraising, engagement with our community, finance matters and many other areas where we work closely with our school. We look forward to being able to share more information on these projects once we have finalised discussions.

However, by far our most exciting work finally came together when we had the Minister for Education James Merlino and members of his team visit our school last Thursday. This has been something we as a council have been working on since our first meeting back in 2021. During that time there have been many emails back and forth, phone calls and online meetings that all culminated in the onsite visit last week. During this visit Deb and Michelle, myself and two of our student representatives were able to show the Minister around our lovely and unique school and discuss in detail what our vision for the future is and could be with his assistance. We were also able to discuss issues that we have had with the grounds and infrastructure, all of which the Minister and his team took on board.

It was wonderful to hear Deb and Michelle speak with such passion for our school and the understanding they have for the layers of work that go into these type of projects is second to none. I stood back and watched and listened to our school reps as they spoke confidently about some of the issues they face and what they would like to see at their school, and as I said on the Families Facebook page, I was a Pretty Proud Patchie that day.



I'd also like to thank all the families that have purchased chocolates or lollies from our first fundraiser for the year. We are hoping that all funds raised will go towards our numeracy program. Thank you also to everyone who participated in the fundraising survey. The data has been collected and will be used to help outline our fundraising goals and activities for the year. Whilst we are not a school that is big on fundraising for the sake of fundraising, we are a school that prides itself on community and engagement. What better way to get us all together than participating in activities that not only offer us a chance to connect but brings us together for a common cause of raising some money for our school and in turn taking some of the pressure off our dedicated staff.

See you under the tree

Ange

Uniform Supplier Update:

School Council recently approved the appointment of a new school uniform supplier after undertaking a tender process.

We are very excited to announce that as of June 4th we will be partnering with



Beleza School Uniforms have a retail shop in Boronia as well as online ordering.

We believe this will be welcomed by the community and we are excited to begin our partnership with Beleza School Uniforms.

We would like to take this opportunity to thank Uniforms By Design for the past 3 years!!

More information will follow but we thank you for your patience while we navigate this transition phase.

Covid19

Excerpt from "The Saturday" paper (April 2 – 8, 2022), article by Raina MacIntyre (head of biosecurity program at the Kirby Institute and member of the World Health Organisation's technical advisory group on Covid-19 vaccine composition).

"Most of us know someone with Covid-19 right now, usually someone whose school-aged child brought it home, resulting in several family members becoming infected. Only 52% of children 5 – 11 years have had one dose of vaccine, and only 24% have had a second dose, in stark contrast with the phenomenal 95% vaccination rates for two doses for Australians 16 and over, and 85% for children 12 – 15 years....

...We must increase the second-dose vaccination rates for children.... We must also take a longer-term view of population health as well. Covid-19 is not a cold or flu. It was clear early in the pandemic that SARS-CoV-2 can cause chronic health problems. "Long Covid" describes a heterogeneous syndrome that may be caused by any or combinations of immunological, neurological, respiratory or cardiac pathology, for which there is increasing scientific evidence. Sustained abnormalities of the brain, heart, lungs and other organ systems after Covid-19 occur in a significant proportion of survivors, even in people with mild infections.

This matters for children and younger people, who have their whole life ahead of them and the most to lose. We already know that Covid-19 increases the risk of diabetes in kids. One study found double the risk of heart attacks, strokes, clots and cardiac arrest at least 12 months after infection in adults. There is enough scientific evidence of long-term effects on health to do our best to avoid mass infection."

Please consider making arrangements to vaccinate your children. We are experiencing a considerable number of students absent every day and casual teachers are in short supply to replace sick teachers or those with sick children. Let's start term 2 the way we want to continue and take every opportunity to reduce infection and transmission of Covid-19.

Michelle Rayner (Assistant Principal)

Casual Dress Days

Senior SRC have organised for two casual dress days on the last two days of term where students are invited to wear their own choice of free dress.

Thursday 7th & Friday 8th April, 2022

There is no theme this time and no associated cost.

Ordering Sushi on Qkr!

SUSHI lunch orders are brought to us by a local family who own 2 local shops...The Blacksmith and SUSHI Express.

Please note your credit card lunch order payments will show on your statement as going out to The Blacksmith Belgrave. This is the official company name listed with the Commonwealth Bank for both businesses. Some parents have requested refunds for their lunch order payments because they feel certain they haven't purchased anything from The Blacksmith, however it is a payment for their child's sushi lunch orders.

Please don't hesitate to contact Trish at sushi@mfsushiexpress.com if you have any questions.



Garden Working Bee

Sunday 22nd May (9am – 1pm)



A garden working bee has been scheduled for Sunday, May 22nd, from 9.00am until 1.00pm.

More info about this will be provided early next term but mark it in your diaries now!

We would LOVE to see you there.

Wellbeing Support

For Anne to arrange an appointment to see your child she requires a referral from the parent/guardian, teacher or child along with a signed Wellbeing Support OPT IN form.

The best way to make a referral is to email Anne: annelawrytps@gmail.com

Wellbeing Support OPT IN forms are available at the office.

Year 5 & 6 Somers Camp:

We have had a wonderful response to the Somers Camp opportunity and are awaiting our allocation number to finalise student numbers.

Names will be picked out of a hat (there will be a boys and girls "hat") to ensure gender equity and we will let parents know asap.



Attendance Notes

Compass has recently released an update and the Home page now looks slightly different.

**To submit an absence note:
Select SHORTCUTS from the menu at the bottom of the Home screen.**

If an absence note has not been submitted and your child is marked absent on the roll you will receive an automated email from Compass at 9.30am.

Monitor and Leadership Assembly:

Despite the rain and a necessary relocation to the hall (and a WebEx link), the special monitor and leadership assembly last Friday was a great celebration of student voice, agency and leadership in our school. Our junior choir and Jess Dunn opened the assembly with a wonderfully interactive performance, and it was lovely to see so many parents showing their support.

Over 90 individual certificates and badges were presented by Deputy Mayor, Cr Joanna Skelton, to students from years 1/2 (Junior SRC), year 3 (Senior SRC), Year 4/5 (Senior SRC and Monitor roles for Chickens, Recycling, Sport, Art, Music, STEM, Library and Kinder) and Year 6 (Senior SRC, Assembly, Fire, Photography, Weather, IT and School Tour Guides). Students in Gang Green and Kindness Matters were also acknowledged for their contribution to our local environment and student wellbeing.

There are an extraordinary number of opportunities that can empower students in our school and promote responsibility, activism and leadership. We are extremely proud of all our leaders and acknowledge the contribution they make to ensuring our school functions as sustainably and smoothly as possible. A big thank you also goes to our Deputy Mayor, Joanna Skelton, for sharing some insights about leadership and for presenting our students with their certificates and badges.



Our Weather Monitors (Jill, Stella and Marlo) research our weekly weather forecasts, present them at assembly and promote sustainable energy use in our school through appropriate clothing choices.

Our recycling monitors (Abby, Noah, Reilly, Ned and Charlotte) take care of our recycling and ensure our waste is kept to a minimum and disposed of appropriately.





Our Junior SRC – Zoe, Miles, Heath and Sable



Our Senior SRC – Marlo, Oliver, Gus, Neve, Audrey, Poppy and Henry

OUR FOREST CLASSROOM

Our Forest Classroom program has gotten off to a wonderful start with the year 5 students demonstrating outstanding responsibility, care, kindness and connectivity to their 4 year old kinder buddy.

This program is set in our beautiful outdoor learning environment and builds student knowledge of the world around them, their place in it and how they can help take care of it.

Last week we worked in groups to build some shelters using natural materials found in our school grounds. The teamwork, co-operation and consideration of other's ideas was a joy to watch and the resulting structures were creative and individual.

It is so great to work with the kinder staff and students, and the familiarity of the children to our school, it's grounds, students and staff makes for a much easier transition to school next year.

The program runs every fortnight on a Wednesday and Thursday and is facilitated by Michelle with help from Jo (kinder teacher). Here are a couple of images from the program.

OUR FOREST CLASSROOM



Gathering natural materials and building shelters together in the wild garden.

CONNECTIONS

50 Ideas to Connect with your child

Talk about when they were little

Create a new recipe

Make a Big Life Board

Make paper airplanes

Play "Gratitude Alphabet Game"

Go on a special date

Take a yoga class together

Play "Let's Chat" discovery game

Play a new board game

Make a fort

Make affirmation bracelets

Camp in your backyard

Play "My Nature Adventures Bingo"

Create a family manifesto

Make homemade popsicles

Work on a puzzle

Find animals in the clouds

Build a Brain Poster

Go on a walk (walk + talk)

Play charades

Play "Toss & Talk" ball game

Make pizza

Watch old family videos

Fly a kite

Play "Reading Bingo"

Blow "Self-Love & Gratitude Bubbles"

Cuddle and chat

Learn a magic trick

Paint positive words on rocks

Create "My Big Life Bucket List"

Make "Love & Connection Cube"

Play in the rain

Create your song list

Learn how to jump rope

Plan a trip together

Make a time capsule

Start a new family ritual

Go berry picking

Make "My Special Memories Tree"

Make a bird feeder

Draw family portraits

Have breakfast for dinner

Have a Big Life karaoke party

Learn to skip stones

Have a pyjama day

Go for a bike ride

Go for a scenic drive

Create an obstacle course

Have an "un-birthday" party

Color inspiring messages

The printable kits are available at biglifejournal.com

Growth Mindset Printable Kit Resilience Kit

Growth Mindset Activity Kit Self-Esteem & Confidence Kit

Holding conversations with others is a lifetime friendship skill!



Conversations require self-disclosure, which can be challenging for some children. Good conversationalists give of themselves, but also take an interest in the other person.

Many children forget that good conversations are two-way events and tend to focus solely on themselves.

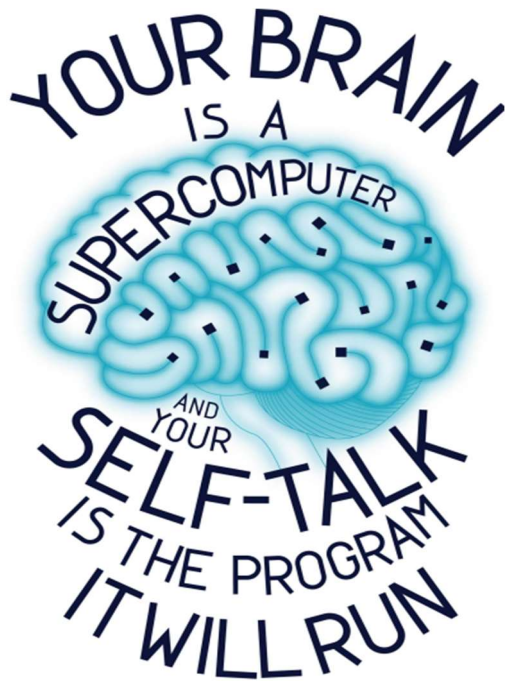
Children within conversations need to learn to ask good or interesting questions; to take turns when speaking and to show you are listening by making eye contact and not interrupting.

Tips:

- Hold conversations with your children in a variety of situations, including mealtime so they experience the conventions of conversation. They will also learn how to start a conversation by talking with you.
- Talk about conversation starters with your children. These often involve questions that are related to the situation or that both of you have an interest in.
- Encourage children to stay in conversations, or even start up conversations with adults.

This will provide terrific experience in asking and responding to questions as well as making eye contact and showing interest.





Parent Wellbeing

Let's take some time out to talk about your wellbeing and how to keep it on track. It's just not your child that you have to look after!

An important part of being a parent is looking after yourself too. Parenting is a demanding job and takes a lot of physical and emotional energy. It can be easy to lose sight of the importance of looking after yourself. If you're tired, stressed or exhausted, it's difficult to be the parent that you're striving to be.

But when you feel happy and well, you're better able to cope with stress, maintain relationships and enjoy parenthood.

Wellbeing is more than just physical health - it involves your emotional, social and mental health too! It's the overall satisfaction you feel about yourself and your life – which can go up and down depending on what's happening in your life.

Good wellbeing can include:

- Feeling able to cope with daily stresses
- Having a sense of purpose and generally enjoying life
- Feeling able to manage negative emotions
- Feeling connected to your community
- Having supportive relationships
- Being able to do and enjoy things that are important to you

Take time to reflect on your own wellbeing Thinking about these questions might help you figure out what area you need to focus on, or give you some ideas on how to improve your wellbeing.

Ask yourself:

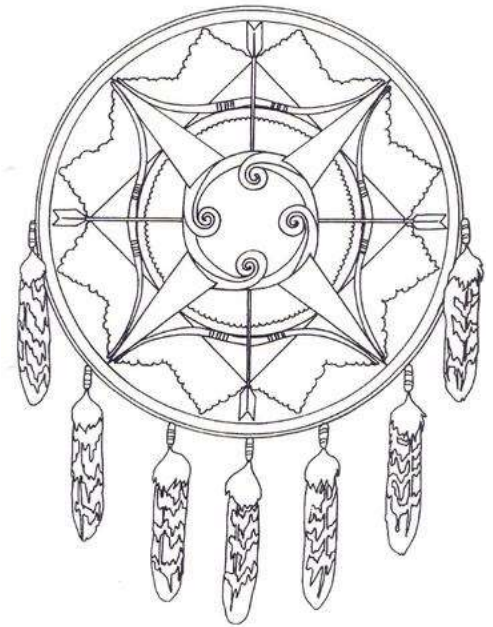
- Do I have someone I can talk to about my feelings, thoughts and experiences?
- Do I do things that I enjoy or make me feel good?
- Do I spend time with people outside of my immediate family?
- Do I get regular physical activity?
- Do I feel hopeful about tomorrow?
- Do I make time for distractions and fun?
- Do I set aside regular time for relaxation and activities that I enjoy?
- Do I eat regular and healthy meals?
- Do I get enough sleep?
- Do I get breaks from my daily responsibilities?
- Do I feel happy and content with my life most of the time?
- Do I think clearly and feel that I can work through any problems?

Take small steps to improve your wellbeing

Looking after yourself doesn't need to take up a lot of time or involve big changes.

You can:

- Reach out for support
- Plan time to yourself
- Don't be hard on yourself
- Remember that tough phases pass
- Build supportive relationships
- Do things that you enjoy or find relaxing
- Avoid expecting too much of yourself
- Take any opportunity to get some rest
- Don't compare yourself to other parents
- Socialise – join a parenting support group
- Say 'yes' when someone offers you support
- Ask for help – you don't have to do it alone
- Go for a short walk everyday with your child
- Reward yourself and plan things to look forward to
- Talk about how you feel with family and friends
- Eat regular, healthy meals and exercise regularly
- Enjoy time with your child - notice what's special about them
- Value yourself and the job you are doing as a parent



Noticing when you're not coping

There are times when we all struggle and find it hard to cope. But when bad days become bad weeks, it's important to seek help - especially if you're no longer 'feeling yourself'.

Many parents experience the symptoms of postnatal depression, depression or anxiety.

If you identify with any of the following, seek help as soon as you can from your local doctor or mental health professional:

- You find it hard to manage from day to day
- You've been feeling sad, hopeless, worried or anxious for a while
- You've noticed changes in your eating, sleeping and energy levels
- You find yourself having negative or unwanted thoughts

It's OK to seek support!

How to contact Anne or ask for help

If you would like your child or yourself to see Anne, you can go through any avenue that is most comfortable for you.

- Contact your child's teacher, discuss the issue and they can send a hard copy of the form home for you to sign.
- Email online form to Kim at the office and ask her to get Anne to call or email you.
- Email Anne directly at 5173-wellbeing@schools.vic.edu.au

The 8 Secrets of Wellbeing and Websites/apps That Can Help...

(sourced from Michael Carr-Gregg's website)

- If you can't change it, change the way you think about it (ecouch/this way up/moodgym)
- See life as it is, but focus on the good bits (Three Good Things)
- If you want to feel good, do good (The kindness app)
- When we are together, everything is better (Happify)
- Be active, rest and relax (Couch to 5K)
- There is more to life, when you stop and notice (Headspace/Smiling Mind)
- Find time to lose yourself in what you love (Blinklist)
- It helps to know what you are looking for (Bucketlistly/Soon)

Extra Resources

- John and Julie Gottman's website
- The 5 languages of love website

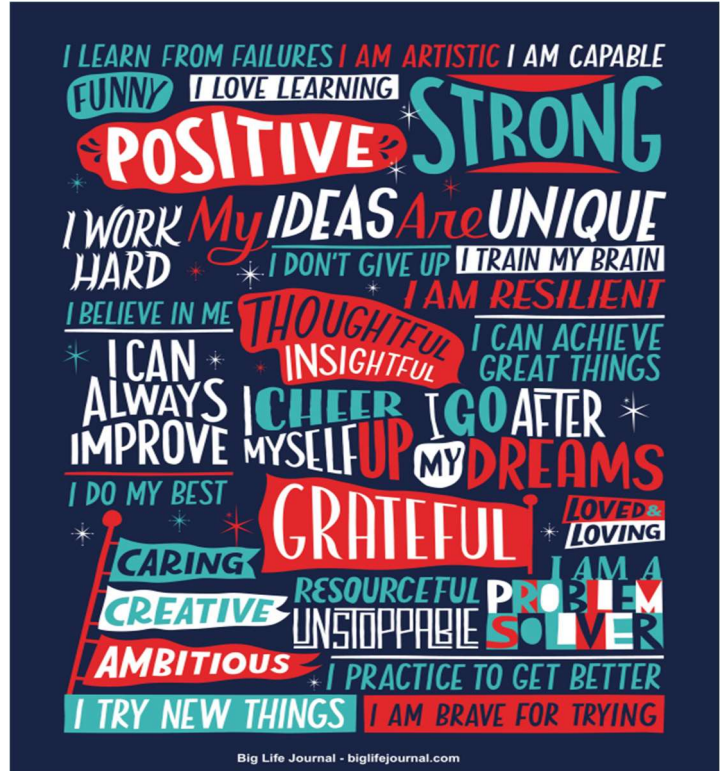
Favourite Books

- 'Change Your Thinking' by Sarah Edelman
- 'Why Kindness is Good for You' by David R. Hamilton

You're not alone. There are a lot of supports and services to help you look after your wellbeing.

- Trusted family or friends
- GP or counsellor
- Parentline in your state or territory
- Beyond Blue - 24hrs - 1300 224 636
- Suicide Call Back Service - 24hrs - 1300 659 467
- PANDA - Perinatal Anxiety and Depression Australia - 1300 726 306
- Parenting support groups (online or face-to-face)

Anne Lawry
Wellbeing Support



WHAT IS BULLYING?

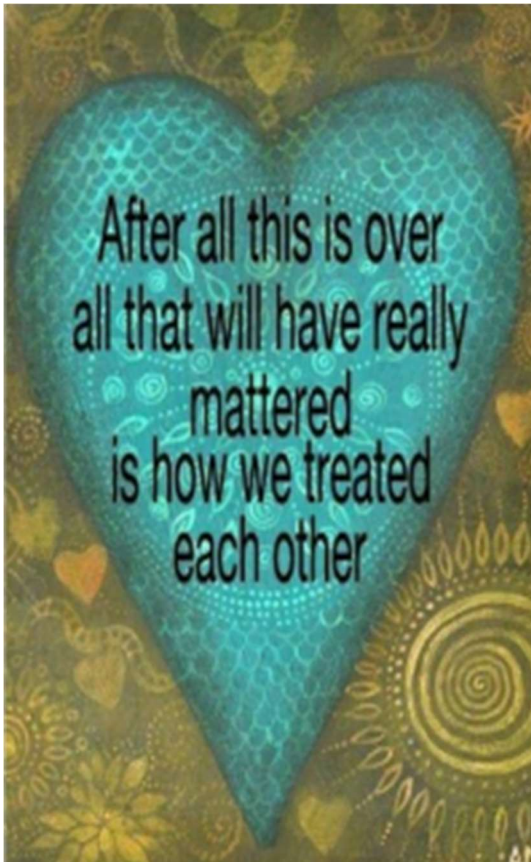
It is more than just a fight or disliking someone.

It is being mean over and over and over again. Bullying is an ongoing or repeated use of power in relationships with the intentions to cause deliberate (on purpose) psychological harm. Bullying behaviours can be verbal, physical or social.

Verbal Name calling, teasing, putting someone down, threatening to cause someone harm.

Physical Poking, hitting, punching, kicking, spitting, tripping or pushing someone, breaking someone's things, pulling faces or making rude hand signals.

Social Lying, spreading rumours, playing horrible jokes, leaving someone out on purpose, embarrassing someone in public.



Cyberbullying Using technology to hurt someone else by sending hurtful messages, pictures or comments.

Bullying can happen anywhere – at home, online with a friend, in a group, on the bus, walking home or at school.

Why do people bully others? There are lots of reasons why someone might bully others. **Whatever the reason, bullying is never ok.**

Someone who bullies another person might

- Feel jealous
- Want others to like them
- Want to feel better about themselves
- Want to fit in with their friends
- Feel angry inside
- Like to be in control or have power over others
- Have been bullied themselves
- Not know what they're doing is wrong

Below are some resources that support Mental Health and Wellbeing for children and young people.

Headspace

As the National Youth Mental Health Foundation, headspace provides young people with mental health, physical and sexual health, alcohol and other drug services, as well as work and study support.

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

Student Wellbeing Hub

Offers games, videos, websites and resources on various topics like how to deal with bullying and how to stay safe online.

<https://studentwellbeinghub.edu.au/students/>

The BRAVE program

Online program supporting children and young people experiencing anxiety and their families.

<https://www.brave-online.com/>

Reach Out

Offers supports, tools and tips for young people, parents and schools on a variety of topics including bullying, relationships, mental wellbeing and identity

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

Bullying. No Way!

Provides students and school communities with evidence-informed resources and activities to support a proactive approach to bullying education and prevention.

<https://bullyingnoway.gov.au/>

Office of the eSafety Commissioner

Offers resources that aim to help children and young people safely navigate the online world.

<https://www.esafety.gov.au/young-people>

Although we posted this in Term 3 2021 it is still relevant for our return to school and highlights how we can be booster our resilience

Battling Lockdown Fatigue: Three Strategies to Bolster our Resilience

by Dr Tom Brunzell, Director of Education, Berry Street Victoria

All parents have come to know the feeling well—the nervous stomach and in-take of breath each morning when checking the news. One day it's relief that *no news is good news*; the next may bring alert to significant disruption in our community's rhythms and routines. None of us anticipated that we still be contending with these disruptions, and understandably, we are all tired of the hypervigilance and the need to stay aware of our communities' collective health and wellbeing.

In our research and practice, we share this message with parents, teachers, and allied education professionals: *Unpredictability equals risk*. It's a theory that has arisen from our teams which helps us understand that when we perceive the world as unpredictable, the unpredictability itself feels risky to us. Thus, we will do things to mitigate the risks to our routines and to our safety for the care and education of our children. Sometimes we make healthy choices to account for this risk (e.g., checking-in with each member of our family, preparing healthy food) and sometimes, we choose some less-healthy choices to make it through the day (e.g., going straight for the carbs!).

Working together, parents and teachers have the necessary and ambitious task to maintain a resilient mindset to bolster our children through the ongoing disruptions to the world they inhabit and particularly to classroom learning. The research clearly suggests that resilient children are flexible when managing everyday speedbumps and can meet their own needs in developmentally healthy ways. We can understand why the continuing challenges to our collective flexibility and the seemingly unending need to make healthy choices are tiring us out.

So, what can we do to renew ourselves to keep taking the next step—one step at a time? Here are three strategies for adults to enact in support of the children we parent, educate and support. When parents and teachers work together and consistently model these strategies for children, our evidence suggests two things happen: Children begin taking on these resilient mindsets for themselves; and adult wellbeing also increases. While many of us are running on reserves, this is promising practice. It can be energising to know that these strategies serve dual purposes.

Strategy One: Increase Co-Regulation

Co-regulation occurs when adults behave in deliberate ways to soothe the heightened central nervous systems of children. The sympathetic nervous system is activated when we perceive threat and uncertainty in order to mobilise the body's resources for survival, and when we soothe this system, we activate the parasympathetic nervous system which allows our bodies to rest and de-escalate. It's helpful to consider that we hold our stress non-verbally, stored within the body. We all feel it as we check the news each morning and sigh with empathy for communities that are doing it tough.

Successful co-regulation of children can be most effective through non-verbal positioning when children are heightened. Instead of standing over children in times of need, lower your own body's position to be eye-to-eye with them. Even better (if you have the flexibility) crouch lower than the child's eye level to look up at them when soothing or supporting. We also suggest side-by-side, shoulder to shoulder interactions to avoid eye-contact in a less confrontational way.

The best strategy for co-regulation? Move forward to together. Walking to the park, taking care of the family pet, or riding in the car. All of these examples of side-by-side interactions co-regulate both child and adult; and can allow for open dialogue to begin.

Strategy Two: Increase Micro-Moments of Relationship

A healthy relationship between a child and adult is often thought of a *big* thing, as in, strong continuous attachment over time. While this is certainly true, we find it useful to narrow our focus all the way down to *micro-moments* of interaction. These micro-moments occur when children look up to parents and teachers for the silent nod of approval or a compassionate smile. They also occur in the ways we request children to manage their own tasks and chores or take responsibility for a momentary rupture.

We can make micro-moments count, and these moments have some big payoffs. The momentary release of positive neurochemicals (e.g., oxytocin, dopamine, serotonin) fortify the body's ability to manage stressors which can allow children to see adults as safe haven for their times of need and secure base to explore the world. Everyone can use more micro-moments of positive relational interaction. By considering healthy relationship building as a series of small, everyday moves, it can feel more possible to manage the relational ruptures that occur for all of us from time to time.

Strategy Three: Maintain Focus on What's Working Well

The direct and vicarious impacts of stressors we face can certainly put us in a deficit-mindset. Understandable to be sure. Our negativity bias is strong and undeniable because, again, that's kept us alive to manage significant threats in our evolutionary past.

When we encounter situations we do not want to see, our brains catastrophise as a natural survival mechanism by activating us to think, "Yikes! What is wrong here?" Therefore, it takes conscious effort to take a breath, reframe our assessment of a child's struggle and ask the opposite question: "What's working well?"

All children have strengths that adults must identify, articulate and help children practice. Even when a child shows stubborn persistence, it's *still* persistence that we can recognise as a strength—even if it's being overused in a particular moment. If we can reframe our assessment to spot these strengths, we can begin to recreate the conditions of success for children and fortify their internalised self-talk. Many children struggle because they catastrophise and quickly forget that they do have strengths that can serve as resources and effective strategies to meet their own needs in healthy ways.

By considering these three strategies: increasing co-regulation, increasing micro-moments of relationship, and maintaining focus on what's working well, we can increase our children's abilities to manage speedbumps with more flexibility, in addition to building trust and credibility with them so that they can eventually manage their everyday concerns on their own.

Article accessed via Kiddipedia at <https://kiddipedia.com.au/battling-lockdown-fatigue-three-strategies-to-bolster-our-resilience/> on Monday 16 August 2021.

Dr Tom Brunzell (MST, EdM, PhD) has experience as a teacher, school leader, researcher and education advisor. Currently he is the Director of Education at Berry Street and Honorary Fellow at the University of Melbourne Graduate School of Education. Tom presents internationally on topics of transforming school culture, student engagement, trauma-aware practice, wellbeing and positive psychology, and effective school leadership. His research at the University of Melbourne investigates trauma-informed wellbeing classroom strategies; and both the negative impacts of secondary traumatic stress and the positive impacts of wellbeing on teachers and leaders working towards educational equity in their communities. His new book: *Creating Trauma-informed Strengths Based Classrooms*, is now available through Hachette/Jessica Kingsley Publishers, UK and booksellers world-wide.

Supports Available

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

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

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)

Supports Available cont...

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

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

Community Notices

Music Tuition with Chris Walker

Lessons in piano, guitar and bass guitar during school hours and after.

Phone 0407 049 012 or email chrisw7@ymail.com

Violin & Viola Lessons

Private violin/viola lesson available for all grades from prep.

Please contact Hiro (0423 765 312 or hiro1656@hotmail.com)

Private Ukulele Lessons

The Patch School students now have the opportunity to take private ukulele lessons. The Patch School parent, Jess Dunn, has had 6 years' experience teaching ukulele to kids and adults and loves teaching at The Patch. The cost is \$18 for a 20-minute individual lesson or \$12 for a 20 minute group lesson (subject to suitable pairing). For more information, please call or email.

0408 102 542 jessdunn.arts@gmail.com