

April 7th, 2022

### Principal's Report

Getting back to activities and events

We are very pleased to be able to start back with many of our extracurricular and community activities. Lunchtime clubs, House activity afternoons and our Buddy program are just a few of the activities that our students and staff have been very excited to get back to. Our student leaders have been embracing their roles with enthusiasm and passion, making our school a better place for all.

We are all happy to be able to get back to incursions and excursions to enrich our learning programs even more. Our grade 1's were very lucky to be able to visit Red Hill Bakery and learn all about baking and they even made their own hot cross buns that were then delivered to school for them once they were baked. They also had an incursion with visiting fire fighters and police and learnt all about the important role our firefighters and police play on our community.

Our teachers and student leaders have been busy organising great clubs to provide students with fun and exciting activities during their lunchtime. The Clubs include; Mindful colouring, Lego Club, Student Representative Council (SRC), Bike Club, Homework Club, Yard Games, Card Games, Chess Club, Speed Stax, Band/Choir and BEAT club.

Our student leaders did a fantastic job organising and running House activities for students to enjoy with students in their groups from all year levels. This is a fantastic activity that provides a fun way for students to get to know each other across all year levels and is always a highlight for our students. The students love getting to know others from all year levels and it creates a real sense of whole school community and belonging for all.

We have also been pleased to invite parents back to attend our student-led assemblies, and it was great to have parents on-site visiting classrooms and sharing student learning on our 'Meet the Class Community' afternoon. Camp co-ordinators are in the process of finalising camp bookings for all our grades. Our Grade 6's enjoyed a fabulous glamping experience at Pt Leo this term. Students participated in the innovative water safety program at Pt Leo Life Saving Club that was conducted by qualified life-saving personnel, the program builds skills, confidence and knowledge about the water and beach environment, so important in our coastal lifestyle. They also participated in a Bike Ed activity. Students, staff and parents all expressed their gratitude and enjoyment of this fabulous experience.

We have the BEAT BAGS team back in our shack volunteering their time to make BEAT bags for our local community to help to save our world and local environment. They also kindly make our students sustainable headphone bags and our family BEAT bags to collect items from home to bring to school for our recycle and reuse boxes.

We are extremely excited to now have a Sustainability Fair Committee set up with enthusiastic parents ready to work together to plan, organise and run the fair this year in October. Watch this space and if you know any parents or community members who could contribute to our fair, please encourage them to contact our Sustainability Committee Leaders: Millie McCutcheon and Kate Mullan at [bps.susfair@gmail.com](mailto:bps.susfair@gmail.com)

School Council Declaration

The current Balnarring Council for 2022 is:

Nicky Walker Principal Executive Officer

Parent category:

Bill Mitchell

Millie McCutcheon

Georga Bryant

Carmen Maguinness

Samuel Scott

Community members:

Sophie O'Neil

Conor Mullan

Kimberly Lith

DET Employee members:

Nicole Walker  
Anne McDonald  
Suzanne Litchfield  
Ben Cornall

Thanks to those councillors who are continuing in their role and a big welcome to our new members:

#### SCHOOL TIMES

Our recess and lunch break times have changed. The times are as follows:

Recess - 11:25-11:55  
Lunch - 1:35-2:25

#### First Nations Conference

Mel Brooks, Georgia Minotti, Prue Fawke, Anne McDonald and myself were lucky enough to attend the FIRST NATIONS CONFERENCE to increase our knowledge and understanding of our Indigenous culture and history so we can do an even better job of teaching about our rich and diverse Indigenous history that goes back over 65,000 years ago.

We learnt lots about our Indigenous population on the day. At times it was a very emotional day, listening to some of the traumatic experiences that many Indigenous families in the past lived through and hearing about the real-life obstacles and challenges that our Indigenous population still face today.

An inspiring and uplifting part of the conference was learning how we as educators can help to right these wrongs and be active in removing the obstacles our Indigenous population faces. One of the most powerful ways spoken about by all presenters was the important role that educators play. Presenters talked about the importance of us as teachers and educators ensuring we are always increasing our knowledge and understanding of our Indigenous culture and history and continually improving how we embed the teaching about our Indigenous peoples throughout all we do at school.

We all really enjoyed and felt privileged to be a part of a traditional smoking ceremony and witness the bravery and courage of all the Indigenous presenters in sharing their traumatic life journeys. This learning will add to the work we do at Balnarring Primary School where we embed an Indigenous lens through all the curriculum as well as explicitly teach about our Indigenous history and culture.

#### Swim Carnivals

Congratulations to all our students who represented our school and competed in the District Swimming Carnival. Congratulations to the following students who went on to represent Balnarring Primary School at the Southern Peninsula Division Swim Carnival.

Shyla B - 4B	Sibella B - 6A	Benjamin B - 5A	Eleana B - 4B	Harry B - 3A
Levi C - 6B	Summer F - 5B	Gracie F - 6B	Jack F - 3A	Oscar L - 5A
Max L - 5B	Eddie M - 6A	Merrick M - 6A	Jaime M - 6A	Sampson M - 5B
Sonny M - 3B	Rupert M - 3B	Indie M - 5A	Sylvie N - 4C	Jasmine N - 6B
Max R - 5A	Harper T - 5B	Hannah W - 4B	Lucy W - 5A	

The following students placed in the top 3 for an event they participated in:

Oscar L - 2nd      Sylvie N - 2nd      Sampson M - 3rd      Shyla Blank - 3rd

#### ANZAC DAY

On Monday 25<sup>th</sup> April, the school captains and myself will attend the 9:30 am, ANZAC day service at ANZAC Park, corner of Russell St and Frankston Flinders Rd, Balnarring to represent our school and lay a wreath in memory and honour of the soldiers who have served our country. We will remember and reflect on the original ANZAC's who served at Gallipoli and the Western Front and the many Australian women and men who have fought and died in service of our wonderful country.

Have a wonderful relaxing and restful break. We look forward to welcoming our students and families back on Tuesday 26<sup>th</sup> April.



Nicky Walker

## Assistant Principal's Report

It's been a long time coming, but finally it seems that things are beginning to get back to being a little bit normal (I feel like I should be touching some wood as I say that!)

Welcoming our families back onsite for assemblies, and meeting the classroom teacher has been fabulous. We are very lucky here at Balnarring Primary School to have such a connected, caring and interested school community and even with the numerous lockdowns, our community's resilience has been amazing.

In the wellbeing space, we have clubs up and running at lunchtimes, our whole school buddy program has been a huge hit and we are back to conducting house sports and events such as cross country planned and ready to go. We are finally beginning to feel like we can plan in advance without having to make last minute changes. And it feels great!

I was fortunate enough 2 weeks ago to attend some Professional Learning which was conducted by a Psychologist called Michael Hawton. He is the founder of Parentshop, providing education and resources for parents and industry professionals working with children. I think the most interesting thing that Michael touched on for me as a parent and as an educator is that we are not allowing our children to solve their own problems which in turn is affecting their resilience and maturity. We quickly jump in to solve our children's problems instead of allowing them to sit with the struggle for a bit and to make mistakes. The article below is one of many written by Michael and I thought I would share it with you as there were lots of really excellent tips that you can use to help your children develop their resilience.

### Mental wellness and resilience

Mental wellness

Resilience

By Michael Hawton

26th June, 2019

Hardly a day goes by without a report in the media about the rising rates of anxiety, depression and other mental illnesses in children and young people. The causes are, no doubt, complex and varied. We live in a busy world, with many demands on children and their families and sometimes the pressure to 'do it all' places an undue burden on us and our kids. As well, using technology and engaging with social media may be affecting us and our children in ways we had not foreseen.

If we think about mental wellness and resilience, it is more than just the absence of mental ill health. It is the ability to enjoy life, to bounce back from difficulties (this is also known as resilience), to set goals and enjoy achievements and to form positive social relationships. Children learn to do this from the time they are infants by watching and interacting with those around them, by developing a sense of competency and self-efficacy by learning to do things for themselves and by having fun, playing and making friends. Mental wellbeing is also enhanced by having positive connections to family and the wider community.

So, what steps can we, as parents, take to help our children gain the skills and mental fortitude to cope with the challenges and difficulties life brings their way? How can we build their resilience?

Clearly, providing a safe, happy family environment helps our children feel secure and can nurture their confidence to try new things outside the comfort of familiar environments. Promoting mental wellness and resilience is key for building strong stable young adults.

#### 1. Normalise making mistakes and see them as learning opportunities

When children are learning new things, we can show them and encourage them, giving them time to learn and make mistakes, rather than jumping in too soon to do it for them or to save them from failure. Children need to make mistakes occasionally to understand that that they can survive mistakes and mistakes are a part of life.

#### 2. Model constructive self-talk

When you have a problem or an unexpected difficulty arises, show your child how you think about it. Instead of saying, 'It's all my fault', 'I'm so stupid', 'Bad things always happen to me', demonstrate a more realistic way to interpret what has happened. For example, 'I made a mistake but I'll be able to fix it' or 'I didn't do as well in that task because I was tired. I'll make sure I get a better night's sleep next time'. Catastrophising and assuming one difficulty will automatically lead to another are not helpful ways to view the world. If we model a negative mindset that interprets problems as being unfair, insurmountable and a reflection on who we are, then our children will learn from us. Try to encourage the view that mistakes are an opportunity to learn about ourselves, reassess our values and to do things differently.

### 3. Challenge distorted thinking

School age children are especially prone to coming home and saying things like, 'My teacher hates me', 'I've got no friends' and 'I hate school'. This is your chance to challenge this way of thinking. Take time to sit down with your child and do some 'detective thinking'. Look at the statement from all sides and see if there is evidence that suggests the statement is not true. For example, 'Your teacher kept you in a lunchtime because the class was too noisy, and you think this is unfair. But has there been a time when your teacher allowed you to do something you really enjoyed?'. Teaching problem solving skills can also build resilience in your child. If your son or daughter says they have no friends and your detective thinking suggests that perhaps your son or daughter would like more friends, ask your child to come up with some other ways they could make some new friends. Discuss ways to meet other students and help your child to decide on some lunchtime activities or strategies that might help them extend their social connections.

### 4. Watch out for perfectionist tendencies

Another group of children who may suffer from distorted thinking are children or young people with perfectionist tendencies. These children can set unrealistically high expectations of themselves. They may engage in negative self-talk when things don't turn out as they planned, blaming themselves and exaggerating the negative consequences of the failure. They are often prone to anxiety. Again, try to challenge these distorted views, help them to see things in a more realistic light and let them know that it's okay to fail and it is part of the human experience. When appropriate, help them problem-solve around ameliorating the impact of their mistakes.

### 5. Resilient people are flexible

Flexible people can cope with change and the unexpected. Help your child to expect change and give them strategies for adjusting to change. Some children's temperaments allow them to deal with change more easily than others. Acknowledge that change is part of life and sometimes change can present new opportunities and more positive experiences. For children who struggle with change, give them notice of any planned change and remind them of the ways they have coped with previous changes. Talk about why the change is happening and how it could be a positive experience for them.

6. Positive connections to friends, family and their community are protective factors for children growing up  
Social connections help children to feel part of something bigger, they build a sense of belonging and identity and help children develop their resilience. Social connections also mean children have more people to learn from and more people to seek help from. Encourage your children to see their extended family and community as positive resources who can help them when they are struggling.



Mental wellness and resilience is something we all can work on, just like our physical health. Look for opportunities to build your children's capacity to deal with life's ups and downs, learn from mistakes and have a robust sense of their own abilities.

Anne McDonald

**SUPERVISION AT SCHOOL**  
BEFORE AND AFTER SCHOOL HOURS, AND CURRICULUM DAYS  
Supervision before school commences at 8.30 am and after school until 3.30 pm.  
There is no supervision on Curriculum Days.

**UNIFORM SHOP**  
(Please note that samples only are kept onsite)-Cash only  
Onsite currently unavailable due to Covid restrictions

## WHAT ACTIVITIES ARE COMING UP

PLEASE BE AWARE THAT DATES SOMETIMES CHANGE AND UNFORSEEN EVENTS MAY BE ADDED. CHECK COMPASS FOR UPDATES.

MONDAY	TUESDAYS	WEDNESDAY	THURSDAY	FRIDAY
				8 April LAST DAY TERM 1 2.30pm FINISH
<b>TERM BREAK</b>				
25 April ANZAC DAY	26 FIRST DAY TERM 2	27 *Sustainability Fair Meeting 9.00 am	28	29
2 May	3 *Whole School Photo Day	4	5	6 *Mother's Day Stall