



August 19, 2020

## PRINCIPAL'S REPORT

I would like to take this opportunity to thank the entire school community for their continued optimism, hard work and care throughout the current lockdown. I cannot speak highly enough of our fantastic staff that have constantly gone above and beyond for our students and families. Our students have remained positive in their outlook and they are doing the very best they can with their studies. Finally, to our parents and carers, thank you for taking on such a heavy load and we appreciate everything you are doing to support your child's learning.

Many of us with children at home ourselves, understand the juggle it is to manage our own work commitments as well as trying to keep the children's school program going. We also fully understand that for many of you, being 'teacher' for the day may be tricky. Sometimes your little people may respond differently to your 'parent voice' than they would to that 'teacher voice'! I hope your little people are being kind to you and displaying our school values during this time!

I know that each family's circumstances are different, therefore our program needs to be flexible so that all families can engage in the work at a time that suits them. For some families this is early in the day, for others it may be the afternoon, or a combination of both. As a school we also believe strongly in not having students sit in front of a screen for hours on end, receiving face-to-face instruction. We believe strongly in providing a program where the students are active in practising skills. When we are at school we do not rely heavily on worksheets, but instead provide activities that require greater thinking and individuality. Our school week also includes the incorporation of the specialist activities to provide a well-rounded experience for the children.

I would like to encourage all children to develop their independence. Therefore, to support you with this, all teachers are working hard to create instructional videos to assist your child. For the majority of activities, your child may click on the video link for each activity and see and hear the instructions of what is expected, straight from the teachers. I recommend particularly helping our younger students to press on the instructional video links, watch them and then let them work through the activity with minimal help from you. The advantage of a video too, is that it can be replayed over again to clarify anything you are unsure of.

As we all know, we are all in this together. Be kind to yourselves and each other and do the best you can.



# JOIN US FOR Storytime

## 3pm Wednesdays



Last week we had our first story time and it was great to have over 50 families join us for 'Who Sank the Boat?'. My apologies for those who were not able to get on as I had set the meeting up with a password. There is no password required this time so hopefully everyone will be able to join in. Look forward to seeing everyone at 3pm each Wednesday.

Room Number 571-369-200

<https://eduvic.webex.com/meet/orlandi.david.g>

### 2021 PREP ENROLMENTS

Enrolments at Selby Primary School for Prep 2021 are now open. If you know of family or friends who may be interested in hearing more about a Selby education for their children, please ask them to contact the school office to arrange a virtual school tour. We strongly encourage enrolling families for 2021 to submit their enrolment forms now, so class structure and staffing can be determined. Thank you for your assistance with this.

### ON SITE ATTENDANCE

Requests for onsite supervision must be made in writing using the approved Education Department application form. This form has now been updated to further restrict access to onsite supervision. The main change is a move away from 'essential workers' to 'permitted workers'. The Victorian Government has provided a list of these work areas.

Application forms must be received by the school by 3.00pm each Thursday and ***all families who seek this service must complete an application which is accompanied by a 'permitted worker' letter.*** A 'permitted worker' letter may be requested from your employer.

Stay safe, stay 5km from home and stay warm

David Orlandi

# Maintaining Kids Mental Health during the Coronavirus Pandemic

By Michael Grose

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

In these challenging times kids' mental health needs to be a high priority. The following plan laid out by the experts at Parenting Ideas will show you how to lay a solid foundation for good mental health, and outline key behaviours that will help build the resilience and psychological strength that kids need in these difficult times.

Build the foundations for good health

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

## Eat a healthy diet

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

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

## Get plenty of exercise

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

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

## Maintain good sleep patterns

The benefits of good sleep patterns are immense and far-reaching, impacting kids' learning, memory and emotional stability. Sleep restores the brain to optimum conditions and rejuvenates the body, allowing hormone levels elevated during the day to return to normal. Consequently, sleep-deprived kids experience greater anxiety doing routine tasks and have a propensity for pessimistic thinking, which is associated with anxiety and depression. A framework for good sleep patterns includes finding an optimum bedtime; creating a regular, relaxing routine, eating and exercising at the right time, creating a sleep sanctuary and getting up at regular times each day.

## Add the pillars of good mental health

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

## Maintain social connection

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

# Maintaining Kids Mental Health during the Coronavirus Pandemic—Continued

By Michael Grose

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

## Stay in the present

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

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

## Enjoy yourself at play

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

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

## Spend time in nature

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

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

## Practise protective behaviours

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

### Keep foundation behaviours

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

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

### Practise deep breathing

Recognition of the benefits of deep breathing dates back to ancient Roman and Greek times when deep belly

## Maintaining Kids Mental Health during the Coronavirus Pandemic—Continued

By Michael Grose

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

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

### Check in on feelings

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

Looking after your child's mental health may seem like a mystery at times. But there is a great deal we can do. By laying a foundation for good general health and then working at maintaining the pillars of mental health and teaching kids the protective mental health behaviours you provide them with a solid framework for maintenance of good mental health that they can take into adulthood

*Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including Spoonfed Generation, and the bestselling Why First Borns Rule the World and Last Borns Want to Change It. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education*

### ADDRESSING WELLBEING ISSUES

It goes without saying that we will all, both adults and children, feel the impact of the COVID-19 crisis and Stage 4 restrictions, and this could lead to an increase in wellbeing issues for families. If your child is experiencing some anxiety then there are lots of resources that can be of great help to read and use. I'm putting together some of these resources and will share them with the newsletter.

In addition, it is the role of my staff and I to provide as much wellbeing support as we can to our students. If you find that your child might be in need of some extra support you can contact your child's teacher, who will work with you to help. Our students often feel very strongly connected with their teachers and will look to them for support.

Here is a list of online resources and tools for young people

**Kids Helpline** | 1800 55 1800 | visit [website](#)

**BiteBack** | [visit website](#)

**Beyondblue** | 1300 22 4636 | [visit website](#)

**Headspace** | COVID specific resources | [visit website](#)

**eHeadspace** | [visit website](#)

**Brave online** | free online anxiety program | [visit website](#)



# Good Book Awards

## JUNIOR SCHOOL

**PB Darcy U PERSONAL BEST** Darcy, you did a fantastic job with your work this week and you should be very proud. I loved your water experiment with what floats. I enjoyed seeing you placing lots of different items into a bowl of water and hearing your predictions of whether they will float or sink. Fantastic work Darcy!

**Mabel S CONFIDENCE** Mabel, it has been a pleasure to see you confidently present your work. You happily complete the tasks and share them with a nice clear voice. You did a fantastic job in maths this week sharing your answers to subtraction questions. Great work Mabel!

**PH Mia A PERSONAL BEST** I really like your science writing in Science Week. You want to be an astronaut and go to see the moon and the stars. I loved your handwriting and presentation with it written with chalk on black paper and your fabulous illustration too.

**1/2M Isla D CONFIDENCE** Congratulations Isla, I was so proud to see you step out of your comfort zone when you read your alien narrative to your classmates on WebEx. You displayed excellent Confidence, reading clearly for us all to easily hear and enjoy your story.

**Sam Mc PERSONAL BEST** Congratulations Sam on developing a terrific Powerpoint presentation for your alien narrative, 'Roley Rolls'. A Personal Best effort for thinking outside the box to publish your story this way!

**Henry D PERSONAL BEST** Congratulations Henry on developing your terrific narrative, 'The Adventures of Snotface'. You showed your personal best describing lots of action throughout your story that enabled us to easily develop a mental image as we listened to your story. Keep up the great work!

**1/2W Shannon Z RESILIENCE** Congratulations Shannon on working so hard to understand three difficult questions in your Reading Conventions comprehension activity this week. You persevered until you understood and then wrote the correct answers. This shows great resilience!



# Good Book Awards

## SENIOR SCHOOL

**3/4K Oscar C PERSONAL BEST** Oscar you made a fantastic video on the Solar System. You put a lot of effort and time into making your video and showed great knowledge of the Solar System. Well done!

**3/4R Noah B CONFIDENCE** I am so impressed with your confidence during our Webex sessions Noah! You are always willing and eager to contribute to discussion and answer questions. Well done Noah!

**3/4S Liam B CONFIDENCE** Liam you have been an absolute superstar in our Webex Meetings. You are always enthusiastic and happy and ready to make conversation with all members of your group. You bring such energy to our chats and I always leave feeling so much happier.

**5/6H Jack M PERSONAL BEST** Jack, you are a true pleasure to teach, both in the classroom and online! With each activity and project you demonstrate your positive, proactive approach to learning. You always put in your absolute best effort and in the rare instances where that isn't possible you always communicate with me to ask for support or explain why. I always look forward to hearing from you!

**5/6S Logan H RESILIENCE** I am so impressed with the way you are demonstrating Resilience during remote learning. You have been asking for help when you need it, using the resources available to get help (such as Webex) and have been trying your best on all of your activities, all with a big smile on your face. Well done Logan!



# THE SELBY PS BIG WALK

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**August 3<sup>rd</sup>  
to  
September 1st**

**Stay connected and healthy  
during lockdown by joining up  
for the  
Selby Primary Big Walk!**

**Get out and about, record your progress,  
and compete against your classmates and  
other grades.**

**A medal for the student who records the  
most kms in each grade!**

**A trophy for the grade (1 junior, 1 senior)  
that walks the furthest!**

**Head to  
[selbyps.vic.edu.au/bigwalk](https://selbyps.vic.edu.au/bigwalk)  
to track your walking and see your classes' progress!**







**SELBY PRIMARY SCHOOL**

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# **2021 PREP ENROLMENTS NOW OPEN**

**TO BOOK A TOUR**

**PHONE 9754 2675**

**EMAIL [SELBY.PS@EDUCATION.VIC.GOV.AU](mailto:SELBY.PS@EDUCATION.VIC.GOV.AU)**





# Anxious kids

## - from anxiety to resilience



**Wednesday  
26 August  
7pm to 8.30pm**

**Online event**



*Dr Jodi Richardson*

**\$10  
Bookings  
essential**

**For parents,  
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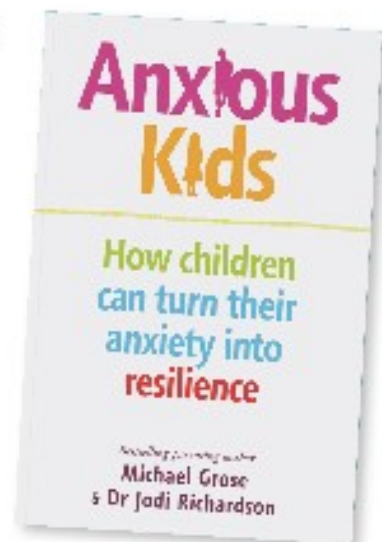
**It's easy to feel overwhelmed when your child suffers from anxiety, but there are many things you can do to help.**

In this webinar Dr Jodi Richardson will share her experience and talk about:

- What do kids need to develop resilience?
- Building distress tolerance in children.
- Why are so many kids anxious?
- What happens in an anxious brain.
- The contagious nature of anxiety.
- How parents can better manage their own stress.
- Essential tools for parents and children to manage anxiety and more.

Dr Jodi Richardson is a mental health and wellbeing author, speaker and educator. She's dedicated to helping parents and teachers understand anxiety in their children and students, how it makes them feel (and why), and how to respond in ways that empower anxious kids with the insights and skills they need to thrive.

A mother of two primary-school-aged children, she is the founder and director of *Happier on Purpose*, the mental health and wellbeing expert for parenting ideas and is co-author of the best-selling book '*Anxious Kids: How children can turn their anxiety into resilience*'.



## How to book

Book online at: [www.trybooking.com/BKEMV](http://www.trybooking.com/BKEMV)

For more information, please contact Cathie Wills, Children's Services Project Officer, on 9294 5740 or email [childrens.services.events@maroondah.vic.gov.au](mailto:childrens.services.events@maroondah.vic.gov.au)



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### IMPORTANT UPDATES

©



Click on the button to join our [Members Only Facebook Group](#). Use our Members Only group to keep in touch with our HSD community and check our updates and great news items.

Members Only Facebook Group

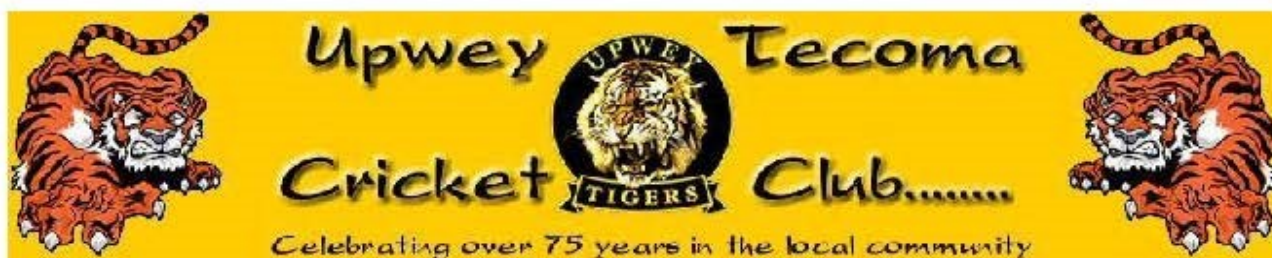
All students receive not only weekly live Zoom classes but access to an all new remote learning platform with tonnes of tutorials, activities, choreography & more

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## Junior Cricket 2020-21 Season

We are looking for Girls & Boys to play cricket for season 2020-21.

This season we are looking at fielding teams in the following Grades:

Under 12's—Friday Nights - Subs \$150

Under 14's—Friday Nights - Subs \$200

Under 16's—Saturday Mornings - Subs \$200

Also looking for 6-10 year old's to start a Junior Blaster squad that would play on Wednesday Nights.

The Upwey Tecoma Cricket Club is located in Chosen Ave in Upwey which is just off Burwood Highway. We have fantastic New clubrooms, great cricket nets and two great grounds. We have a great bunch of junior coaches who are ready to teach you how to play cricket and make sure you have lots of fun while you do it. So don't spend all summer with nothing to do – come along and make a heap of new friends and have fun in the sun .

1st Indoor / outdoor Training will be dependent on Govt Covid-19 restrictions being lifted so stay tuned to our website / facebook page or register your interest now with our Junior Co-ordinator and go on the mailing list to keep up to date with what is happening & when.



**Contact: Matthew Anderson**  
**Phone: 041 2035904**  
**Email: [info@upweycc.com.au](mailto:info@upweycc.com.au)**  
**[www.upweycc.com.au](http://www.upweycc.com.au)**  
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