

# MENTAL HEALTH AND WELLBEING NEWSLETTER

## Term 1 Week 4 - 2026



## Welcome to Our First Wellbeing Newsletter for 2026

Welcome to the first **Mental Health and Wellbeing Newsletter** of the year. These newsletters will be published twice per term, providing a range of information regarding:

- **Mental Health & Parenting:** Insights and support for families.
- **Wellbeing Tips & Tricks:** Practical strategies for daily life.
- **Resources & Courses:** Tools and learning opportunities for personal growth.
- **SEL Updates:** Keeping you informed on our Social Emotional Learning progress.

We hope you find the time to read through these updates. We always welcome your suggestions and input to ensure this remains a helpful resource for everyone.

### What exactly is SEL?

You'll see the term **SEL (Social Emotional Learning)** used often in our newsletters. Simply put, it is the process through which we learn to understand and manage our emotions, set positive goals, feel empathy for others, and make responsible decisions.

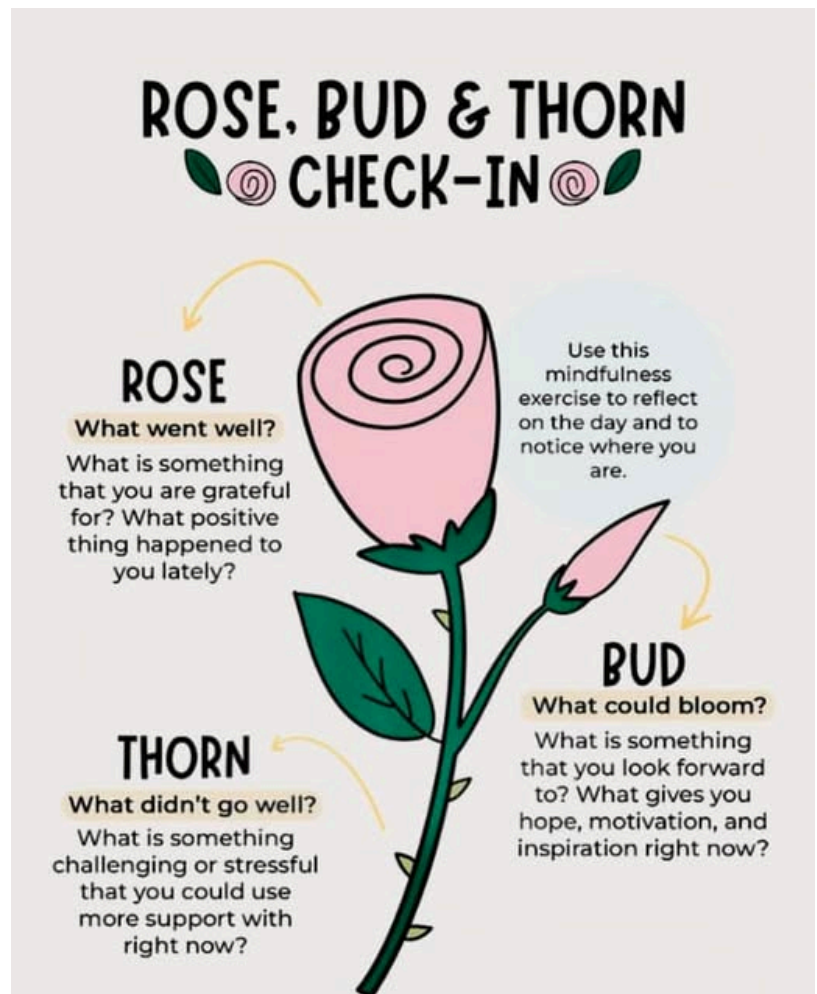
Think of it as the "emotional toolkit" students need to succeed not just in the classroom, but in life.

### Tip of the Week: The "Rose, Thorn, and Bud"

Looking for a way to connect at the dinner table? Skip the "How was school?" (which often gets a one-word answer) and try this quick check-in:

- **The Rose:** One positive thing that happened today.
- **The Thorn:** One thing that was challenging or didn't go well.
- **The Bud:** Something you are looking forward to tomorrow.

This simple routine encourages reflection, resilience, and optimism in less than five minutes.





## Tuning in to Kids Coming to Our School in 2026

We are pleased to share that our school plans to offer the Tuning in to Kids parent program in 2026. This evidence-based program will be delivered as a six-week series, held online on Wednesday evenings from 6:30–8:30 pm, running across the final two weeks of Term 1 and the first four weeks of Term 2 beginning Wednesday 25th March.

The sessions will be conducted online, facilitated by our school counsellor Diana Rogowski, allowing parents to participate comfortably from home. Participants will receive a comprehensive parent manual to support learning, reflection, and practice between sessions. The program is designed to be interactive and supportive, with opportunities to practise skills, reflect on real-life parenting experiences, and return to the group each week to deepen understanding over time.

To gain the full benefit of the program, parents are required to attend a minimum of four out of the six sessions. Missing more than two sessions may limit the effectiveness of the learning experience. Places are limited, and parents who express interest will be contacted for a brief phone conversation to ensure the program is a good fit and that appropriate supports are in place.

We are seeking expressions of interest to begin planning for these sessions. [Please fill out this short form and we will be in touch.](#)

**What Parents Will Learn** Parents who participate in Tuning in to Kids will learn:

- How to recognise and respond to children’s emotions in ways that support emotional regulation and positive behaviour
- Practical strategies to support children during big emotions, transitions, and challenging moments
- How emotional validation supports behaviour, learning readiness, and classroom engagement
- Ways to build children’s confidence, resilience, and problem-solving skills
- Strategies to support healthy friendships, social skills, and conflict resolution
- How to strengthen the parent–child relationship to support wellbeing and long-term positive outcomes

### About the Program

Tuning in to Kids is an evidence-based parenting program that supports parents to strengthen their connection with their children through emotional understanding. The program focuses on developing emotion coaching skills, practical, nurturing ways to respond to children’s feelings that help them learn to manage emotions, build resilience, improve behaviour, and feel more connected at home.

Parents often report that after completing the program, their homes feel calmer, communication improves, and their children show increased confidence and emotional awareness. It is a valuable opportunity to slow down, reflect, and learn practical tools that can make family life feel more supported, cooperative, and joyful.

We hope you will consider joining us as we learn together, share experiences, and support one another in building strong, emotionally connected relationships with our children. We look forward to welcoming interested families in 2026.

## Student Leadership: Our CSC in Semester One

A huge thank you to every student from **Year 3 to Year 6** who put their hand up for a CSC representative role this term. Standing up in front of peers to deliver a speech takes immense bravery and heart, we are incredibly proud of the courage shown by all nominees.

Our **Clairvaux Student Council (CSC)** is designed to ensure a wide range of students have the opportunity to lead and impact our school culture. This semester, we are using a staggered leadership model to make our student action even more effective. Semester two will allow for a new cohort of students to have an opportunity to lead. We have 30 representatives (two per class) who act as the voice of their peers. To help them get things done, they work within dedicated focus groups:

- **Wellbeing & House Spirit:** Building a positive, inclusive school culture.
- **Sustainability:** Leading initiatives like *Clean Up Australia Day*.
- **Arts & Culture:** Promoting creativity across the year levels.
- **Social Justice:** Coordinating our community efforts for *Caritas* and beyond.

To make sure our student leaders have the best support, they are now working in Year Level Teams. This allows them to meet more easily with their teacher mentors and plan activities that are perfectly suited to their own area of the school. Whether they are brainstorming new ideas or organising a lunchtime event, these students are learning that leadership is about service and action. We look forward to a fantastic semester of growth and student-led initiatives!

<p><b>Year 6</b> Mason D Sidney N Anna M Georgia-Rose H Leo H Jack S Zawadi M Harry M</p>	<p><b>Year 5</b> Lewis C Van V Ignatius P Claudia I Nellie V Eli K Sophie P Ella K</p>
<p><b>Year 4</b> Isla M Jethro G Clementine V Adrian V Rhys W Olivia H Patrick G Zara W</p>	<p><b>Year 3</b> Saanvi B Cassidy H Zali C Eve R Jasmine S Atley D</p>



## TOUCHSTONES

This term, along with reinforcing the underpinning of all our behaviour with Respect, the two Touchstones we are focusing on are Belonging and Friendship.

- Belonging is the feeling of being happy or comfortable as part of a particular group and having a good relationship with the other members of the group because they welcome and accept you. Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group.
- Friendship is a state of mutual trust, respect and support between two people. Both elements have to be

there and it has to be mutual. Friendship is the state of being friends. [How friendship affects our brain](#) - (Yr 6).

## CYBER SAFETY

Clairvaux has a **safe internet policy and user agreement**. Hard copies of these have been sent home to families to please be discussed with your child, signed and returned to school as soon as possible.

February 10th was **Safer Internet day**. Being our first newsletter of the year we are very mindful of sharing with you the range of support we have in place to help our students and families make informed

choices when it comes to the internet and all that entails. We're spending more of our lives online, and the digital world keeps shifting. New apps, new rules, new risks, new opportunities – it can feel like one big adventure that's tricky to navigate. We can't switch the internet off, but we can shape it into a space that feels safer and kinder. Whether you're in a classroom, a workplace or at home, you have a role to play. Even small actions today can make a real difference to how we connect, learn, and spend time online. Everything you need is on the [Safer internet Day hub](#).

This year we will continue our partnership with **Inform and Empower** to further develop students' understanding of Cyber safety. Each term we will share some parent tip sheets that will align with the termly incursion.

This week all classes from Year 1-6 have participated in an online incursion held by Inform and Empower.

This is an ongoing commitment of our school each term to ensure our students are aware of their rights and importantly their responsibilities to be safe online.

This program aligns with the child safe standards: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

Please take the time to discuss this important issue with your children using the tip sheets as a guide.

Click the links below for access to the **TERM 1** tip sheets

[Prep](#)

[Year 1 and 2](#)

[Year 3 and 4](#)

[Year 5 and 6](#)

Leading Senior Constables from the Geelong police have historically delivered **interactive cyber safety talks** to our senior school students. This week the visits with year 5 and 6 focused on cyberbullying, online gaming risks, preventing contact with online predators and legal consequences of online behavior.

And finally, Understanding **Children's Wearable Technology** - In the age where the online world is just a wrist away, wearable tech for kids like smartwatches and fitness trackers is becoming the norm. These devices offer a plethora of functionalities, from fitness tracking to real-time communication and GPS location sharing. However, with great technology comes great responsibility, especially for the young minds eager to explore these online extensions of themselves. While they provide significant convenience, they also bring cybersecurity risks that parents must be aware of. For instance, a smartwatch can allow parents to stay in touch with their children, providing comfort and



**INFORM & EMPOWER**

peace of mind. However, the associated security risks cannot be ignored. Please see below for an excerpt from our mobile phone and smart watch policy:

### **Definition of Mobile Phone and Smart Watch**

*A mobile phone is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network. For the purpose of this policy, 'mobile phone' refers to mobile phones and any device that may connect to or have a similar functionality to a mobile phone such as smart watches. For the purpose of this policy the following is classified as a device which can:*

- *send and/or receive messages*
- *and/or make or receive calls*
- *and/or take photos*
- *and/or has any internet functions*

### **Rationale**

*This policy outlines the use of mobile phones and smart watches on our school site. The school discourages students from bringing mobile phones and smart watches to school. These communication devices cause disruption in classrooms and the playground, and can be used inappropriately to access social media and take photos without permission. This can cause distress and breach the privacy of others. Our School understands that students may need to carry a personal mobile phone or watch to school, particularly if they are travelling independently to and from school. In the event a Parent and/or Carer needs to contact a student, the Parent and/or Carer should telephone the School Administration Office not the Students Mobile Phone Device. If necessary, students can contact parents and/or carers from the School Office telephone. When emergencies occur, parents and/or carers should reach their child by calling the school office.*

### **Expectations relating to students bringing mobile phones, smart watches and other personal mobile devices to school**

*At Clairvaux Primary School:*

- *Students who choose to bring mobile phones, smart watches and other personal mobile devices to school, must have them switched off when entering the school grounds and the devices are then handed into the office for the day.*
- *At the end of the school day, students return to the office and collect their device. It must not be used until outside of school grounds.*

*There are instances where parents are able to disconnect the abilities of the watch or phone from their own device for 'school mode', however this is not able to be tracked efficiently with such a large school population so we require the device to still be handed in when arriving at school. If your child would like to have access to the time function of their watch we suggest another basic version*

## **MINTY**

Just like your child has required some time to settle back into school routines so too has Minty. She has been back at school and slowly meeting everyone in their new classes. Over the coming weeks students will be reintroduced to our expectations around Minty remembering that she is the most vulnerable being in our school

Podcast - The Somatic Hound & Dogs Connect. We partner with DOGS CONNECT to ensure that everyone in our community is being mindful of how we act around her, plan her timetable, notice her body language and prepare spaces for her to rest or interact.

Grant, founder of Dogs Connect, joined Leah Lykos, founder of the Canine Movement Lab, for a powerful conversation on how Polyvagal Theory can help us better understand and support our dogs. They shared practical ways to:

- Recognise the early signs of stress in dogs
- Respond before arousal levels peak, preventing problematic behaviours
- Use safe practises to help dogs regulate and return to a calmer state
- Build deeper trust by showing dogs that we are listening and attuned to their needs



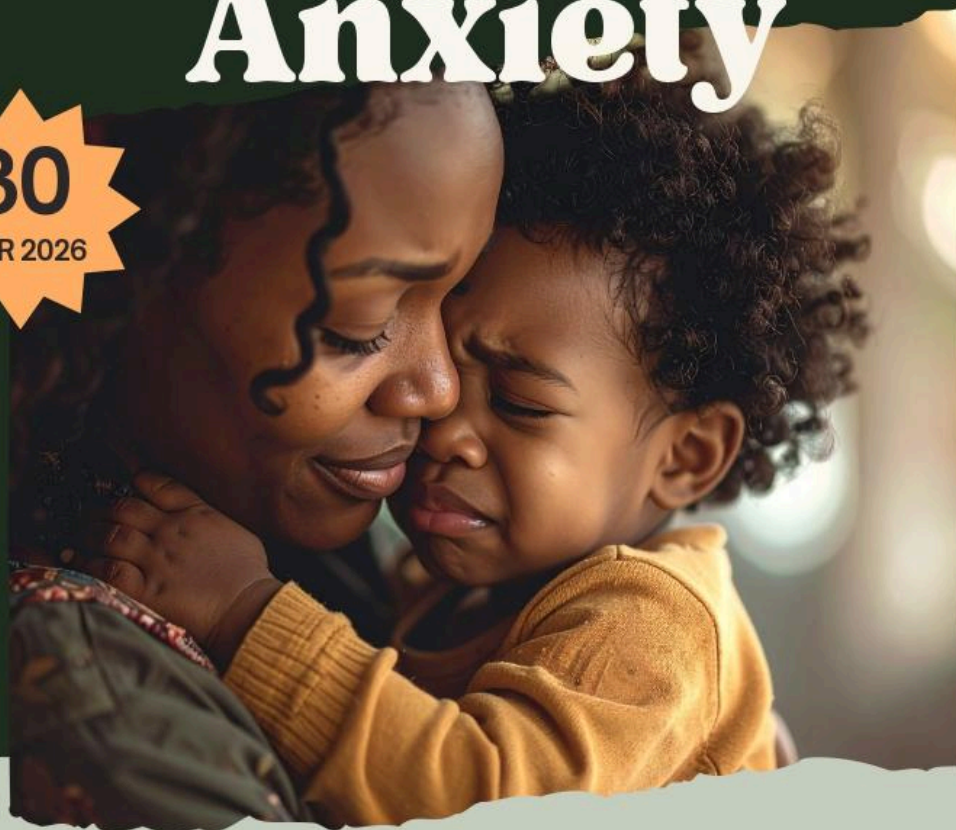
**30 MARCH 26**

**ONLINE WORKSHOP**

**7PM-8.30PM**



# Parenting For Children With Anxiety



## A Psychologist Led Workshop For Parents

HEAR FROM EXPERTS

**DR MAHSA MEHDIZADEH**  
PROVISIONAL PSYCHOLOGIST

LIVE FACILITATION

**JAYDE WHITTEN**  
PROVISIONAL PSYCHOLOGIST

SCAN ME!



REGISTRATION & TICKETS ONLINE

MORE INFORMATION  
[INFO@CENTREDWELLBEING.COM.AU](mailto:INFO@CENTREDWELLBEING.COM.AU)

ONLINE WORKSHOP



# Parenting For Children With Anxiety

BOOK NOW

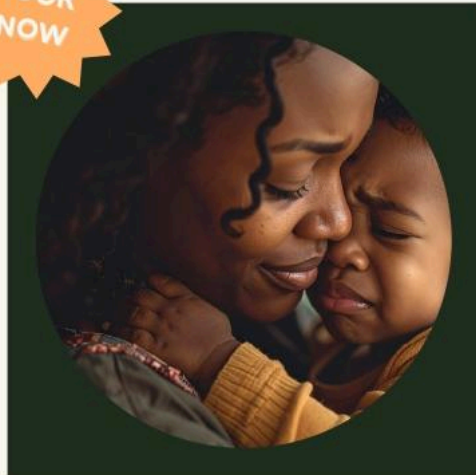
Parenting can make a powerful difference in how children respond to worry and stress.

## Learn How To

- ✓ **Support** an anxious child with confidence
- ✓ **Reduce** escalation of worries over time
- ✓ **Respond** in ways that build safety and independence
- ✓ **Spot** common “helpful” habits that can accidentally keep anxiety going

## Your Ticket Includes

- ✓ Private access to the **live online workshop**
- ✓ 1x **Parenting Questionnaire** + results
- ✓ 1x **downloadable workbook** (reflection + practical strategies)



## Sample Schedule

- 7PM Meet facilitators  
Parenting styles  
Reflection + discussion
- 7.30PM Stress Types  
Brain Systems of Anxiety  
Influences on anxiety  
What maintains anxiety
- 8PM Reflection + discussion  
Top tips for Parents
- 8.30PM Wrap up

ONLINE WORKSHOP  
30 March 2026  
7pm - 8.30pm

BOOK NOW VIA EVENTBRITE

SCAN ME!



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- 🌐 [www.centredwellbeing.com.au](http://www.centredwellbeing.com.au)

[Book Here](#)

