







MENTAL HEALTH AND WELLBEING NEWSLETTER

Term 2 Week 5 - 2026



TOUCHSTONES

This term, along with reinforcing the underpinning of all our behaviour with Respect, the three Touchstones we are focusing on are:

	 <p>Charlotte Stebbing</p>	<ul style="list-style-type: none"> ● Kindness: In our school, kindness looks like students proactively offering to help a peer who is struggling with a difficult task or feeling left out. It is also found in the small, daily gestures, such as holding the door open for others or offering a genuine compliment to a teacher or classmate.
	 <p>Chloe Spicer</p>	<ul style="list-style-type: none"> ● Positivity: Positivity is seen when students and staff choose to focus on solutions rather than problems during a challenging lesson or sporting event. It manifests as a "can-do" attitude where mistakes are treated as valuable opportunities to learn rather than reasons to give up.
	 <p>Olivia Higginbotham</p>	<ul style="list-style-type: none"> ● Happiness: Happiness in our halls is the sound of shared laughter during break times and the visible pride students take in their personal achievements. It looks like a vibrant, inclusive environment where everyone feels safe and comfortable enough to truly be themselves.

MACS Commitment to Child Safety

Our staff continue to uphold the 11 Child safe standards. Over the course of the year we spend time focusing on what each standard means for us and how we enact it at Clairvaux. We will continue to share with you a focus on each standard across the year as we cover them.

- [Child safe standard 3:](#) Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
- [Child safe standard 4:](#) Families and communities are informed and involved in promoting child safety and wellbeing.
- [Child safe standard 5:](#) Equity is upheld and diverse needs respected in policy and practice.



Expanding Our Toolkit: Strategies for Emotional Regulation

Over the last few years, our school-wide initiative focuses on expanding students' repertoires of strategies to manage overwhelming feelings. Working closely with our School Counselor, we focus on a Tool of the Week to provide students with a "shared language" and the opportunity to test which techniques work best for them. When a child feels overwhelmed, these are some strategies that use active engagement to regulate emotions. We also expose children to examples of Cognitive & Reflective Tools: These tools help shift a child's mindset and build long-term resilience and self-esteem

To support this school-wide effort, we encourage you to:

1. Ask about the "Tool of the Week": Have your child show you how it works.
2. Model the behavior: Use the language yourself. "I'm feeling a bit stressed, I think I'll try a Body Scan."
3. Find the "Fit": Not every tool works for every child. Help them decide which ones belong in their personal "mental health toolkit."

Mental Health in Primary Schools (MHIPS)

Building primary schools' capacity to enhance children's mental health and wellbeing

Children's mental health and wellbeing is fundamental to their development and learning. Good mental health means having a positive sense of wellbeing, coping with challenges and being able to realise individual potential. Unfortunately, not all children experience good mental health. Schools are an ideal platform for promoting children's mental health. Yet, without resourcing and dedicated training and support, it can be challenging for teachers to navigate increasing mental health issues in the classroom. Developed by paediatricians, educators, psychologists, researchers, and teachers, the Mental Health in Primary Schools (MHIPS) initiative upskills experienced teachers to become Mental Health and Wellbeing Leaders and aims to increase the capacity of primary schools to support the mental health and wellbeing of their students.

Key Facts

- In Australia, 1 in 12 children aged 4-11 years have a diagnosed mental health disorder
- 20 per cent of children experience mental health difficulties that affect their daily living
- The MHIPS initiative has been rolled out to more than 1800 primary schools in Victoria, and is now being piloted in Queensland
- Over 95% of participants in the pilot evaluation of MHIPS Victoria agreed the initiative had increased whole-school capacity to support student mental health and wellbeing

Teachers are ideally placed to address emerging mental health issues. With access to the Mental Health and Wellbeing Leaders, we have seen improved care pathways for kids who may otherwise have slipped through the cracks. - Professor Frank Oberklaid

We are incredibly fortunate to have the Mental Health in Primary Schools (MHIP) program further strengthened by our dedicated school counselor Diana. As a true wealth of information, our counselor plays a vital role in our school community by providing specialized professional development for our staff and leading informative programs for our parents. This collaborative approach ensures that our teachers are well-equipped to support student wellbeing, while also providing families with the tools and consistent language needed to support their children at home. We are proud to have such a robust support system in place to foster a healthy, thriving environment for all our students.

INFORM AND EMPOWER

Dear Parents & Carers, In 2026, your child will take part in Inform & Empower's Cyber Safety & Digital Wellbeing program. They will participate in termly live-streamed incursions that focus on topics such as : Digital Literacy Healthy Digital Habits Critical Thinking Cyberbullying Online Security Upstanders Help-seeking Consent Artificial Intelligence Inform & Empower is endorsed by the eSafety Commissioner as a Trusted eSafety Provider. Together for a safer and more positive digital world,

INFORM & EMPOWER

Digital Safety & Wellbeing

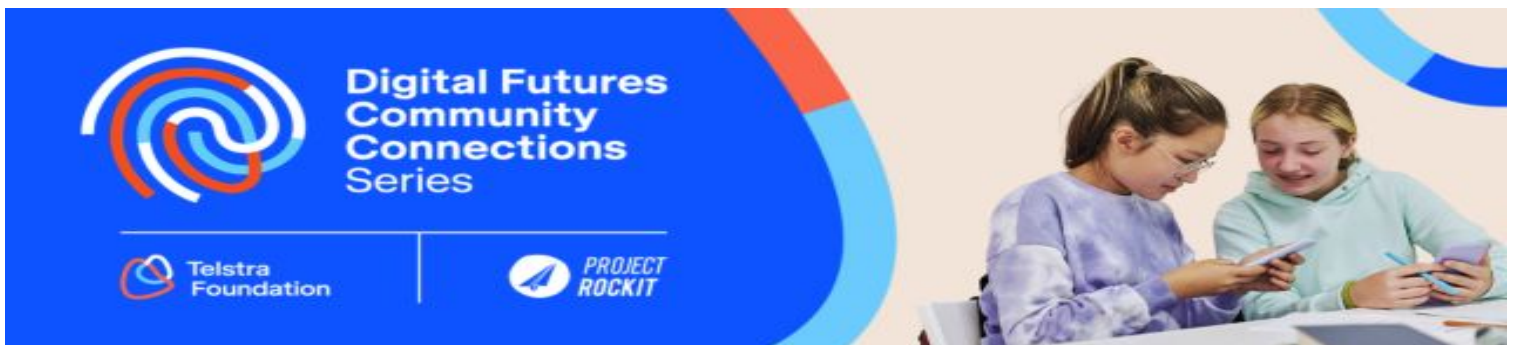
[Prep Parent Tip Sheet](#)

[Year 1/2 Parent Tip Sheet](#)

[Year 3/4 Parent Tip Sheet](#)

[Year 5/6 Parent Tip Sheet](#)

Gaming:



Beyond the Screen: Understanding and Guiding Your Child's Gaming Life: Moving from conflict to conversation. How to support healthy gaming habits without the constant battles with International eSport Coach and Founder of GameAware, Andrew Kinch

Date & Time: Jun 2, 2026 07:00 PM in Canberra, Melbourne, Sydney

Learning Outcomes:

- Understand why games are so compelling for children and young people, and what needs they may be meeting
- Recognise the difference between passionate gaming and patterns that might need gentle support or intervention
- Explore strategies for setting boundaries collaboratively so children feel heard, not just restricted
- Build your confidence as a parent, carer, or educator to engage meaningfully with your child's gaming world [Register here](#)

Restorative Conversations

Supporting Positive Behaviour: Our Team Teach Training

At our school, we are committed to creating a safe, calm, and supportive environment for every student. Recently, our staff participated in professional development with Team Teach, an industry-leading program focused on positive behaviour support and de-escalation.

Here is a quick look at the core principles we are implementing across the school:

- Behaviour is Communication: We view distressed or disruptive behaviour as a way for a child to express an unmet need, emotion, or reaction to their experience.
- Our focus is 95% on prevention and de-escalation. By using specific verbal and non-verbal tools, we aim to reduce distress before it reaches a crisis point.
- Holistic Strategies: Staff are equipped with a "toolkit" of strategies tailored to our school setting, ensuring that every child is supported with consistency, dignity, and care.

The Power of Restorative Conversations

Once a child has moved through a difficult moment and is calm, the most important step is the restorative conversation. This process allows the teacher and student to reconnect, discuss what happened without blame, and find a way to move forward together. It builds emotional intelligence and strengthens the bond between student and educator.

To ensure this approach is embedded in our school culture, our School Counsellor has followed up the Team Teach training with a dedicated session for staff. This session focused on "tuning into students" and provided a school-wide Restorative Conversation Toolkit. These tools help us ensure that every incident is turned into a learning opportunity, helping our students feel heard, understood, and supported.

Across Australia, many families are starting to feel the impact of rising fuel and food costs.

For some, this is already creating stress around everyday decisions - getting to activities, shopping for groceries, and putting meals on the table.

When families feel less stressed and more prepared, it supports children's wellbeing, focus and learning.

At **The Root Cause**, we stand for children's health. We've created some simple, practical strategies to support your families and make a difference in your school community.

Prepare, not panic

SIMPLE WAYS TO REDUCE STRESS AROUND FUEL & FOOD

There's a lot happening in the world right now, and many families are starting to feel the pressure - at the petrol pump, at the supermarket, and in the day-to-day juggle of getting everyone where they need to be. Here are a few simple, practical ideas to help prepare now and reduce panic and stress in the weeks ahead.

Fuel Saving Ideas

Share your drive

Plan your trips



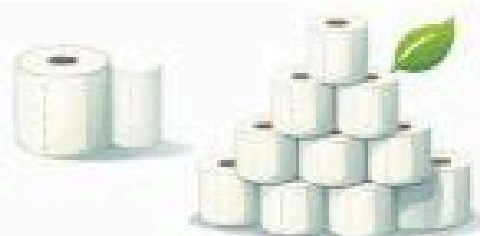
Reduce unnecessary travel

Simplify after-school activities

Loo Paper Ideas

Buy bulk

Plan ahead



Buy with friends or neighbours

Pantry Ideas

Take an inventory of your pantry



Plan your meals

Add 1-2 long-life items each shop

Home Cook Ideas

Plan simple meals

Cook once, eat twice



Batch cook

Stretch meals with beans, rice, pasta

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2024 University Evaluated

