



SCHOOL NEWSLETTER

Term 2 Week 8 2023

Thursday 15th June

Rosary Park Catholic School

Station Street, Branxton NSW 2335

P: (02) 4938 1541 E: admin@branxton.catholic.edu.au

Website: www.branxton.catholic.edu.au

We acknowledge the Wonnarua people-the first custodians of this land

Built on Faith, Knowledge, Respect

The Catholic Diocese of Maitland-Newcastle has an abiding commitment to promote the safety, welfare and wellbeing of children and vulnerable adults - particularly those who participate in the life of the Diocese. All employees are required to undergo a National Police Check and, where legislated, hold a Working with Children Check. Diocesan workers are expected to personally adopt and enact the Diocese's Safeguarding Commitment Statement.

IMPORTANT DATES

Weekly Mass Times: 6pm Saturday Branxton; 8am Sunday Greta

JUNE		JULY	
Tue 20th	Semester 1 Reports are available via Compass	Mon 17th	FIRST DAY OF TERM 3
Tue 20th – Thur 22nd	Year 6 Canberra Excursion	Tues 18th	Regional Athletics Carnival @ Maitland Athletics Centre
Fri 23rd	Assembly @ 2pm (Year 5 Sharing) All Welcome	Fri 21st	Grandparents Day from 12:30pm
Mon 26th	PUPIL FREE DAY Student Led Conferences – with parents attending. ALL GRADES - all families attend	Thur 27th	ASPIRE – Years 5 and 6 Attending
Tue 27th	Rugby 9's (Stage 3) at Thornton	Fri 28th	PUPIL FREE DAY
Wed 28th	Rosary Park Band Concert in the hall from 10:30am ALL WELCOME	AUGUST	
Thur 29th	ATHLETICS CARNIVAL – K to 6 in Maitland (ALL students travel by bus to the venue) ALL WELCOME!	Tue 1st	P and F Meeting @ 6pm
Fri 30th	Last Day of Term 2 – NO ASSEMBLY	SEPTEMBER	
		Tue 12th	Whole School Concert @ Cessnock Performing Arts Centre – 2 performances 5pm and 6:45pm

Principal's Message

Blest be God the Father, and the Only Begotten Son of God, and the Holy Spirit, for he has shown us his merciful love.

Dear Parents/Carers,

Semester One Reports

Semester One reports will be sent home through Compass from Tuesday 20 June. This is a report to you on your child's achievement during Term 1 and Term 2 of 2023. When reading your child's report, please be sure to discuss their effort, personal and social development, and work habits with them along with their academic results (grades). Discuss their strengths and achievements and help them to set goals for the future to further develop their areas of need. Please also refer to the letter explaining the reports in further detail included with this newsletter.

As you are aware, student led conferences are planned for our **pupil free day on Monday 26 June**. Please ensure you book a time as these will close on Compass on 19 June.

Year 6 Canberra Excursion

Last week I attended the Great Aussie Bush camp for 2 nights with year 5 staff and Mrs Gargan.

On 20 June year 6 students will depart for their 2-night excursion to Canberra.

The following teachers/adults will be accompanying this excursion:

Ms Stanbridge, Mrs Standing, Mrs Pringle and Mrs Nevin. Travelling on an extended, overnight school excursion places a significant load on staff, who often make considerable personal sacrifice to attend. I acknowledge their generous commitment of time and energy.

Year 5 had a wonderful time at their camp and upheld our school expectations of respect for self and others. In previous communication to year 6 families and children, we have clearly always indicated our expectations about appropriate behaviour during this camp and look forward to a great time together.

Staffing

Tiffany Nolan will start maternity leave on 26 July. In addition, due to personal reasons, the following staff members will take leave in term 3 and 4; Debbie Parkes, Brienna Vollmer, Brittany Reynolds and Emily McHugh. We wish these staff members the very best during their leave.

Mrs Simone Cameron will teach 5 Blue full time for the rest of the year.

We are currently advertising the other positions and will look to fill the roles as soon as possible. As I regularly communicate, staffing in all schools is increasingly difficult. With the support of the Catholic Schools Office, we will make every effort to secure staff who will continue to best support our children and school community. I understand this may cause concern for you and your child and appreciate your ongoing support.

Thank you!

Thank you to Kerry and Luke Manning (Manning Lending Solutions) for their generous donation of various sport balls that we will put to great use in our playground. Thank you for your generosity!

Child Protection

A great way to share important information to children regarding their own safety is by sharing some quality Children's Literature with them. There are several resources around in print and online. The school has the following resources that you can borrow to share with your family at any time. Please contact the office to borrow a copy.

'My underpants rule' by Kate and Rod Power

'Let's talk about body, boundaries, consent and respect' by Jayneen Sanders

'My tricky eye spy- The stranger danger awareness book' by Kate & Rod Power

'My body says what I say goes' Jayneen Sanders

There is also a valuable online resource where you can find lots of information for parents and children. <https://www.onlyforme.com.au/>

Kindergarten 2024 enrolments have now closed. Letters of offer will be sent out on 30 June.

Kind regards,

Sallyanne Stanbridge (Principal)

Assistant Principal's Message

Semester 1 Reports and Reinders for Student led conferences.

These reports will be available on Compass from Tuesday 20th June. They will give parents the opportunity to see how children are going in class with listed strengths and areas for development.

The student led conferences will provide an opportunity for parents to have a learning conversation with their child and the teacher. Teachers and students will present some work samples and discuss current learning goals, particularly in Maths and English.

These conferences will be held on Monday 26th June and times can be booked on Compass. This day is a pupil free day and parents are asked to bring their child along to school for the conference. Please book a time as soon as possible as we are keen to allow all students the opportunity to show and discuss learning goals with their parents.

Just in case you missed them in the last newsletter, I have again attached a list of questions that parents may find useful during the conferences. If you are having difficulty booking in, please do not hesitate to reach out.

Free family fun with the Parliament of NSW

FREE Family Fun activities will run from 3 July - 7 July 2023 and are perfect for children up to 12 years old, with storytelling, sessions on Aboriginal culture and virtual guided tours through the chambers.



When: Monday 3 July – Friday 7 July 2023

Time: Various sessions

Where: Online via Zoom

Click on the following link for registration or see the brochure attached to this newsletter.

<https://education.parliament.nsw.gov.au/free-online-event-family-fun-with-nsw-parliament/>

Children's Week Artwork



All K-12 students across the diocese are invited to participate in the making of a Children's Week digital book through the submission of art and stories to express ideas and creativity about the importance of play, rest and leisure. This can be in the form of a painting, drawing, collage, sculpture, photograph, sketch, poetry/song lyrics etc.

Submissions will have the opportunity to be featured in a digital art book, which will be shared with our school communities during Children's Week. All art will be part of an online gallery showcasing the ideas and talents of students across the Diocese. Submissions close in Week 1, Term 3 Friday 21st July 2023.

For further information please scan the following QR code or see the flyer attached to this newsletter.



Warm Regards,

Janelle Dixon
Assistant Principal

Religious Education Coordinator's Message

In week 6, Sallyanne and I attended a Religious Literacy Improvement Planning Day with other REC's and Principal's across the dioceses. The Religious Education (RE) team from the Catholic Schools Office led us through an analysis of the Religious Literacy data on a diocesan and school level, with conversations centred on how we can act on a system and school level to improve religious literacy levels in our schools.

What is Religious Literacy?

If we define the word literacy using a dictionary, we will find the simplistic but accurate definition: literacy means the ability to read and write, but when we delve deeper into the word it means competence or knowledge of a particular subject, or a particular type of knowledge. So, in Religious Literacy we are talking about a knowledge of the core teachings, Scriptures, history and tradition of our Catholic faith.

When we ask what a religiously literate person is, this is what we are referring to. Even if students are not religious or have no religious affiliation, they can still be religiously literate. They can have a basic understanding of all the components that make up a religious tradition.

A religiously literate person will possess:

- a basic understanding of the history, central texts, beliefs, practices, and contemporary manifestations of several of the world's religious traditions as they arose out of and continue to be shaped by particular social, historical and cultural contexts.
- the ability to discern and explore the religious dimensions of political, social and cultural expressions across time and place.

Why is it important to be Religious Literate?

"To be well educated in today's world, students need to be aware of the religious diversity of our social context. This requires a level of religious literacy to enable them to function effectively in our current environment. Learning about religion can break down barriers, assist us to understand the social contract and encourage social cohesion. Students, therefore, need to learn about and from religion."

Professor Peta Goldberg Catholic Schools Guide February 6, 2013

How will we improve Religious Literacy at Rosary Park?

As part of the day, we spent some time reviewing current practices and creating a plan for our school as to how we will improve religious literacy. As part of this plan, we are planning on providing more professional learning, particularly for Stage 3 staff, around expectations for religious literacy. We will also set agreed practices around using language and creating word walls for students to become more familiar with the language expected of them.

How can parents and families help?

Students who feel Religious Education is important to them, are more likely to engage in lessons. Have conversations with your child around what they are learning about in Religion and help them connect ideas to the world around them. The following questions might help prompt some conversations:

1. What are you learning about?
2. How are you going?
3. How do you know?
4. How could you improve?
5. Where can you go for help?

Parish Mass Times:

Family Mass 17th June

St Brigid's Church Bransford invites all Rosary Park families to attend a special family Mass on Saturday 17th June 2023 at 6pm.

It would be lovely to have as many families as possible join us for Mass on the night!

St Vincent de Paul Winter Appeal:

We are raising awareness of St Vincent de Paul and the work they do with disadvantaged people and families in our local community. For the remainder of Term 2, and the beginning of next term, we will host a Winter Appeal. We are asking families who are able to donate to this charity. In previous years we have asked families to bring in perishable goods to our school appeal. This year after discussion with staff at St Vincent de Paul they would prefer a donation of money as they can use the donation to go towards, vouchers for people in need. The donation can be made as cash to the office or through the QKR app.

Thank you for helping to make a difference in the lives of those in need in our community.

First Holy Communion:

Congratulations to the following students who made their first Holy Communion last Friday at St Brigid's Church: Leah W, Hudson W, Liam D, Addison S, Charlize L, Elke B, Lachlan B, Ellie, A, Levi C and Isaac L.



Pajamas and Beanie Day

On the last day of term, Friday 30th June (Week 10 Term 2), students are invited to wear their pajamas and or a beanie to school. We kindly ask for a gold coin donation that will go towards our winter appeal or you can donate through the QKR app.

Kind regards

Mackenzie Gageler

Religious Education Coordinator

Year 2 News

Last Wednesday, Year 2 went on a very exciting excursion to Treetops Adventure Park, Minmi. After spending Term 1 and Term 2 learning about our character strengths and weaknesses and practicing working as a team here at school, we were thrilled with the chance to show our skills in a different way.

We caught the bus to Newcastle, chatting and playing "Guess the Disney song" trivia the whole way. When we arrived, we got all harnessed up, had our helmets fitted and found some gloves. We listened intently to the safety briefing, and watched carefully as the lady showed us how to use all the equipment. After a few practices using the harness tools, we were ready to climb!

We were able to climb on 2 courses, one lower than the other. The teachers helped us clip in and gave us a quick push on the first zipline. Then, we were off! Both courses featured a range of obstacles, including other ziplines, rope walks, ladders, planks to get across, swinging platforms, just to name a few!

We worked with the people around us to move through the courses, calling out words of encouragement when our friends were feeling scared or had trouble moving the clip over the metal plates that kept us safe. Even when we got stuck (hanging way up in the air waiting for the people to come help us on the ziplines), we showed great courage, and our friends were extra supportive.

After our long day climbing, we went for lunch and a run in the park nearby, before heading back to Branxton on a much quieter bus ride.

Some highlights from our day:

I liked that we got to climb in the trees and went on the really high course! - Ellesse S

My favourite part was when we went on a zipline that went across the carpark! - Holly N

I liked that we got to go on the ziplines. - Hudson L

I liked the ziplines. - Emily S

The best part was going across the really hard obstacles! - Matilda M

I loved when we went on the big zipline because I like heights. - Allie D

The best part was the big zip lines that went really fast. - Sofia P

We got to take the ziplines to the other side. - Taylah H

I liked getting to go on the courses. I was excited because I had never been before. - Campbell C

The best part was getting to go up high and smell the fresh air up high and be in the trees. - Cruz J

We got to go on the very very very high zipline and I almost had a heart attack because it was so high and I was so scared! - Landyn W



Year 5 Aussie Bush Camp 2023

Some photos from all the fun that was had at the Aussie Bush Camp. Year 5 had a great time.





Spelling and Maths Bee News

Over the past weeks, we have held our school level Spelling and Maths Bee competitions. Last week, our school winners had the opportunity to participate in the Regional Competition at Our Lady of Lourdes, Tarro.

	Spelling	Maths
Stage 1	Jaxon C	Arielle F
Stage 2	Sam J	Sam J
Stage 3	Lacey N	Joel C

Well done to all our Rosary Park competitors! We are very proud of your efforts, particularly your courage and positive attitude on the day!



LIBRARY NEWS



Save the dates!

The CBCA Book of the Year Awards Winners and Honours will be announced online at Noon AEST on **Friday, 18 August 2023**

Vocabulary costume parade and book activities event - **Friday the 3rd of November.** (More information to come)

Scholastic book fair - **Tuesday the 31st of October^{!!!} Thursday the 2nd of November**

So how does the library work anyway?

If we are talking just about the library side of things (not the teaching aspect) Erin and I endeavour to develop and maintain a collection that not only supports, the curriculum but also encourages the students to read.

Erin tends to focus on the purchasing of interest books (books she knows the children display an interest in – if you would like to know what these titles are, by all means, reach out and ask!) Erin will usually do this by using points we accumulate through Scholastic book club.

I focus on the acquisition of books to support the curriculum. So, this year with me teaching History, you will see many books on history being purchased. (Always grateful to Sallyanne for always agreeing to purchase these books!) Next year my focus is on Geography.

Whilst our infant students are avid borrowers, as some of you would know, this tends to start petering out as the students move through the grades to the point that we hardly have any borrowers in year 6. This is not to say that the year 6 teacher, Erin and I don't try! We've had some success with the dirt bike magazines but still the number of borrowers is depressingly small. Any ideas to fix this problem would be greatly appreciated!

New Resources

I do my best to keep you informed of any new resources I think will be beneficial to the classroom on my OneNote – The Resources Reservoir (I love alliteration!)

[The Resources Reservoir](#)

Hopefully this has been somewhat helpful to you. Please remember Erin and I are here to help! Just reach out!

Peace, Love, Sunshine and Rainbows and all that good stuff!



Weekly Awards

Congratulations to those children who have received awards this past fortnight.

Weekending 26th May 2023 (Week 5)

Class	Class Award One	Class Award Two	Mercy Award
Kinder Blue	Makayla C	Claire D	--
Kinder White	Savannah H	Amelia H	Winnie C
Year 1 Blue	Maisy C	Theo C	Ava M
Year 1 White	Scarlett C	Grace S	Alexis I
Year 2 Blue	Matilda M	Minh B	Lexi D
Year 2 White	Harry M	Ken P	Cruz J
Year 3 Blue	Liam D	Lucy S	Ellie A
Year 3 White	Fletcher B	Bhavleen G	Anika F
Year 4 Blue	Laylah K	Cruz G	Eyden G
Year 4 White	Georgie W	Jema M	EllieY
Year 5 Blue	Elara B	Ella-Grace W	Hudson R
Year 5 White	Saige M	Alexis B	Eamon H
Year 6 Blue	Macy D	Will L	Ella G
Year 6 White	Emily-Rose A	Miley R	Ella G

Weekending 2nd June 2023 (Week 6)

Class	Class Award One	Class Award Two	Mercy Award
Kinder Blue	Zoe C	Carley O	An N
Kinder White	Madi N	James L	Oliver T
Year 1 Blue	Emily R	Dominic P	Josie W-H
Year 1 White	Tristan C	Isaac K	Leo B
Year 2 Blue	--	--	--
Year 2 White	Kade B	Finn M	Ellesse S
Year 3 Blue	Sasha A	Zoey D	Frances M
Year 3 White	Luke H	Aria G	Ella Y
Year 4 Blue	Ruby N	Indi M	Sam J
Year 4 White	Charli F	Liam P	Mikayla G
Year 5 Blue	Ella R	Hunter G	Lilly R
Year 5 White	Asha J	Brooklyn J	Isabella T
Year 6 Blue	--	--	--
Year 6 White	--	--	--

Principal's Awards

Kingsley J, Bronson Q, Vincent L, Lilly S, Ava J, Sam J, Addison B, Jamie R, Eva S, Stella G, Levi C, Ellesse S, Ellie A, Laylah K, Matilda M, Eli B, Carter M, Brynne S

Helpful parent questions to ask your child during a student led conference

- What are you most proud of in this piece of work?
- If you were to do this task again, what would you do differently? Why?
- What is your favourite part of (subject)? Why do you think this is?
- What do you find most challenging about (subject)? What might you be able to do to become more confident with this?
- How do you feel when you are asked to explain your thinking in (subject/topic)?
- How do you feel about working independently on a writing task?
- How do you feel about working independently on a mathematical problem?
- How do you feel about your overall learning so far in (subject/topic)?
- What do you do in class when you are having trouble with a task/activity?
- What have you done so far to move toward achieving your goal?
- What do you think is the next step to achieving your goal?
- Do you use your time effectively in class/at home?
- What can I do to help you use your time more effectively at home?
- What quality do all successful learners display?
- How do you feel when you make a mistake in a task?
- What frustrates you most in the classroom?
- What do you find most difficult about completing home tasks? How can I help you with this?
- Who do you feel you work best with in group tasks? What makes them good to work with?
- Do you think people would say that you are good to work with in group tasks? Why/why not?
- Who would you choose to sit next to if you had the choice? What makes you say that?
- What might you need to change to achieve your goal?
- What makes you most excited about coming to school?
- Is there something you wish your teacher knew about you?
- What could I do to support your learning at home?

Questions/prompts for **student/parent conversations** at home **after the conference**

- I am pleased to see you are making an effort to ...
- I am proud of your improvements in ...
- I know you sometimes have difficulty with ..., however I can see ...
- I can see that you are working on ... to help achieve your goal in (subject/area). I can help you by ...

Free family fun with the Parliament of NSW

MONDAY-FRIDAY
3-7 JULY 2023
ONLINE



PROGRAMS FOR CHILDREN UP TO 12 YEARS

Mirri Mirri cultural education session

Monday 3 July, 1-2 pm
Wednesday 5 July, 1-2 pm

Virtual guided visit of the Parliament of NSW

Tuesday 4 July, 9-10 am
Thursday 6 July, 9-10 am

Storytelling session

Friday 7 July, 9-10 am

Storytelling and drawing activity

Visit Australia's oldest Parliament via ZOOM this school holiday for **free** fun educational, activities for children and families.

We have 5 days of fun events planned including storytelling, Aboriginal cultural session and a virtual guided visit through the newly refurbished chambers.



BOOK NOW



> BOOKINGS ESSENTIAL

P: (02) 9230 2047

E: communityengagement@parliament.nsw.gov.au

WHERE
ONLINE

MORE INFORMATION

parliament.nsw.gov.au/events



Celebrate *Children's Week*

in Maitland-Newcastle Catholic Schools | 21–29 October

2023 Theme: Children have the right to relax, play
and join in a wide range of leisure activities.

Article 31, United Nations Convention on the Rights of the Child (UNCRC)

*Help protect my right to
play so I can learn and
make a difference
one day.*



Art submissions K-12

Use your creativity to show us the
importance of rest, play and taking
part in the activities you enjoy.

Details

We invite students to participate in the making of a Children's Week digital book through the submission of art and stories to express ideas and creativity about the importance of play, rest and leisure. This can be in the form of a painting, drawing, collage, sculpture, photograph, sketch poetry/song lyrics etc.

[Click here](#) or scan the QR code for more information and submission details.

Submissions close in Week 1, Term 3 Friday 21st July 2023



Everybody has a responsibility to help children

Families, caregivers, the student, the school and the community

- All kids in NSW must go to school by the time they turn 6.
- They must go to school or be involved in training or employment up to the age of 17.
- The law says they must attend school every day.
- If they do not go to school they will fall behind in their learning.
- Children who go to school every day do better and have more opportunities.

Missing school matters and EVERY DAY counts

If kids go to school...



Consent to reprint image given by Council of Catholic School Parents, Aboriginal and Torres Strait Islander Parent Committee 2014.

Mental Health Services and Support

Beyond Blue

24/7 mental health support service

1300 22 4636
beyondblue.org.au

headspace

Online support and counselling to young people aged 12 to 25

1800 650 890
(9am to 1am daily)

For webchat, visit:
headspace.org.au/ehespace

Kids Helpline

24/7 crisis support and suicide prevention services for children and young people aged 5 to 25

1800 55 1800
kidshelpline.com.au

1800 RESPECT

24/7 support for people impacted by sexual assault, domestic violence and abuse

1800 737 732
1800respect.org.au

QLife

LGBTI peer support and referral

1800 184 527
(3pm to midnight daily)

qlife.org.au
(online chat 3pm to midnight local time, including over holidays.)

Lifeline

24/7 crisis support and suicide prevention services

13 11 14
lifeline.org.au

Suicide Call Back

24/7 crisis support and counselling service for people affected by suicide

1300 659 467
suicidecallbackservice.org.au

Mensline

24/7 counselling service for men

1300 78 99 78
mensline.org.au

13YARN

24/7 crisis support for Aboriginal and Torres Strait Islander people

13 92 76
13yarn.org.au

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.



With delivery partners



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Emerging Minds.

National Workforce Centre
for Child Mental Health

Traumatic events, the media and your child



When disasters or traumatic events occur in Australia or elsewhere in the world, they're often given constant media coverage. It can seem like every time you turn on the TV, radio or go online there is more news about the event, who has been hurt and what is happening in the immediate aftermath.

Media coverage during times of disaster or traumatic events is important: it can provide those who are affected with news and information about where to go, how to get help and when it's safe to return to their homes. However, many people, including children and families, can become absorbed by the constant news stream about the event and sometimes they can watch or listen for hours.

Impact of too much media exposure

Adults need to be mindful of how much exposure their children have to coverage of disasters or traumatic events on TV, radio or the internet. The media often focus on the most frightening aspects of an event and this coverage can contain graphic, scary and disturbing images. Seeing this type of media coverage can cause distress or worry for children. Children will also often discuss what they have seen in the media with each other. As a result, even though your children may not watch coverage constantly at home, they are still exposed to it through their friends and chatter on social media.

Media coverage can have an impact on children in the following ways:

- they can feel that they are unsafe and that something bad may happen to them or their family
- they can be led to think this event is happening constantly, rather than one event being replayed
- they can spend a great deal of time thinking about the event, which can affect their sleep and time at school
- they may be anxious that the same sort of event may happen to them or their family.

The more media coverage children see, the more likely they are to become afraid or upset.

Delivery partners:



The National Workforce Centre for Child Mental Health is funded by the Australian Government Department of Health under the National Support for Child and Youth Mental Health Program

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How to help your child

It's important that parents, carers and other family members help children to cope with the media coverage that they may see of a disaster or traumatic event.

Some recommended ways to manage this include:

- try to be there with your children when they are watching coverage of the event. This way you can talk to them about their fears and answer any questions they may have
- speak to children about the event in language they will understand, and set limits on the amount of time that they are able to watch TV or internet coverage of the event
- explain to your children why you are doing this, that you don't want them to worry unnecessarily, and that adults are managing things
- provide alternative activities for your children to take them away from the media coverage, such as watching a different TV show or playing a game
- give your children information to help them to understand what's happened, why it's happened, how likely this is to happen to you and your family
- remind your children that while what's happening in the traumatic event is upsetting, there are also lots of good things happening in the world, though these don't always receive the same level of attention
- reassure your children that they're safe and that you're there to answer their questions
- provide support and comfort to them if they're upset or feeling unsafe.

Talking to your children and continuing to follow the normal routines and rhythms of your daily life are important ways to help them feel safe and secure. Keep in mind that if your children begin to show signs of excessive worry or distress at the media coverage they have seen, you may need to speak to your GP or another health professional.

This resource was written by Professor Beverley Raphael and Amanda Harris, with updates in June 2018 by Nicola Palfrey. Professor Beverley Raphael is a psychiatrist former Chairperson of the Australian Child & Adolescent Trauma, Loss & Grief Network (ACATLGN). Amanda Harris is a psychologist and former Director of the ACATLGN. Nicola Palfrey is a clinical psychologist and Director of ACATLGN.



Delivery partners:



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mental health support for australian students, teachers, and schools following large scale incidents

Large scale distressing events impact our school communities in many ways.

support for students

- students may have been exposed to distressing images published by the media or streamed on social media
- content can be extremely distressing and triggering for adults, children and young people
- parents and schools should try to take steps to minimise their exposure to graphic and distressing content
- schools may see a change in behaviour for some students, who may be finding the recent incident confronting and distressing

 **Students may want to discuss the incident with friends or in the classroom and share opinions and views, which is a normal response to a tragic incident. It is recommended that staff listen carefully and answer questions based on fact and avoid personal commentary or value statements. School staff should guide conversation with messages of safety, self-care, and seeking help**

- at times like this students look to teachers to make sense of the world. It can be hard to provide responses which make sense and reassure students. It is appropriate to recognise and respond to students in distress
- any staff concerned about particular students should make this known to counselling and support staff within their school or refer them through normal counselling pathways

- it will be important to monitor students who may feel vulnerable, and ensure those who have experienced trauma in the past have access to additional support
- **common causes of distress may be related to:**
 - having been directly at risk from the events
 - being concerned about family and friends
 - feelings and memories related to previous experiences
 - other grief and loss.
- for some, where the harm has been caused intentionally, this may be an added source of stress and generate a sense of insecurity or distrust
- for most people, these feelings usually settle within a few weeks, particularly when support has been provided. While most will manage with the support of family and friends, there are still times when someone may need extra help and support. **Support you may be able to offer includes:**
 - check in regularly with students that you're worried about to see how they are coping
 - encourage students to reach out to friends for support in addition to adults
 - provide information and access to student counselling services
 - discuss with parents and carers about support services that can be accessed outside of school.

monitoring students

Distress may include some or all of the following:

- anxiety associated with a sense of loss of security and safety
- reactivation of previous problems
- increased sensitivity to issues of justice and equity
- behavioural changes, such as withdrawal or acting out
- peer conflict
- carrying the anger of others and seeking to express it.

what can teachers do?

Teachers can support in the following ways:

- acknowledge students' feelings
- let students know that it is difficult to deal with the feelings provoked by events of such magnitude
- discuss issues in a manner that takes into account students' age and maturity
- answer questions in a simple honest way, using language that is age appropriate and without including personal views and opinions
- be honest and stick to facts. Don't speculate about what has happened or where an attack might happen. Don't dwell on the scale or scope of the event, particularly with young children
- assist students to communicate their concerns to parents and carers
- express hope in the future
- report any incidents or concerns you have regarding a student's wellbeing or behaviour.

help students feel safe

- reassure students of their safety at school; comfort them, remind them that they are safe and that these events are very rare
- maintain normal routines and schedules
- deal with fears by reminding students that many good things still occur in the world
- encourage students to participate in their faith community if relevant

- help children to separate angry thoughts and feelings about specific people, who behave in violent ways, from the larger cultural or religious group to which those people may belong
- remind students that it is important to talk to someone they trust, such as a family member, friend, teacher or school counselling staff member if they are feeling distressed.

sources of support for children and young people

School counselling staff will be available to support students. If students would like to speak with someone anonymously, confidential sources are:

- Kids Helpline (1800 551 800 or kidshelp.com.au)
- headspace (1800 650 890 or eheadspace.org.au)



school community

An incident relating to specific communities is likely to have emotional impacts on those communities and other groups within Australian schools. You may like to seek opportunities to reassure those in your school community that the school will provide the structure and support for all students, including those feeling vulnerable or distressed by this incident.

support for staff

School staff may also require additional support, especially if they have family or friends who have been affected by a large scale tragedy. It is important to take the time to identify if any are affected and discuss the types of support that are available to assist.

support options for staff include:

- general counselling services through your school or education sector
- external support services, including their local GP, Beyond Blue, Lifeline, or other local community services
- encouraging them to reach out to family and friends for support.



If a young person you know is going through a tough time they can get help and support from headspace.org.au or your local health provider. For more information, to find your nearest headspace centre, or for online and telephone support, visit headspace.org.au



If you need immediate assistance call 000 or to speak to someone urgently, please call Lifeline on 13 11 14 or Suicide Call Back Service on 1300 659 467.

The headspace Clinical Reference Group have approved this clinical resource. Fact sheets are for general information only. They are not intended to be and should not be relied on as a substitute for specific medical or health advice. While every effort is taken to ensure the information is accurate, headspace makes no representations and gives no warranties that this information is correct, current, complete, reliable or suitable for any purpose. We disclaim all responsibility and liability for any direct or indirect loss, damage, cost or expense whatsoever in the use of or reliance upon this information. 19 March 2019

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