



FROM THE PRINCIPAL

Dear members of the Lisieux community,

Thank you to all parents who were able to join in Learning Conferences online last Thursday afternoon / evening. We had 80% of students and parents zooming in to have discussions about learning opportunities and goals which was a wonderful response. Please be assured that you can contact your child's teacher any time to discuss concerns or get feedback and student work and learning samples are regularly uploaded to SeeSaw as well.

Most of our families, and many people within the wider community, are aware of our reputation at Lisieux for our work in the area of Positive Education. It is an area we pride ourselves on, and we are firmly committed to this approach being linked directly to the flourishing of our students. From time to time, parents ask for some more detail about this and enquire about what the Lisieux Positive Education approach looks like in action. In a nutshell, we use a framework of different explicit and implicit approaches and integrated initiatives to build the wellbeing capacity of our students, so they are equipped with their own 'toolkit' of strategies to thrive even, and perhaps most specifically, during challenging times. These approaches are designed to be proactive and preventative, supporting the development of positive mental health and fostering the conditions for optimal functioning.

When your child shares with you some of the following activities, what they are sharing is what our Positive Education practice looks like on a daily basis at Lisieux:

- activities, such as gathering /check in time at the beginning or end of the day or after a break, when dialogue takes place about explicit emotions such as joy, gratitude and hope. It is very important for young people to be able to recognise and label specific emotions, as this helps strengthen their emotional literacy;

JULY

- Fri 29th 100 Days of Prep
- Sun 31st Rite of Enrolment of Name Mass for Eucharist Candidates

AUGUST

- Fri 5th Fresh Fruit Juice Friday
- Mon 8th Curriculum Day
NO STUDENTS
- Tues 9th Year 3/4 Beach Discovery Day
- Mon 15th Year 5/6 Beach Discovery Day
- Mon 22nd Book Week
Book Week Parade
- Thur 25th Book Exchange Stall
- Sun 28th Sacrament of Eucharist

SEPTEMBER

- Fri 2nd Father's Day Breakfast
Father's Day Stall
- Sat 10th Lisieux Trivia Night
7pm

- a focus on building positive relationships with educators and peers through a range of team building tasks and time invested so students understand that they are 'known and loved';
- learning about character strengths in themselves and others, for example, in Literacy students might explore the character strengths of a main character in a story, supporting students to seek out and identify particular strengths;
- the practice of mindfulness, which encourages students to focus on the present moment, and provides many physical and psychological benefits;
- activities where we practise skills and engage in challenges, and explicitly work on building a growth mindset (Our Friday Flow program is an example of this);
- class and team work centred on building a eudaimonic understanding of being our best selves and caring for others.

Underlying our approach is a strong commitment to the principle that 'educating the mind without educating the heart is no education at all' (Aristotle) and that when we take care of wellbeing, we take care of learning.

This week we had some wonderful incursion and excursion learning experiences at Lisieux. All students from Prep-Year 6 enjoyed a session with Norm from Wurriculture. Our Year 3/4 students also took part in an excursion to The Immigration Museum in Melbourne as part of their study of diversity and multi-culturalism. It was a big day out for these students, many of whom had not visited Melbourne for some time.



God's blessings for the week ahead,

Susan Ryan

Susan.ryan@lisieux.catholic.edu.au

Principal



PRAYER

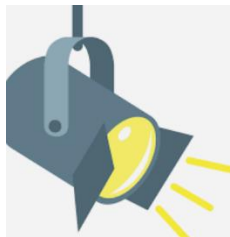
Loving God,

We thank you for we are richly blessed with a world of diversity and beauty. Thank you for giving us opportunities to share and celebrate diversity. As human beings, you have given us minds to explore and learn as we move together through a world of varied cultures, customs and languages. There are estimated to be over seven and a half billion people in the world, and we are all accepted and loved by you. We are nurtured by your love. Please fill our hearts with your love so that your light may shine through each one of us. Amen.





STUDENT LEARNING & ACHIEVEMENTS



Spotlight on... Silver Banksia 1



SILVER BANKSIA 1 CLASSROOM NEWS

LITERACY INQUIRY IN 5/6

This term we are learning about different cultures and each week we learn about a different culture. While celebrating Naidoc Week. We played two different games and they were called Edor and Buroinjin and they were so fun to play. Edor is a game with two teams, each round you pick a person to be an Edor which is a person who has to run to the other team's goal without getting tagged. Now onto the other game Buroinjin, Buroinjin is kind of like Edor but one team starts with a ball. You have to work together and try to get to the other side and score, if you get tagged with the ball you have to throw it up in the air and the game resumes like normal. These games were lots of fun to play.

By Justin, Tom B, Erik, James and Harry D



5/6 COOKING

This week the 5/6 have been learning about NAIDOC Week. In NAIDOC week we have been cooking kangaroo kebabs and Pakalolo. Pakalolo is a Torres Strait Islander pudding with pumpkin and served with coconut. Kangaroo kebabs are kebabs with kangaroo and vegetables on it.

By Georgia, Eva, Mahlie, Lucy and Bridie.

NAIDOC INCURSION

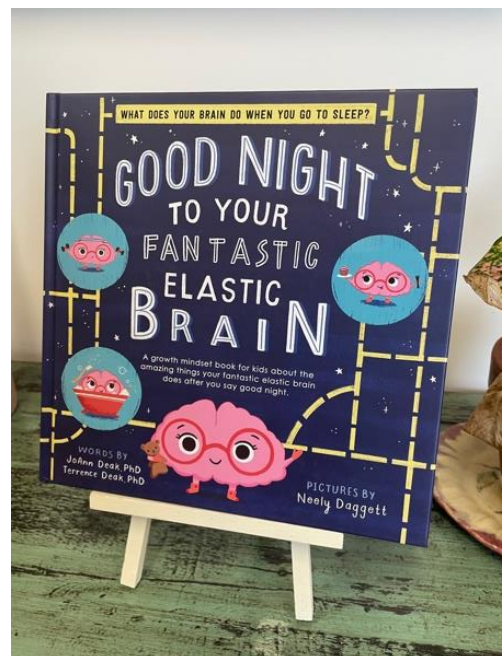
On Wednesday we learned about the Aboriginal culture. Norm told us about how his ancestors used to live and how they made their stone tools. They made them from green stone which you can only find in two places in Victoria. He also showed us a few things that they made with animal fur/skin, such as drums made with a hollowed out log and kangaroo skin, and a ball made from possum skin.

- By Tom D and Ruby K





This new release book “Good night to your fantastic elastic brain” written by JoAnn Deak PhD and Terrence Deak PhD and illustrated by Neely Daggett supports children to learn language about their brain. It highlights the different parts of the brain, the functions of these, and how important sleep is at night for our brains. It uses the correct scientific terms in an age-appropriate way. It also represents diversity in a positive way. Fun and educational!





Hi parents! We are hoping to host a 'Stargazing at Lisieux' evening in the near future. If you have a telescope at home and are willing to bring it along and share it as part of the event could you please let me know at james.flint@lisieux.catholic.edu.au



Eucharist

A few reminders for the coming weeks.

Rite of Enrolment Name Mass

The candidates receiving the Sacrament of First Eucharist are required to attend a Parish Mass.

At this mass, the children will be formally enrolled and presented to the parish community as young people preparing for the sacrament. Booking is not required; we trust that families will make every effort to attend this Sunday if you were unable to attend last week.

Sacrament of Eucharist

The Sacrament of First Eucharist for Lisieux, will be celebrated on Sunday 28th August at 8:45 am. The Mass will be celebrated at St. Therese Church. (If this date clashes with a prior engagement, you can book another date and time) Please book your child in using the following link: <https://www.trybooking.com/CAQDM>

Stole

This year your child will wear a white stole that they wore for Reconciliation, adding a symbol of Eucharist. If you are new to the school and require a stole, it can be purchased from gracious glyphs- www.graciousglyphs.com.au. They can customise the stoles for you or you can just purchase the stole and decorate yourself. The same stole can be used for all celebrations. If you are making an order with them, I have organised that all stoles be dropped off at school by **Friday 5th August**, so they will be ready for the celebration.

Sustainability News

Lisieux Working Bee

Are there parents in our community who are good with their hands and own their own tools? We need you! We are wanting to enclose the structure below, to create a school greenhouse. This will assist with the learning of our students to help speed up the growth of our veggie garden. If you are keen to help, please email Ron Dando (Ronald.dando@lisieux.catholic.edu.au) and we can organise a weekend to complete this project. **If you have any experience in carpentry, construction or building, I am in need of expert advice with regards to ordering the supplies.**

‘Many Hands make light work!’



Sustainability Competition



Your story could be of a favourite watering hole, or a shoreline to surf. Maybe it's sitting quietly by a river or just drinking that first glass of water in the morning. What 'springs' to mind when you hear the word **WATER**?

As part of our National Water Week, students are encouraged to tell their water story through a colourful A3 or A4 poster, preferably in landscape format. Any medium, from paper to digital, can be used.

Student prizes in each category

Entries will be judged locally and winners announced during National Water Week.

- Winner \$100 prize pack
- Runner up \$75 prize pack
- Third \$50 prize pack

Judging criteria

Winners will be chosen by:

- How well does the poster communicate relevant water-related issues and the NWW theme?
- How attractive does it look from a distance?
- Have art materials been used effectively?
- Does the poster use innovative imagery, design or concepts?

Group artwork will not be accepted (only one student per artwork).

Please have your finished art piece handed to Ron Dando by **Monday 29th August.**



LEARNING COMMUNITY IN PICTURES





A photograph of three children, two boys and one girl, painting a wooden picnic table outdoors. The table is painted with blue and red stripes. The children are wearing dark blue raincoats. In the background, there are signs that say 'Investigate', 'EXPLORE', and 'Create'.

COMMUNITY NEWS

A graphic featuring two large orange fingerprint outlines on a light grey background, framing the title.

Nude food comp

How it works:

1 raffle per person per day=up to 5 per week

If you have a nude food lunchbox show your teacher and you will get a raffle put in a year levels jar with your name on it .

Each assembly we will draw 1 raffle per year level and that person will get a prize and at the end of the term there will be an overall winner with a fabulous prize.

Did you know?

A plastic cup can take 50-80 years to break down





Cultural diversity and children's wellbeing

Australia is one of the world's most culturally diverse societies

Our community in Australia is diverse. Census figures show 27 per cent of the resident Australian population were born overseas. Twenty per cent of Australians have at least one parent who was born overseas, and the number of languages spoken at home by Australians is more than 400 (Australian Bureau of Statistics figures 2009 – www.abs.gov.au). Schools in Australia therefore have contact with students and families from many different cultural backgrounds.

We all learn to communicate and understand our world through sharing language, customs, behaviours, beliefs and values. Our cultural experiences and values shape the ways we see ourselves and what we think is important. Cultural perspectives influence how we parent, how we understand children, and how we educate them.

This overview looks at influences related to cultural diversity that may affect the social and emotional development and wellbeing of children from cultural and linguistically diverse (CALD) backgrounds. Some of the issues discussed in this resource may also be relevant to Aboriginal and Torres Strait Islander children and families. However, to adequately address the mental health and wellbeing of Aboriginal and Torres Strait Islander children and their families, a more specific understanding of their particular cultural needs and circumstances is required.

What is cultural diversity?

Cultural diversity refers to people who identify with particular groups based on their birthplace, ethnicity, language, values, beliefs or world views. This does not mean that everyone from a particular cultural group will hold exactly the same values or do things in the same way. Showing support for cultural diversity involves talking with people to find out how best to include them and respect their cultural needs. Valuing and respecting diversity encourages people to accept individual differences amongst individuals and groups.



Culture and belonging

Research in many different cultures confirms the importance of all children developing secure emotional connections with the adults who care for them. However, the ways that parents and carers go about developing these connections vary based on cultural beliefs about parenting and child development, as well as individual preferences and capacities. For example, in some cultures children are expected to always listen and respect their elders, while in other cultures children are taught from an early age to speak up for themselves.

Children's connection to their culture develops through their experiences. Having a strong sense of their own cultural history and traditions helps children build a positive cultural identity for themselves. This also supports children's sense of belonging and self-esteem.

To be able to get on well in another culture, children need to understand and respond to different expectations (eg school versus home). It can be complex, and sometimes confusing, for children from diverse cultural backgrounds to fit within two cultures and make sense of the different expectations. In some cases children may experience 'cultural conflict' and feel that they have to choose one culture or the other, even though they have to live in both.

This can be stressful for children and have negative impacts on their mental health and wellbeing. However, when children have a positive sense of belonging to both cultures, their mental health and wellbeing is supported and so is their learning.



Particular challenges that may affect children and families from CALD backgrounds

Children and families from CALD backgrounds may face a range of challenges as they find their way in the broader Australian society. Some of the common challenges include:

Migration and resettlement

Families migrate from one country, region or place and settle in another for many reasons. Some families may migrate because they fear they will be harmed and discriminated against; they might voluntarily leave their country of origin to live in another country; or they might leave a country and ask to be recognised as a refugee to be protected.

Resettling in a new country or community can be complicated. Families need to find housing, employment, schools, social connections and services. Lack of knowledge about how things work in the new environment and communication difficulties can make the challenge of resettlement all the more stressful. Family, friends and others who would normally provide support may have been left behind in the move. Feelings of loneliness, isolation or concern for those left behind can occur. These difficulties affect all members of a family.

Language and communication

Language can be a major barrier for newly-arrived families. Difficulties communicating in English can cause challenges for families and undermine people's confidence. This may make finding a job or learning at school more difficult, and contribute to social isolation. Concern about language skills can make communication with schools and other services more difficult for parents and carers.

Communication issues can arise in other ways as well. When the experiences, customs and beliefs of children and families from different cultural backgrounds are not recognised or valued, it can lead to miscommunication. For example, making eye contact when speaking to someone else may be considered a sign of respect in some cultures; however, in some other cultures respect is shown by lowering eyes or looking away. If these differences are not understood by both people, it can lead to miscommunication and misunderstanding on both sides.

It is very important that families have access to support in the language they are comfortable with and are able to develop their communication skills if they so desire.

Particular challenges that may affect children and families from CALD backgrounds – continued

Effects of trauma

When migration is prompted by particularly stressful experiences, as is the case for refugees, there can be additional challenges for resettlement and wellbeing. Traumatic experiences may have occurred through being exposed to violence, war or torture. Children and families may have lived under threat and in fear; they may have witnessed the deaths of relatives or friends, or experienced hardship and danger in coming to Australia. Some have received harsh treatment in immigration detention on their arrival here.

These kinds of highly stressful circumstances can affect people long after the events have passed. Some of the common reactions that may occur in children who have been through traumatic events include an increase in fear and anxiety, which may lead to clingy behaviour, re-experiencing the trauma when feeling threatened, or difficulty in trusting and connecting with others. Such difficulties may lead to children experiencing difficulties trusting others, making it difficult for them to form relationships with adults or with their peers. For some children who have been traumatised, feelings of pain and anger can sometimes be seen in their behaviour, for instance, some children may tantrum or show high levels of emotional reactivity (eg become upset very easily). Difficulties associated with past trauma and resettlement can affect the learning and school performance of children who have been traumatised.

Discrimination and racism

Sometimes some people may resort to harmful words and behave negatively toward others as a way of managing their fears and lack of understanding about differences. This is called discrimination. Discrimination impacts negatively on individuals and entire communities. Being subject to discrimination can be a difficulty faced by many people from diverse backgrounds. This can be an issue especially for minority groups, such as those who look different from the majority of a population. Both direct discrimination (eg name-calling, bullying) and indirect discrimination (eg ignoring or excluding others from important events) can leave people feeling shut out and powerless. This can then have a negative impact on mental health and wellbeing.

Racism increases children's sense of difference and vulnerability by devaluing their culture and making them feel unwelcome. The effects of racism and discrimination can make life more difficult for families, and create undue stress and social disadvantage. Valuing diversity and being inclusive also helps promote respectful relationships and reduces the likelihood of discrimination and isolation.

Parenting across cultures

Cultural differences in parenting practices can lead to misunderstandings and be stressful for families. Common differences in parenting practices can relate to the ways affection is shown to children, attitudes to physical punishment, and how much emphasis is placed on family responsibility, compared with promoting children's independence. Some cultural practices can have very strict codes of behaviour according to age and/or gender.

When children from CALD backgrounds are exposed to different cultural values, parents and carers may find practices that once worked in the home culture may no longer be effective. This can create confusion and miscommunication, and may also become a source of family conflict and tension, especially as children grow into the teenage years. Families might also be concerned about children losing their cultural identity through contact with children with different cultural backgrounds, for instance through the influences promoted in the media, at school, or through contact with children from different backgrounds. Questions of cultural identity are common themes causing tensions within CALD families, as family members may try to maintain their own cultural values while adapting to the range of cultural influences found in the wider community.

It takes time and effort for families and individuals to work out how to keep their own cultural traditions and, at the same time, understand and find a place within the wider Australian culture.



The role of schools

Schools play a central role in the lives of students and their families. The experiences of children and families from CALD backgrounds within their school communities can have significant effects on their sense of inclusion or exclusion and subsequent quality of engagement within the wider community.

In order to meet the learning, social and wellbeing needs of students and their families from diverse backgrounds, it is important for schools to understand their particular circumstances. These may include migration, refugee and resettlement experiences as well as different cultural values and styles of communicating and learning. Schools can play a critical role in supporting and engaging students and families from diverse backgrounds. They also have a significant responsibility to promote values of mutual respect and understanding, and to effectively address problems of discrimination when they occur in the school setting.

By actively promoting the needs and interests of students and families from culturally diverse backgrounds and building relationships of trust and understanding with parents and carers, schools can make a positive difference to CALD students' mental health and wellbeing. Having a positive sense of belonging in both settings helps children move between cultures with greater ease and confidence, and increases their motivation and engagement at school.

School staff can support children when they respect and understand that they come from diverse backgrounds and have different cultural identities (including specific expectations of behaviour and communication). Under these circumstances children and their families also feel more comfortable in and valued by their school.

Positive relationships between families and school staff convey respect for diversity and strengthen children's mental health and wellbeing.

Cultural competence and children's wellbeing

Cultural competence begins from the understanding that we are all influenced by the different social, educational and organisational cultures in which we live and participate. Recognising that our beliefs and values are not the only way of seeing or doing things opens us up to learning about other perspectives. Exploring similarities and differences in our cultural expectations improves our capacity to understand and relate to others, and helps to build a sense of belonging amongst children and their families.

One cultural expectation that may be new to many CALD parents and carers is the idea that parents, carers and school staff can work together to support children's learning and development. Some cultures (and some families) emphasise relying on family rather than outsiders to resolve difficulties. This can make parents and carers reluctant to discuss their concerns about children with school staff. Families may also be structured differently. For example, in some families grandparents, aunts or uncles may be centrally involved in decisions affecting children.

Developing relationships

Developing relationships across cultures requires good communication and flexibility to support children's wellbeing. It is particularly important to recognise that there may be very different understandings of mental health and a range of ways of expressing difficulties across cultures. For instance, children's emotional or behavioural difficulties should be considered within their cultural context and discussed with families in a supportive and non-judgemental manner.

Positive relationships between families and school staff convey respect for diversity and strengthen children's mental health and wellbeing.

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au



Australian Government
Department of Health and Ageing



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FRESH FRUIT FRIDAY

Next Friday we are selling Fruit Juices for \$2 each. Once again we will be on the lookout for some volunteers! If you are available please email us!



TRIVIA NIGHT

A big thank you to the local businesses who have kindly offered to donate some prizes for our Trivia night. The more donations we receive, it will allow us to run a raffle and give prizes out during the night. We will also mention your business on the night and help promote it!

Your generosity allows us to help raise money to buy much needed resources for our wonderful school!



EMAIL:

Please email Nat at lisieuxpandf@gmail.com

If you are available to volunteer for Fresh Fruit Friday or can make a donation to our Trivia night.

Coming Soon!



Facebook Groups

Here are some Facebook groups useful for parents and carers to join:

Lisieux Parents & Friends: <https://www.facebook.com/groups/219863365445717>

Lisieux Parents & Carers Noticeboard: <https://www.facebook.com/groups/291861974867417>

Lisieux Secondhand Uniform: <https://www.facebook.com/groups/330510007547326>

NEWSLETTER ADVERTISING!

Do you have or know of a local business that would like to advertise to our school community?
Our newsletter gets over 1,000 views each week!

SMALL AD	MEDIUM AD	LARGE AD
One Off: \$20	One Off: \$40	One Off: \$80
One Month: \$50	One Month: \$100	One Month: \$200
One Term: \$100	One Term: \$200	One Term: \$400

OR you might like to have a Special Offer e.g. "Quote 'Lisieux' when booking a job and we'll give \$50 back to the school." Or "For every Lisieux Family Meal Deal ordered we will give \$10 back to the school."

OR you might be interested in sponsoring one of our bigger projects and have your business name and logo on it! Bigger projects get FREE Newsletter Advertising.

For Advertising Enquiries please contact Lisieux Parents and Friends Committee at: lisieuxpandf@gmail.com

Newsletter Advertising/Sponsorship

Newsletter Advertising/Sponsorship positions for 2022 are now open. Limited spaces available.

We also have the opportunity for business to earn 'naming rights' to some 'wish list' items around the school.

If either of these are of interest to you or a business you know, please email lisieuxpandf@gmail.com



If you have any questions about real estate,
we're always happy to have a chat.

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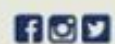


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Raising Your Child In 2022: Parenting strategies
presented by

Dr. Michael Carr-Gregg



Dr Michael Carr-Gregg is one of Australia's highest profile psychologists, author, broadcaster and specialist in parenting, children, adolescents and mental health and is presenting 3 different topics across 3 nights in Torquay.

Location: The MAC: Multi Arts Centre, 77 Beach Rd, Torquay
Date: August 9 - Raising Happy and Resilient Young People
Date: August 29 - Coping with Alcohol, Tobacco and other Drugs
Date: September 5 - De-mystifying and Managing Adolescent Risk

Parents and carers of school aged children from all schools are encouraged to attend.
You can come to one or all of the sessions.

Tickets available for each event through Eventbrite

REGISTER NOW or scan the QR code

