

known and loved

ISSUE 28 | 5th October 2023
SCHOOL CALENDAR



FROM THE PRINCIPAL

Dear members of the Lisieux community,

Welcome to Term Four!



During the holidays, the official Feast Day for St Therese took place. As a school community, we will celebrate it this Friday, commencing with a liturgy at 9:30am and continuing with an Olympics-themed whole school carnival after recess. All students are learning about the key messages of St Therese in class this week and have completed some beautiful, reflective art work.

As Term Four commences, our leadership team begins the important process of planning for the upcoming year, including staffing and class allocations. There are always multiple factors to consider, including student needs, class sizes, curriculum requirements and the allocation of qualified educators. At the centre of all our decision-making is what is ultimately best for our students. Next year, as part of our long-term plan, Prep -Year 4 classes will be single stream (either two or three classes of the same level) and we will continue with composite Year 5/6 classes for at least one more year (4 classes).

OCTOBER

- Mon 9th
- Fri 13th Prep- Year 2 Swimming
- Wed 11th
- Thur 12th Year $\frac{3}{4}$ Camp
Sovereign Hill
- Fri 13th Year $\frac{3}{4}$ Rest Day
- Wed 18th Year $\frac{3}{4}$ Beach Discovery
- Thur 19th Year $\frac{1}{2}$ Excursion

Prep & Year 5 Excursion
Werribee Zoo
- Mon 23rd Arts Week
-Fri 27th
- Sat 28th Lisieux Cocktail Party
Tickets essential
[Trybooking.com/CKMZB](https://trybooking.com/CKMZB)

NOVEMBER

- Thur 2nd Outdoor Classroom Day

Year 5/6 Beach Discovery
- Mon 6th Professional Practice Day
STUDENT FREE DAY
- Tues 7th Melbourne Cup Day
STUDENT FREE DAY
- Mon 13th National Recycling Week

REACH Vietnam
Awareness Week

The following class configurations have been confirmed for 2024:

Prep: 3 x classes based in The Carmel Centre (approximately 17 students per class)

Year 1: 2 x classes (approximately 25 students per class)

Year 2: 2 x classes (approximately 25 students per class)

Year 3: 2 x classes (approximately 25 students per class)

Year 4: 3 x classes (approximately 18 students per class)

Year 5/6: 4 x classes (approximately 22 students per class).

We have also appointed three staff to the position of Learning Community and Pedagogy Support Leader. Effectively, they will be an additional educator at each level of the school, leading curriculum and pedagogy, and providing additional support for both students and staff at that level. This is an exciting new addition to our leadership structure.

Our number one goal in organising class groups is to create an environment that promotes learning, collaboration and personal growth for all our students. We place a strong emphasis on creating balanced and diverse groups, believing that this fosters rich learning experiences. It is a thoughtful and complex process that we take very seriously. My request is that parents trust us as educational experts to undertake this process with integrity. Our staff, as educational professionals, have the knowledge and insight to create balanced and effective learning environments that meet the diverse needs of all our students. If parents believe there is additional relevant educational/social/emotional information that should be considered, I ask you to contact me directly via phone or email, noting that it is not always possible to meet every request due to competing requests and the need to achieve overall balanced classes. **Any such information / requests should be communicated to me by the end of October to enable this to be considered in our planning.** Please be assured that we have the best interests of every student in mind when making these important decisions. It is our role as educators to prepare for and cater to the overall needs of the cohort. In early December, we will facilitate a Transition / Moving Up Morning when classes will be announced for 2024.

It is the nature of schools that they constantly change and develop and this involves the addition and loss of staff from time to time. Change is a natural part of growth and progress, and while it can sometimes be challenging, it also presents opportunities for renewal which is exciting and enables us to grow. At the end of this year, we will be farewelling classroom educators **Blair Vredembregt** and **Georgia Cowling**. Blair has accepted a new role at St Mary Mackillop Primary, Bannockburn, and Georgia will be returning to Our Lady Star of the Sea, Ocean Grove. Three additional classroom educators have been granted leave to undertake new opportunities. **Brie Dries** will extend her current period of leave as she continues to travel around Australia. **Kaylee Sporn** will also be undertaking some travel opportunities throughout 2024 and **Jessica Breuer** has accepted a position at Port Vila International School in Vanuatu for 2024. We wish these staff members all the very best in these endeavours and in due course will have the opportunity to farewell them.

For those families who will be relocating or changing schools in 2024, I ask that you make contact directly with me as soon as possible, as we currently have a waiting list for many levels. A change in enrolment projections will also have a financial impact on our planning, so we would appreciate forward notice of any change in circumstance.

Finally this week, we wish Year 1 classroom educator, Georgia Martin, and her fiancé Zack May, every blessing and happiness as they celebrate their marriage next Friday. Georgia will be on leave for the next two weeks and will return as Mrs May in Week 4!

God's blessings for the week ahead,

Susan Ryan

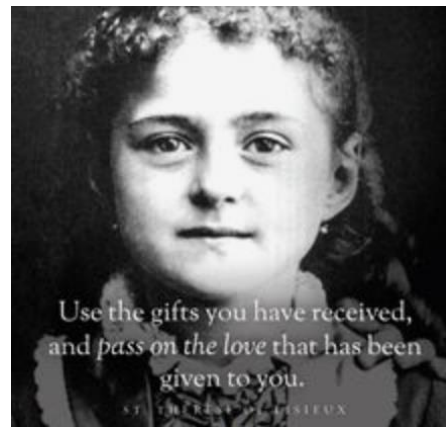
Susan.ryan@lisieux.catholic.edu.au

Principal



St Therese, born Therese Martin to a devout French family in the town of Lisieux in 1873, was the youngest of 5 children and became a Carmelite nun in 1888, at age 15. Her idea was to do everything in life, especially the little things, with great love. Even in prayer, Therese favoured simplicity – talking to God in personal and heartfelt ways. She died at age 24 from tuberculosis and was canonized in 1925 by Pope Pius XI.

We pray to St Therese:
Therese, Little Flower of Jesus,
your trust in God was complete. You lived your love of God in your actions,
with a great capacity to share kindness. Pray for us that we will look to your
example to complete small acts of love every day. Give us the heart of a
child who wonders at life and embraces everything with enthusiasm. Amen.



Our deepest sympathies and prayers are with the Cooke/Casey family (Sophie Year 4- Golden Wattle 1) with the passing of Jacinta's beloved father Wayne Casey during the holidays.

We are also sending our love and prayers to our dear staff member Emily Magill, her husband James and children Elijah and Jacob on the loss of James' beloved mother, Mary Falconer.

We are thinking of you all at such a sad time.



STUDENT LEARNING & ACHIEVEMENTS

St Therese of Lisieux Feast Day

On Friday, we will celebrate as a school St Therese of Lisieux, who is the patron saint of missions and florists. Her work has inspired others to reach out to the needy in our world. Today, we reflect on her great deeds and as a school community we will celebrate her.

Despite the sad times of her life, and there were many, St Therese learned to trust God and Mary, the mother of Jesus. During the sad times, she believed that God was holding her hand. Even after her mother died when Therese was very young she looked at the stars one night when walking with her father, and saw her name written there in the sky - a big "T" - and she knew what all children should know, that God knows us personally and that we do not get lost in the crowd. God's special love and affection is always present and we simply have to trust the presence of God's unconditional love in our lives.

St. Therese's teachings of how to be holy, how to be a child of God, and to be close to God, she called "her little way of spiritual childhood." She learned that being holy is very simple - it involves trusting God with confidence and doing ordinary things in life with great love. Her "little ways" is about doing little things to please people, bring a smile to someone's face and heart, reaching out to let people know they are special - and accepting disappointments with patience not anger.

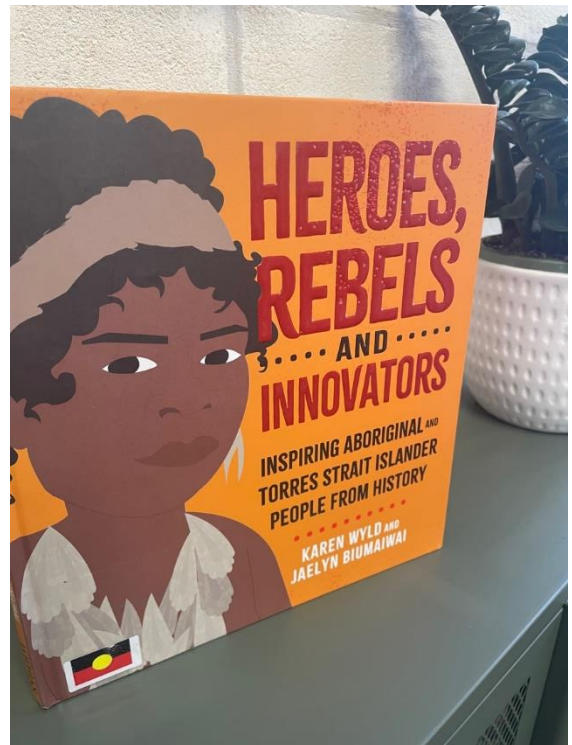
St Therese remembered that Jesus always used a child as an example - whenever people got complicated or confused, Jesus brought over a child and told people to be like little children - trusting God and loving others, in innocence, wonder and simplicity. That's why adults today need children to remind them of what it is like to be a child of God. St Therese is the patron of childhood spirituality and makes holiness available to everyone.





“Heroes, Rebels and Innovators: inspiring Aboriginal and Torres Strait Islander people from history” by Karen Wyld and Jaelyn Biunaiwai is a stunning and powerful book that tells the stories of seven Aboriginal heroes and heroes from the 18th – 20th Century. Each character’s story is presented through a text that is poetic and lyrical, then told again in a more sober historical tone. Amongst these are Patyegarang, a Darung woman who worked with a British officer of the First Fleet, teaching him words from local Aboriginal languages; Mohara-Lifu, a woman of Torres Strait Islander, Niue Islander and Papua New Guinea heritage and the first Indigenous woman to receive the Royal Humane Society’s Gold Medal for bravery; Yarri and Jacky Jacky, who led the rescue of 69 people during the Gundagai floods of 1852. The stories are enlightening and the illustrations are artworks in themselves.

This important book is an antidote to histories of Australia that don’t reference the complexity of historical interactions between Indigenous peoples and settlers. It is imaginatively presented with a striking cover. The book is suitable for all ages.





TAKE NOTE

Change to end of year date:

Families will be aware that the pre-advised end of year date for students is noted in the calendar as Friday 15 December. We make every effort not to change advertised dates and to give families plenty of notice for school closure days. Due to OHS regulations, it is a requirement that all our staff update their CPR training before the end of the year. We have liaised with the Advisory Council to seek support of the idea that students will conclude one day earlier, at 12:30pm on Thursday 14 December, allowing time for all staff to undergo relevant training. The Advisory Council has ratified this decision.

Accordingly, please note the revised end of year date for students will now be 12:30pm on Thursday 14 December. The Kelly Club will be available for supervision of those students who require this on Thursday afternoon and Friday.

As we commence a new term, we remind families that smart watches are not permitted at school. We kindly ask that you ensure your child does not wear one to school. Any student with such a device at school will be asked to leave it for safekeeping at the Front Office during school hours.

You will notice our new signage which will be utilised in the Kiss and Drop zone each afternoon. This comes after ongoing requests for parents not to park in this zone prior to 3:15pm. The signage will help us enforce this request and maintain a better flow through the carpark at collection time.

If you arrive prior to 3:15pm, you are asked to park your vehicle in a designated parking bay, and if you arrive at or after 3:15pm, you should only stop in the Kiss and Drop zone if your child is ready and waiting, allowing a quick collection. Parents who wish to wait or chat to parents or staff are asked to park in a parking bay, not in the Kiss and Drop zone.

CLASSROOM AND SPECIALIST EDUCATORS 2024

PREP	Claire Devereux Carly Finn Natalie Hughes
YEAR ONE	Georgia Martin & Caroline McSparron (role share) Grace Halleday (new) & Kristen Turner-Macdonald (new) (role share)
YEAR TWO	Amy Bateman Jake Otto
Prep-Year 2 Learning Community Leader: Jennifer Graham	
YEAR THREE	Annabel Coome (new) Mikaila Hicks
YEAR FOUR	Emma Clancy & Gerard Douglas (role share) Jessica King (new) Nathan Pace
Year 3/4 Learning Community Leader: Siobhan Brooks	
YEAR FIVE/SIX	Paul Duncan Brydie Harman Michael Philp (new) One more staff member to be confirmed in this team
Year 5/6 Learning Community Leader: Rhiannon Evans	
Specialist Team	
Atelier	Tess Righetti
100 Languages / Art	Holly Moody
100 Languages / Music and Drama	Siobhan McManus
The Book Garden	Candice Delaney
Mind & Body	Dean Roberts
Full Steam Ahead	tbc
Outdoor Discovery & The Growth Project	Jessie Mackinnon
Mental Health & Wellbeing Leader	Gen Audley



Building Resilience in Children – 20 Practical, Powerful Strategies (Backed by Science)

By Karen Young Via www.heysigmund.com

All children are capable of extraordinary things. There is no happiness gene, no success gene, and no 'doer of extraordinary things' gene. The potential for happiness and greatness lies in all of them, and will mean different things to different kids. We can't change that they will face challenges along the way. What we can do is give them the skills so these challenges are never able to break them. We can build their resilience.

Resilience is being able to bounce back from stress, challenge, tragedy, trauma or adversity. When children are resilient, they are braver, more curious, more adaptable, and more able to extend their reach into the world.

The great news is that resilience is something that can be nurtured in all children.



Resilience and the brain. Here's what you need to know.

During times of stress or adversity, the body goes through a number of changes designed to make us faster, stronger, more alert, more capable versions of ourselves. Our heart rate increases, blood pressure goes up, and adrenaline and cortisol (the stress hormone) surge through the body. In the short-term, this is brilliant, but the changes were only ever meant to be for the short-term. Here's what happens ...

The stress response is initiated by the amygdala, the part of the brain responsible for our instinctive, impulsive responses. From there, messages are sent to the brain to release its chemical cocktail (including adrenaline and cortisol) to help the body deal with the stress. When the stress is ongoing, the physiological changes stay switched on. Over an extended period of time, they can weaken the immune system (which is why students often get sick during exams), the body and the brain.

Stress can also cause the prefrontal cortex at the front of the brain to temporarily shut down. The prefrontal cortex is the control tower of the brain. It is involved in attention, problem solving, impulse control, and regulating emotion. These are known as 'executive functions'. Sometimes not having too much involvement from the pre-frontal cortex can be a good thing – there are times we just need to get the job done without pausing to reflect, plan or contemplate (such as crying out in pain to bring help fast, or powering through an all-nighter). Then there are the other times.

Resilience is related to the capacity to activate the prefrontal cortex and calm the amygdala. When this happens, the physiological changes that are activated by stress start to reverse, expanding the capacity to recovering from, adapt to, or find a solution to stress, challenge or adversity.

How does resilience affect behaviour?

Children will have different levels of resilience and different ways of responding to and recovering from stressful times. They will also have different ways of showing when the demands that are being put upon them outweigh their capacity to cope. They might become emotional, they might withdraw, or they might become defiant, angry or resentful. Of course, even the most resilient of warriors have days where it all gets too much, but low resilience will likely drive certain patterns of behaviour more often.

Can resilience be changed?

Yes. Yes. Yes. Absolutely resilience can be changed. Resilience is not for the genetically blessed and can be strengthened at any age. One of the most exciting findings in the last decade or so is that we can change the wiring of the brain through the experiences we expose it to. The right experiences can shape the individual, intrinsic characteristics of a child in a way that will build their resilience.

Now for the how. Building resilience in children.

Building small humans into healthy, thriving big ones isn't about clearing adversity out of their way. Of course, if we could scoop them up and lift them over the things that would cause them to stumble, that would be a wonderful thing, but it wouldn't necessarily be doing them any favours. A little bit of stress is life-giving and helps them to develop the skills they need to flourish. Strengthening them towards healthy living is about nurturing within them the strategies to deal with that adversity. Here's how.

11. Resilience needs relationships, not uncompromising independence.

Research tells us that it's not rugged self-reliance, determination or inner strength that leads kids through adversity, but the reliable presence of at least one supportive relationship. In the context of a loving relationship with a caring adult, children have the opportunity to develop vital coping skills. The presence of a responsive adult can also help to reverse the physiological changes that are activated by stress. This will ensure that the developing brain, body and immune system are protected from the damaging effects of these physiological changes. Anyone in the life of a child can make a difference – family, teachers, coaches – anyone.

12. Increase their exposure to people who care about them.

Social support is associated with higher positive emotions, a sense of personal control and predictability, self-esteem, motivation, optimism, a resilience. Kids won't always notice the people who are in their corner cheering them on, so when you can, let them know about the people in their fan club. Anything you can do to build their connection with the people who love them will strengthen them.

'I told Grandma how brave you were. She's so proud of you.'

Strengthening their executive functioning will strengthen the prefrontal cortex. This will help them manage their own behaviour and feelings, and increase their capacity to develop coping strategies. Some powerful ways to build their executive functioning are:

- establishing routines;
- modelling healthy social behaviour;
- creating and maintaining supportive reliable relationships around them;
- providing opportunities for their own social connections;
- creative play;
- board games (good for impulse control (taking turns), planning, working memory, and mental flexibility (the ability to shift thoughts to an alternative, better pattern of thought if the situation requires));
- games that involve memory (e.g. the shopping game – ‘I went shopping and I bought a [puppy]’; the next person says, ‘I went shopping and I bought a [puppy and a bike for my t-rex]’; next person ... ‘I went shopping and I bought [a puppy, a bike for my t-rex and a hot air balloon] – the winner is the last one standing who doesn’t forget something on the shopping list;
- exercise;
- giving them opportunities to think and act independently (if they disagree with you and tell you why you’re wrong, there’s a plus side – their executive functioning is flourishing!);
- providing opportunities for them to make their own decisions.

9. Encourage a regular mindfulness practice.

Mindfulness creates structural and functional changes in the brain that support a healthy response to stress. It strengthens the calming, rational prefrontal cortex and reduces activity in the instinctive, impulsive amygdala. It also strengthens the connections between the prefrontal cortex and the amygdala. When this connection is strong, the calming prefrontal cortex will have more of a hand in decisions and behaviour.

10. Exercise.

Exercise strengthens and reorganises the brain to make it more resilient to stress. One of the ways it does this is by increasing the neurochemicals that can calm the brain in times of stress. Anything that gets kids moving is stellar, but of course, if you can make it fun that pretty much grants you hero status. Here are some ideas, but get them thinking and they’ll have plenty of their own:

- throw a frisbee;
- kick a ball;
- give a hula-hoop a spin;
- dance stars;
- walk the dog;
- superhero tag (the tagged one stands in the middle of a circle on the ground, a superhero saves them by using their superhero powers to fly with running feet through the circle);
- detective (in the park or backyard ... first one to find five things that are green; or five things starting with ‘s’; or seven things that could be used for dress-ups; or ten things that smell gorgeous – ready, set, go!).

11. Build feelings of competence and a sense of mastery.

Nurture that feeling in them – that one that reminds them they can do hard things. You'll be doing this every time you acknowledge their strengths, the brave things they do, their effort when they do something difficult; and when you encourage them to make their own decisions. When they have a sense of mastery, they are less likely to be reactive to future stress and more likely to handle future challenges.

'You're a superstar when it comes to trying hard things. You've got what it takes. Keep going. You'll get there.'

12. Nurture optimism.

Optimism has been found to be one of the key characteristics of resilient people. The brain can be rewired to be more optimistic through the experiences it is exposed to. If you have a small human who tends to look at the glass as being half empty, show them a different view. This doesn't mean invalidating how they feel. Acknowledge their view of the world, and introduce them to a different one.

'It's disappointing when it rains on a sports day isn't it. Let's make the most of this. What's something we can do on a rainy day that we probably wouldn't do if it was sunny?' The idea is to focus on what is left, rather than what has been lost.

13. Teach them how to reframe.

The ability to reframe challenges in ways that feel less threatening is linked to resilience. Reframing is such a valuable skill to have. In times of difficulty or disappointment, it will help them to focus on what they have, rather than what they've lost. To build this skill, acknowledge their disappointment, then gently steer them away from looking at what the problem has cost them, towards the opportunities it might have brought them.

For example, if a rainy day has meant sport has been cancelled,

'I understand how disappointed you are about not playing today. I'd be disappointed too. What can we do because of the rain that we might not have been able to do otherwise?' (If they're really disappointed they might need your help.) *'You could snuggle up and read a book, watch a movie, play a game inside, walk in the rain, we could cook and throw a pretend party or have a fancy afternoon tea – with very fancy clothes of course, and jewels and fancy shoes and china plates and fancy glasses and maybe even ... a tablecloth – but no forks – we are not eating cake with forks, no way – that's just too far.'*

Let there be ridiculous ideas too. This will let them push past the obvious and come up with something that is beautifully unique. It will also encourage them to question any limits or ideas about how things 'should' be done.

'Maybe we could have a picnic in the rain, or a beach party. Maybe we could paint ourselves with mud, or wash the dog in the rain, or make a bubble bath out there and wash ourselves!' Are there ways they can turn this into interesting ideas.

14. Model resiliency.

Imitation is such a powerful way to learn. The small humans in your life will want to be just like you, and they'll be watching everything. Without pitching it above what they can cope with, let them see how you deal with disappointment. Bringing them into your emotional world at appropriate times will help them to see that sadness, stuckness, disappointment are all very normal human experiences. When experiences are normalised, there will be a safety and security that will open the way for them to explore what those experiences mean for them, and experiment with ways to respond.

'I'm disappointed that I didn't get the job, but that's because it was important to me. It's nice to have things that are important to you, even if they don't end the way you want them to. I did my very best in the interview and I know I'll be okay. That one wasn't the job for me, but I know there is going to be one that is perfect. I just have to keep trying and be patient.'

15. Facing fear – but with support.

Facing fear is so empowering (within the limits of self-preservation of course – staying alive is also empowering) but to do this, they need the right support – as we all do. Kids can be fairly black and white about things so when they are

are faced with something difficult, the choices can seem like only two – face it head on or avoid it at all costs. But there is a third option, and that is to move gradually towards it, while feeling supported and with a certain amount of control.

16. Encourage them to take safe, considered risks.

Let them know that the courage they show in doing something brave and difficult is more important than the outcome. Age-appropriate freedom lets them learn where their edges are, encourages them to think about their decisions, and teaches them that they can cope with the things that go wrong. When they take risks they start to open up to the world and realise their capacity to shape it. There's magic in that for them and for us.

'I love how brave you are. When you try harder and harder things, they might not always work out, but it means you're getting stronger, smarter, braver and you'll be closer to getting it next time.'

17. Don't rush to their rescue.

It is in the precious space between falling and standing back up again that they learn how to find their feet. Of course, sometimes scooping them up and giving them a steady place to be is exactly what they need to find the strength to move forward. The main thing is not to do it every time. Exposure to stressors and challenges that they can manage during childhood will help to ensure that they are more able to deal with stress during adulthood. There is evidence that these early experiences cause positive changes in the prefrontal cortex (the 'calm down, you've got this' part of the brain), that will protect against the negative effects of future stress. Think of it like immunisation – a little bit of the pathogen, whether it's a virus or something stressful, helps to build up resistance or protect against the more severe version.

18. Meet them where they are.

Resilience isn't about never falling down. It's about getting back up again, and there's no hurry for this to happen. All of us experience emotional pain, setback, grief and sadness sometimes. Feelings always have a good reason for being there, even if they can feel a little pushy at times. The key for kids is to learn to respect those feelings (even the bad ones), but not let them take charge and steer towards trouble. Sadness and grief, for example, can make us want to withdraw for a little while. It is during the withdrawal that information is reflected upon, assimilated and processed so that balance can be found again. If this is rushed, even if it is in the name of resilience, it can stay as a gentle rumble and show up through behaviour, sometimes at wildly unexpected times.

19. Nurture a growth mindset. We can change, and so can other people.

Research has found that children who have a growth mindset – the belief that people have the potential to change – are more likely to show resilience when things get tough. Compared to kids who believe that bullies will always be bullies and victims will always be victims, kids who believe that people can change report less stress and anxiety, better feelings about themselves in response to social exclusion, and better physical health. [See here for the step by step](#) on how to nurture a growth mindset.

20. Let them know that you trust their capacity to cope.

Fear of failure isn't so much about the loss but about the fear that they (or you) won't be able to cope with the loss. What you think matters – it really does. You're the one they will look to as a gauge for how they're going. If you believe they have it in them to cope with the stumbles along the way, they will believe this too. This isn't always easy. We will often feel every bump, bruise, fall or fail. It can be heartbreaking when they struggle or miss out on something they want, not because of what it means for us, but because of what we know it means for them. But – they'll be okay. However long it takes, they'll be okay. When you decide, they'll decide.

21. Build their problem-solving toolbox.

Self-talk is such an important part of problem-solving. Your words are powerful because they are the foundation on which they build their own self-talk. Rather than solving their problems for them, start to give them the language to solve their own. Some ideas:

- What would [someone who they see as capable] do?
- What has worked before?
- Say as many ideas as you can in two minutes, even the silly ones? Lay them on me. Go.
- How can we break this big problem into little pieces?

So say, for example, the problem is, 'What if I miss you or get scared when I'm at Grandmas?' Validate them first, then start giving them the problem-solving language without handing them solution,

'You might miss me. I'll miss you too. It's really normal to miss people you love, even if you're with people you love being with. What do you think might help if that happens?' or, 'What would [Superman/ Dad/ big sister who is practicing to rule the universe] do?' or 'What sort of things do you do here at home that help you to feel cozy or safe?' I know you always have great ideas.'

21. Make time for creativity and play.

Problem-solving is a creative process. Anything that strengthens their problem-solving skills will nurture their resilience. Children are naturally curious, inquisitive and creative. Give them the space and the time to play and get creative, and they'll do the rest.

22. Shhh. Let them talk.

Try to resist solving their problems for them. (Oh but so tempting, I know!) Instead, be the sounding board as they take themselves to wherever they need to be. As they talk, their mind is processing and strengthening. The sparks that are flying up there could shine a light bright enough to read by. Guide them, but wherever you can, let them talk and try to come up with their own solutions. You are the safest place in the world for them to experiment and try new things. Problem-solving is a wonderful skill to have, and their time talking to you, and coming up with ideas, will build it beautifully. Give them the opportunity to explore and wander around their own great potential.

23. Try, 'how', not 'why'.

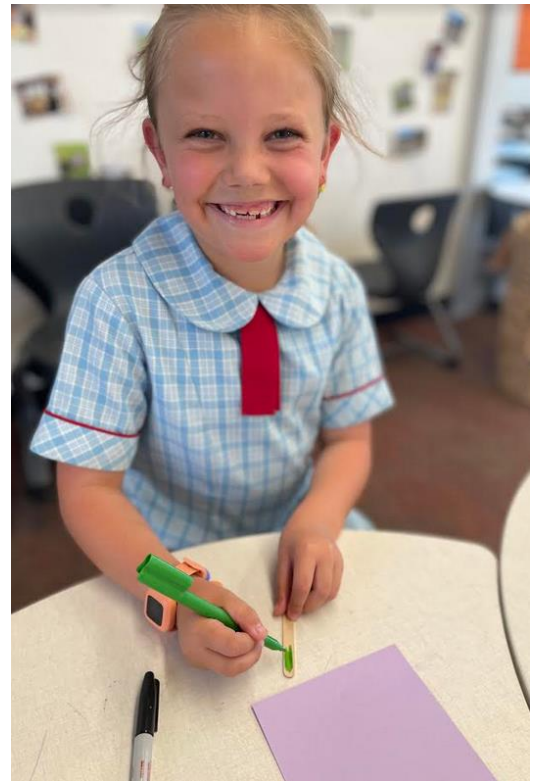
When things go wrong – as they will – asking kids 'why' will often end in 'don't know'. Who knows why any of us do silly things or make decisions that aren't great ones. The only certainty is that we all do them. Rather than, 'why did you paint your sister's face?' which might lead to the perfectly reasonable explanation of, 'to make it yellow', encourage problem-solving and reflection by asking how they can put it right. 'She's yellow but it's not okay for her to stay yellow. How can you fix this?'

And above all else ...

Let them know they are loved unconditionally. (But you already knew that.)

This will give them a solid foundation to come back to when the world starts to feel wobbly. Eventually, they will learn that they can give that solid foundation to themselves. A big part of resilience is building their belief in themselves. It's the best thing they'll ever believe in.

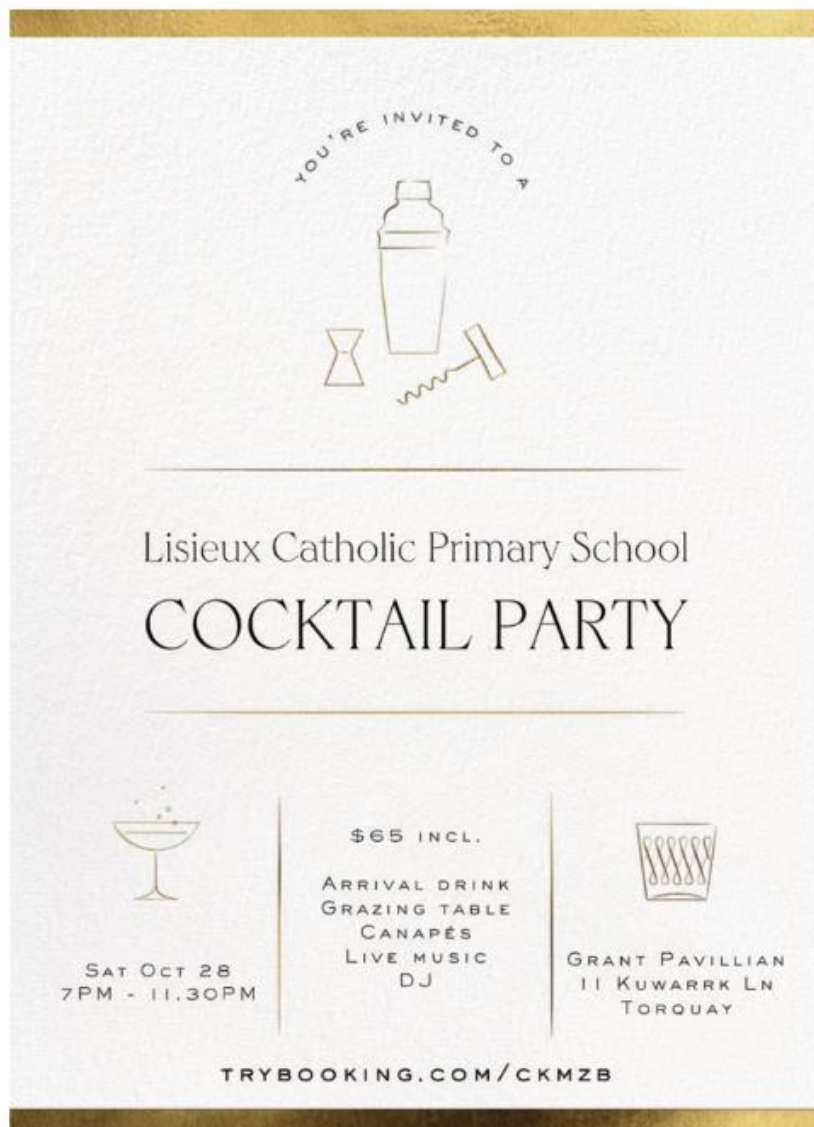




Can't wait for the Cocktail Party? Has everyone got their tickets? There are less than two weeks left to get your tickets, with sales will close on Friday 13 Oct, so book your tickets. Cocktail party and raffle tickets can be purchased click [here](#)

Raffle Prizes

Ena Pelly online voucher \$1000
RACV Torquay voucher Donated by One Agency Real Estate valued at \$500
Hello World Travel Torquay \$500 gift voucher
Voucher for 4 players for 18 holes of Golf with 2 motorised carts. Valued at \$470 donated by The Sands Golf Club
Sunset family Photography session valued at \$200 donated by Tash Leach Photography
Picnic Season Everyday Medley picnic rug and backpack set valued at \$119
Two slabs of beer valued at kindly donated by Bells Beach Brewing
Doc Hughes \$100 voucher
Torquay Pub \$100 voucher
Sass Me Lash and brow voucher
Treatments voucher from Injectables by Chloe
Cotton On clothing pack
Two \$100 Sweet Obsession vouchers
2020 Pikes 'Los Companeros' Shiraz Tempranillo Magnum valued at donated by The Torquay Wine Bar
A beautiful pot and plant valued at \$100 from Bunnings
\$50 Frankie Says Relax voucher



Cement your place in Lisieux history and purchase a family/student paver. The pavers will create a feature in front of the pottery studio, which will be used for outdoor classes and other school activities. To order your paver click [here](#)



Updated Mango Fundraiser Information

Lisieux is holding the Mango Fundraiser once again this year. As you wind up Winter sports and catch up with family members and friends over the holidays ask if anyone is interested in receiving a tray of 4.5 kg of delicious fresh mangoes for \$24 at the start of Summer. Orders can be placed on School24 in October, delivery will be the end of November/early December, depending upon the weather.





From
\$54.99
Free delivery
3228

Our Mission

Our mission is keeping your child warm so they can enjoy their swimming lessons with our Fleece Lined Thermal Rashie!

Features:

- Soft Fleece Lining
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