



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

Monday April 15th, 2024

*"Words which do not give the light of Christ increase the darkness."
Mother Teresa*

To All In Our Learning Community,

"They have taken the Lord from the tomb! We don't know where they have put him." These were recorded in John's gospel, spoken by Mary Magdalene after she had discovered the empty tomb. According to John, Mary Magdalene was one of the first to be witness to the Resurrection.

The celebration of Easter tells Christian people of the Resurrection of Christ from the dead. This belief is the foundation of Christian faith. Belgian theologian, Professor Didier Pollefeyt tells us, this belief is a non-negotiable for the Christian faith. Belief in the resurrection is not just a nice idea but it is central to the existence of Christian faith. Pollefeyt suggests that the Resurrection is central to faith as it is an expression of God's total love for all; love that is bound through Christ's ongoing presence in humanity and ecology. Without the resurrection there can be no Christian faith (ecsi.site.au/pti-resurrection).



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For the disciples in John's gospel (20:1-9), the discovery of the empty tomb did not lead to instant belief or understanding of the risen Jesus; it was not until an unnamed disciple saw the rolled up cloth in the tomb that he believed. Through a hermeneutical lens, the Resurrection is a mystery of God. In the Catholic tradition mystery can refer to what can't be easily, rationally or scientifically explained about God. The Resurrection is mystery and demands faith. Unlike the disciples who were able to bear witness through what they saw, Christians today are asked to bear witness through faith in God's expression of love, shared with us through the scriptures.

I wonder what the Resurrection might mean for you and your family today? For non-Christians, what might the story of the Resurrection tell you about your own beliefs? I wonder how we might bear witness to our own faith, whether Christian, Aboriginal, Sikh, Hindu or other faiths?

Kind regards and Easter blessings,

Amy

This Week's Happenings

Monday 15th April

Tuesday 16th April

Year 5/6 excursion – Toolangi State Forest
Staff Professional Learning – Student Wellbeing

Wednesday 17th April

Staff Professional Learning – Writing & Spelling

Thursday 18th April

Year 5/6 excursion – Toolangi State Forest

Friday 19th April

Welcome Mathematics Consultant Colleen Monaghan –
Year 3/4

School Tours 10am & 12:30pm

Second Hand Uniform Sale – After Prayer near the Hall

Toilet Refurbishments

During the holidays work has been completed to refurbish toilets in the Foundation to Year 2 building and the hall. These works have taken some time to be completed due to COVID-19 Lockdowns and a shortage of building supplies. Thank you to Danihers and all involved in completing this project.

ANZAC Day Public Holiday

A reminder that the ANZAC Day public holiday is next Thursday, April 25th. The school will be closed on this day. Mother Teresa PS will take part in the ANZAC Day service at the memorial at Craigieburn ANZAC Park, (Windrock Avenue, cnr Marathon Blvd) in the entrance parade and in the laying of the wreath. We encourage as many children as possible to attend to represent Mother Teresa. Children attending need to be dressed in full school uniform. Mrs Leahy will meet children on the day at ANZAC Park.

2025 Enrolments Open

We are now taking enrolments for Foundation in 2025. Families with siblings are encouraged to fill out an enrolment form from reception or by visiting the school website.

School Fees Now Due

Our family school fee in 2024 is \$ 1,722. This fee is broken into three accounts: Term One \$574, Term Two \$574 and Term 3 \$574. The Term One fee of \$574 is now overdue. If you have not finalised your account please do so this week.

First Eucharist Celebrations

A reminder that families of Catholic children from Year 4 and above, children may receive their First Eucharist. To receive the Eucharist (Holy Communion) for the first time, children must be baptized Catholic and have received the sacrament of Reconciliation. As part of preparations for the sacrament of First Eucharist, it is an expectation that children and a parent/carer attend the First Eucharist Workshop, Tuesday May 7th. Children and their families must also attend mass on the Sign-up/Presentation weekend of the 18th and 19th of May.

If you would like your child to receive First Eucharist and have not returned the form you can contact Miss Mac via email – sophie.mackinnon@motherteresa.catholic.edu.au

End of Day Gate Closure Times

Families please take note a change to the closure of external school gates at the end of the day. From this term the gates will be closed at 3:40pm. Children who are awaiting collection will need to be picked up from the front office. While this will be a period of adjustment we will give families this week to adjust to the new time.

School Camp – Lady Northcote

A reminder that the Lady Northcote Camp will take place in Term 2. All children in Year 5/6 should now have returned all camp forms. The Camp Information evening will take place on **Wednesday 17th of April, 7pm** at Mother Teresa Primary School. All families are expected to attend.

We strongly encourage all children to attend camp. It is a wonderful and often the first opportunity for children to grow their independence and resilience in a safe environment. Children who attend camp often find that they strengthen friendships, make friends with other children and create lifelong memories. *Any child not attending the Lady Northcote Camp will be required to attend school as per the school attendance policy.*

School Attendance and School Absences – MACS Policy Updates

School Refusal has been identified as a growing issue across Victoria, particularly since the COVID-19 pandemic and lockdowns. Melbourne Archdiocese Catholic Schools (MACS) have implemented a new

policy in accordance with the Victorian State Government to address the issues of school refusal and growing student absences.

It is a legal expectation that children attend school. Regular attendance to school promotes and empowers collaboration, builds stronger relationships between children and teachers, provides routine and allows children to experience success in their learning. Absences from school are marked as approved or unapproved. Approved absences include; medical appointments, illness, bereavement or family holidays that have been approved ahead of time by the principal.

Beginning this term, if an absence is marked as unapproved for example, *truancy, unexplained absence where no reason is given or parent choice, families* will receive a letter in writing. This is in accordance with the MACS attendance policy.

Smiling Mind

As **resilient self-managers**, we are learning to **manage our emotions** by taking time and opportunity to **tune in, find out and sort out** our thinking around the concept of **the senses**.

Sensory awareness brings us into the **present moment** and helps us **focus on our learning** by bringing us into **the here and now**. We will participate in a **meditation** with a spotlight on using our senses as an additional anchor point to our breathing.



Below are some opportunities for you to engage in at home.

Year Level	Meditation	Activity
F-2	Exploring Sounds 1 https://app.smilingmind.com.au/explore/kids/year-1-student-home-practice/-exploring-sounds-1-1068/1	Seeing is one of our most used senses – let’s practice seeing things! Find a quiet space and sit down with your pen and a journal. Look around and count how many coloured you can see. How many things are red? Green? Yellow? Blue? Pink? Draw a picture of these things.
Year 3/4	Exploring Sound 3 https://app.smilingmind.com.au/explore/kids/year-3-student-home-practice/exploring-sounds-3-1070/1	Hearing is a great sense to practice – so let’s listen! Play your favourite song. Take a moment to really listen to it. Try and notice sounds that you have heard before. Write down 5 things about his song you’ve never noticed before. How does this change the experience of listening to the song?
Year 5/6	Exploring Sounds 5 https://app.smilingmind.com.au/explore/kids/year-5-student-home-practice/exploring-sounds-5-1072/1	Tune into all of your senses! Pick a room at home, or sit in a quiet space outside, to go and sit for a few minutes. Write down 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell and 1 thing you can taste.

Dr Jodi Richardson – Parent Webinar

Mother Teresa is once again welcoming Dr Jodi Richardson to our learning community by offering parenting online workshops. Some of you may remember the last time Dr Richardson engaged with our community during the COVID lockdown periods. We will engage with Dr Richardson online on May 30th at 7pm. More details to come. At the end of this week’s newsletter there is an article for parents to read.

Volunteering at Mother Teresa PS

If you would like to be a parent volunteer there are sign-up sheets at the front office. We are creating a data base of parent volunteers for teachers to contact. This includes; helping in learning spaces, excursions or offering services as an expert for Faith and Life inquiries. Alternatively you can sign-up via the Google Form by clicking this link - [Volunteering At Mother Teresa](#)

Child Safe Standard #6 – Suitable Staff and Volunteers

This child safe standard refers to ensuring all people who work or volunteer to work with children in the school are supported to act in a child safe way. It is also a requirement that all people who volunteer in the school have **current** Working With Children's Checks (WWCC). We are required to keep a register of all those who volunteer. A reminder to please check that your WWCC is current. We will be in contact with those on our register of volunteers currently who need to update their registration. Volunteers are also required to sign **Melbourne**.

Child Safe Committee

As part of our commitment to Child Safety, Mother Teresa PS is required to form a Child Safe Committee. The purpose of this committee is to ensure that we are compliant and adhere with the Child Safe standards. This committee is to be made up of teachers, learning support staff, education support staff and parents. If you would be interested in joining this committee please leave your details at reception or email info@motherteresa.catholic.edu.au with 'Child Safe Committee' as the subject heading.

Uniform reminders

As the weather at this time of year is quite transitional, children may wear summer or winter uniform depending on the weather. Please ensure your child is dressed in **either** summer or winter uniform and not a combination of both. Children will be expected to be in full winter uniform once the weather becomes more winter like.

Hats

Please ensure that your child still has their hats at school. Hats are to be worn when the UV is 3 or above. At this time of year the UV can still be at or above this level.

Nail Polish, Hair Colouring and Jewellery

A reminder that coloured hair and nail polish are not part of our uniform policy. Necklaces are only allowed if they are religious symbols. Bracelets, loom bands and other forms of jewellery are best left for the weekend or after school. Stud earrings are permitted, other forms of earrings can be a hazard. If families are unsure of uniform requirements please head to our website <https://www.motherteresa.catholic.edu.au/enrolment-information/uniform/>

Parents & Friends News

Upcoming Events

The Parents & Friends have begun planning the following events to mark in your calendar;

Second Hand Uniform Sale

Friday 19th April after Whole School Prayer. Cash only.

Mother's Day Stall (May 7th) and Mother's Day Open Morning and Morning Tea (May 9th)

Please mark these events in your calendar. If you are able to assist with the organisation of these events please leave your name and details with reception. We are especially looking for male volunteers to assist with the preparation and serving of morning tea. Please leave your name at reception if you are available to help.

Hot Dog Day

Friday May 31st – Children will have the opportunity to purchase a hot dog for lunch this day.

What's Happening with Learning Consultants

Deb Sukarna – Literacy

It has been an exciting time in the area of Literacy learning at Mother Teresa. We have been fortunate to be able to engage with Deb Sukarna, a well-known consultant for Literacy since 2021. Our partnership with Deb began during lockdowns with a focus on building teacher capacity in the learning area of Writing. Since this time, teachers have had time and opportunity to introduce writer's notebooks, seeds for writing and target writing development through writing conferences.

At the end of last term, Deb joined us onsite for two days as we focus to the area of Spelling. Through professional learning, we have had the opportunity to find out and sort out their thinking about Spelling and understanding how the English language works. Specifically teachers have found out about the different types of knowledge children need to become successful spellers. These include Phonological, Morphological, Graphological and Etymological knowledge. We are excited as we develop our professional practice and further our existing practice in this area. We will share with you the way strategies we are using with children through the 'What's Happening' section of the newsletter and through your children themselves!



to children's
shift our teachers about
spelling include
knowledge you along

What's Happening in the Learning Spaces

“Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school”. John Hattie, 2009

Foundation – Year 2 Learning Spaces

“Inquiry teachers want their children to be questioners – to be curious, risk taking, wondering learners who are thirsty to find out, critique and explore the world. When we provoke, stimulate and sustain curiosity, students are more naturally inclined to wonder and articulate questions for further investigation.” (Kath Murdoch 2015)

We hope you have all had an enjoyable and relaxing holiday break, and we look forward to seeing you all and beginning engaging in learning again.

As people of a Catholic faith community, we are **sorting out** our thinking and activating our prior knowledge about the stories of Holy Week in connection to the Easter story and the resurrection. As **thinkers** and **hermeneutical learners**, we will view an artwork by Seiger Koder of the Resurrection and share our interpretations and wonderings with others, using the **thinking routine** See-Think-Wonder.

As **thinkers**, we are taking the **time** and **opportunity** to **reflect** on ourselves as **self-managers**. We will use the **reflection stems** “I am most proud of...” and “I still need to work on...” to think about our strengths and challenges as we play and learn with others in reflection to our compelling question from Term 1 “*Who am I? Who are we? What makes us connected?*”. As **communicators**, we will document our thinking in words and pictures.

As **readers**, we will continue to explore a range of **fiction and non-fiction** texts, and the ways in which we can apply reading behaviours to help us decode words and build our comprehension of texts. We continue to engage in reading a range of texts in focus groups and independently to consolidate reading strategies and behaviours that we have previously explored.

As **mathematicians**, we are continuing to sort out our thinking about **two-dimensional shapes**. We will have the opportunity to engage in using a variety of resources and objects to explore features of shapes such as **sides, corners, and features**. We will continue to identify different **two-dimensional shapes** within our environments and make our thinking visible.

Please remember to return all of your children's learning that you have engaged in over the holidays and to bring their sight words back to school.

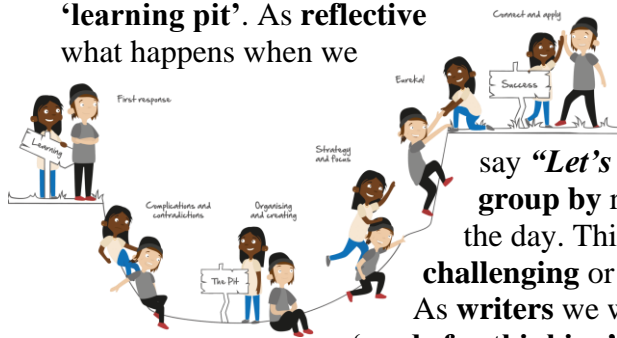
Bridging Centre

Year 3/4 Learning Spaces

‘Writing is a creative act, guided by knowledge and skills that an effective writer must hold’ – Murray Gadd

As we return from school holidays for a new term – we will spend **time** and **opportunity** revisiting our **‘learning pit’**. As **reflective** what happens when we

thinkers, we will **engage** in **dialogue** with **others** about fall in the learning pit and what it means to have a **growth mindset**. Instead of saying “I can’t do this!” We will practise saying to ourselves and encourage others to say **“Let’s have another go.”** As **contributors**, we will **offer ideas to a group** by recreating our learning pit for us to visually see throughout the day. This will **assist** us as **learners**, when we find **something challenging** or when we are **uncertain** about a problem.



As **writers** we were **encouraged** over the school holidays to bring to school **‘seeds for thinking’**. This will **support** us in **planting seeds** in our **Writer’s Notebooks**, to get our **thinking** down and **consider purposes** for **writing**. This week we will **prepare** for **conferencing** – that is an **opportunity** to sit with others and receive **feedback** about the **strategies** we are using as **writers**. We will **practise identifying** our **purpose** for our **writing** and ensure we are **developing further strategies** as **writers** – such as reading aloud on our own and with our peers to check for sentences and words used.

As **mathematicians**, we are **tuning in** to **addition and subtraction**. Through **dialogue** with **others**, we are **formulating keywords/language** used. For example – *sum, total, difference, subtract, add, altogether, take away etc.* and placing this somewhere we can visually refer to when solving different problems. We will have **time** and **opportunity** to **demonstrate** our **understanding** of how to **solve** an **addition and subtraction problem** using more than one **efficient strategy** and **share** our **thinking** with others.

Leadership Centre

Year 5/6 Learning Spaces

When we design an inquiry, we begin with our ‘why’- identifying the deep, enduring understandings we want learners to come to. We want our inquirers to appreciate the kaleidoscope of possibilities and to stay open to new ways of seeing. Kath Murdoch 2023

As part of our **Faith and Life inquiry** we will be engaging in **learning opportunities** related to our compelling question, **What is the land telling us?** The learning we engage in during our Faith and Life inquiry will help us to understand how:

- **Understanding the land can help us make informed decisions about how we use it.**
- **There are factors that influence people’s awareness and opinions of places.**
- **We can collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols.**
- **Our stewardship of the land can be enhanced through indigenous knowledge and perspectives.**

As part of **tuning in** as **curious** and **open-minded inquirers** and as part of **finding out** about our compelling question, **What is the land telling us?**, this week we will be going on an excursion to **Toolangi State Forest** where we will engage in the **Gould League Year 5/6 Program: Fire and the Forest**. As **researchers** we will be participating in a variety of **learning opportunities** including **finding out** how and why forest fires begin, and engaging in **fieldwork sketching, collecting and recording geographical data**. We will have time and opportunity, as **open-minded and creative thinkers**, to **reflect on our learning, analyze the information we are gathering and record our thinking in different ways**.

On Friday we welcome back our friend and elder **Murrundindi** to help us



find out and **explore** our Faith and Life inquiry understanding, **Our stewardship of the land can be enhanced through indigenous knowledge and perspectives.** As **inquirers and researchers** we also welcome back Pallyan who will engage in helping us explore 'Family' through Wurundjeri Language.



As part of our Digital Technologies, throughout this term, we will be engaging in the **eSmart Digital Licence** which is an **innovative, online learning experience** that helps **build our digital intelligence**, giving us the **knowledge and skills to deal with the challenges of the digital world.** We will be engaging with learning materials, relatable scenarios and guided reflections of our own experiences with technology so we build digital intelligence. Our first eSmart module is **Traversing the tightrope of technology** which will support us to **understand the importance of balancing our technology use and how it is important for our health, wellbeing and other things in our life.** Special thanks to Mr Collins for setting up all the Year 5/6 students on the eSmart Digital Licence platform.

As **writers** we use our **Writer's Notebook** to **build our schema**, to help us **think more deeply** and to **create a real purpose** by **collecting seeds** that will **spark our ideas** as writers. As **writers** we are being given **time and opportunity** to think about our '**seeds**' that help us to **shape our thinking into purposes** for writing. It is expected that we bring seeds to school and/or email pictures of seeds that we can print, to assist us to write for authentic purposes and audiences.

As **inquirers**, we will have **time and opportunity** to **explore** some **iTime journals** from children that have engaged in iTime in the past and **document** what we are **naming and noticing** about the way the personal inquiries have been documented. As **collaborators and contributors** we will engage in the thinking moves **making connections** and **reasoning** as we **dialogue with each other** and **revisit our criteria** for engaging in our **iTime investigations.**

As part of our **assessment, as mathematical thinkers**, we will **engage in two written pre-assessments** to **identify our current understanding** and **areas for further improvement and growth** related to **Location** and **Addition and Subtraction.** As **learners** we will be **exploring some of the areas we need to develop or consolidate our mathematical understandings.** As **mathematical thinkers** we will engage in the **thinking moves activating our prior knowledge, reasoning with evidence, raising questions** and **identifying new ideas** through the thinking routine Claim-Support-Question. Our **Mathematical Thinking Home Learning** will be an opportunity for us to **focus on developing our understanding and consolidation of areas for further improvement and growth** identified during our mathematical assessments. For example some of us need to **practice counting by fractions or decimals.** Some of us need to **develop our problem solving strategies** so we will be given opportunities to engage in solving **authentic number stories** and some of us need to **practice our automatic recall and fluency of times tables.**

Reminders for this week –

Tuesday 16th April Year 5/6 1 (Miss Thomas) & Year 5/6 2 (Miss Mack) will be going to Toolangi State Forest. Buses leave MTPS at 7:45am

Thursday 18th April Year 5/6 3 (Miss Follacchio) & Year 5/6 4 (Mrs Brooks) will be going to Toolangi State Forest. Buses leave MTPS at 7:45am

CAMP INFORMATION NIGHT – This Wednesday 17th April at 7:00pm.

Our Year 5/ 6 camp to Lady Northcote will take place this term in Week 5 from Wednesday 15th May to Friday 17th May. All camp permission forms including medical and dietary requirements will need to be finalised by this Friday in preparation for the camp.

Japanese

As part of **inquiring** into **Japanese culture**, children in **Foundation, Year 1 and Year 2** explored the **Doll festival (Hina Matsuri)** in the last week of Term 1. As part of **Finding Out** about the **Doll festival**, we engaged in ‘**stimulating curiosity through new experiences**’ by **viewing an authentic set of Hina dolls** and **describing** what we see and notice. We also listened to a reading from the text “**Japanese Celebrations**” by Betty Reynolds. As **thinkers**, we **made our thinking visible** by **illustrating** what we observed.



In **Foundation, Year 1 and Year 2**, we will begin to **explore words** for shapes in Japanese. As **learners**, we will **Find Out** about shapes through **singing a song**. As **collaborators** and **thinkers**, we will **consolidate our understanding** through playing a game in which we **identify shapes**.

In Year 3-4 will, as **learners** and **inquirers**, we will begin to explore **how to communicate our school year level** in Japanese. As **learners**, we will **activate our prior knowledge** about **counting numbers from one to ten** as we practice these new words. We will also **identify** how we use **the counter word “nensei”** to express our year level in Japanese. As **collaborators**, we will **play a game** in which we **roll a dice** and then **use the number rolled to communicate our year level** in Japanese.

In Year 5-6 we will, as **learners** and **inquirers**, begin to explore **how to communicate our age** in Japanese. We will **watch a video** about how to communicate our age in Japanese and **identify** how we use **the counter word “sai”** to express our age. As **learners**, we will **activate our prior knowledge** about **counting numbers from one to twenty** as we watch this video and practice these new words. As **collaborators**, we will prepare to **play a game of bingo** by **labeling each square with the age from one to sixteen** in Japanese characters. We will identify how we use both **kanji characters** and **hiragana characters** for this purpose.

Visual Art

Foundation – Year Two

“Creativity is inventing, experimenting, growing, taking risks, making mistakes, and having fun.” – Mary Lou Cook

As **researchers and inquirers**, this term we will explore the art medium of **modelling**. We will have the opportunity to **explore** a variety of **materials** such as **aluminium foil, playdough, and clay**.



As **artists** we will **explore** different ways to **create** sculptures with these materials and **experiment** with different **techniques** and the **skills** of **selecting, changing, arranging,** and **joining** materials. As **thinkers** we will consider how to decorate our **sculptures** by adding other materials such as fabric, paper, and feathers.



Sustainability

“LAUDATO SI’, mi’ Signore” – “Praise be to you, my Lord”. In the words of this beautiful canticle, Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us. “Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs”. (Laudato Si #1, Pope Francis)

Throughout term 2, we will continue to **cultivate a sense of responsibility and environmental stewardship** among children through a collaborative approach that involves them in various **sustainable practices**. This hands-on involvement not only **enriches their understanding of the ecosystem** but also **builds child agency**, instilling in them the values of teamwork and **care for our planet** in an **authentic context**. By engaging in tasks such as **recycling, composting, weeding, planting, and harvesting**, students gain practical knowledge and skills that fosters a connection with nature that is both nurturing and educational.

As we begin to **think** about **waste**, we will open a window to see what happens to the things we no longer **need or want**. We will **inquire** about and into what other options there are and **identify** that **landfills** are not the only destination for our waste. Reducing waste that heads to landfill is something we can all help with, and there are lots of ways to do it.

As a Catholic Dialogue School, being **"Responsible Stewards of Creation"** and caring for our **"Common Home"** means we recognize the Earth and everything on it as a **gift given to humanity from God**. As such we have been given the **responsibility of protecting it**. It's about understanding that our actions have an impact on the planet and making choices that help keep it healthy and beautiful for all living things, now and in the future. This includes not only **reducing waste** but also protecting natural habitats, conserving water, and using energy wisely. It's a way of living that shows **respect and appreciation** for the incredible world we share, ensuring it remains a vibrant, nurturing home for generations to come.

Term Two Dates 2024

Monday 15 th April	Term Two begins 8.50am
Tuesday 16 th April	Year 5/6 1 & Year 5/6 2 Toolangi State Forest
Wednesday 17 th April	Year 5/6 Lady Northcote Camp information night – 7pm Mother Teresa PS
Thursday 18 th April	Year 5/6 3 & Year 5/6 4 Toolangi State Forest
Friday 19 th April	School Tours 2025
Thursday 25 th April	ANZAC Day Public Holiday
Monday 29 th April	School Tours 2025
Tuesday 7 th May	Mother's Day Stall First Eucharist Workshop – 7pm
Thursday 9 th May	Mother's Day Open Morning and Morning Tea
Wednesday 15 th – Friday 17 th May	Year 5/6 Camp – Lady Northcote
Saturday 18 th & Sunday 19 th May	First Eucharist Sign-up weekend
Sunday 19 th May	Pentecost Sunday
Thursday 23 rd & 24 th May	School Review
Thursday 30 th May	Online Webinar with Dr Jodi Richardson
Wednesday June 5 th	School Photo Day
Monday 10 th June	King's Birthday Public Holiday
Sunday 16 th June	First Eucharist Celebration – Our Lady's Church 2pm
Friday 28 th June	Term 2 Ends

The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings.

Parenting in an Age of Anxiety: What You Need to Know

Dr Jodi Richardson; B.Ed., B.App.Sci (Hons), PhD (Medicine)

Families all over Australia are asking the same question: Is the anxiety my child or teen is experiencing a problem? It's an important question to ask, and one I've asked in my own home too. However, it's not a question easily answered without understanding what anxiety is, why it feels the way it does, and how to differentiate between normal anxiety and anxiety that's becoming problematic. Armed with key insights, we're well-equipped to make decisions about whether our child or teen needs extra help.

What is Anxiety?

Like disappointment and joy, anxiety is a feeling. It surfaces when we encounter stressful situations. For children, that could be speaking in front of the class, trying something new, or being approached by a stranger. Anxiety serves as a protective mechanism, alerting us to possible danger, and fluctuates with the onset and end of stressful events or situations. However, for some children, anxiety is frequent and extreme. Excessive, persistent fears and worries prevent them from engaging in everyday activities such as attending school, socialising with friends, participating in extracurricular activities, or trying new things.

Why Does it Feel so Awful?

When the alarm in our brain detects a potential threat, our body is powered up for fight or flight. Changes in heart rate, breathing rate, blood flow, digestion, vision, body temperature control, and more can feel uncomfortable and, at times, overwhelming. Whether the threat is genuine danger or a safe but challenging situation, the body and brain respond similarly.

It Makes Sense that Kids and Teens Don't Like This Feeling

These sensations in response to a potential threat feel distressing for many kids and teens. They don't like it, they want the feelings to stop and many end up avoiding situations where these feelings arise, the great majority of which are safe. Teaching kids and teens about anxiety and why it feels the way it does empowers them to understand these sensations, notice and name how they feel, and think differently about what they'll do next.

When Do Children or Teens Need Extra Help?

Remember, normal anxiety rises and falls with the coming and going of a stressful situation.

Monitor the duration and intensity of your child/teen's anxiety, and the impact it's having on day-to-day life. Pay specific attention to whether or not their anxiety:

- Persists for an extended period, lasting weeks or months
- Is disproportionate to the situation or triggers
- Interferes with their daily life

If anxiety is beginning to impact your child's daily life or your family's routines, seeking help is crucial. The earlier the better. Start by making an appointment with your family doctor

Supporting Your Child/Teen at Home

Our role as parents is to provide a nurturing environment where our children feel safe expressing their emotions. Responding to their challenging emotions with empathy and understanding is a powerful way to respond. Make time to talk, listen, and validate. Embracing the motto "all feelings are welcome" can foster a supportive family atmosphere. Seek guidance from your family doctor for additional support and advice.

Need More Help?

Go to <https://drjodirichardson.com/> for supporting resources.

Listen to: [Well, hello anxiety with Dr Jodi Richardson](#)

Genuinely helpful episodes:

[#45 Empowering Anxious Kids](#)

[#46 Anxiety Can't Hurt Us](#)

[#73 Parenting Anxious Kids & Teens](#)

[#93 Setting Up Anxious Kids for Long-Term Success](#)



Bringing up Great Kids

This parenting program is a mindful parenting program which gives parents the skills to slow down and respond to children in a calm and relaxed manner, leading to less stress in their lives and positive changes in their children's behaviour.

The BUGK program supports parents as they explore what influences their parenting practices and the messages they are passing onto their children.

DATE: Tuesday 30th April - 4th June 2024
TIME: 10.00am - 12.00pm
WHERE: Janefield Community Centre, 2 Manchester Crescent, Bundoora
COST: This session is free of charge but registration is essential
BOOKINGS: Bookings and enquiries to Parentzone Northern: 03 8641 8900 or Email: parentzone.northern@anglicarevic.org.au



anglicarevic.org.au

PARENTZONE
KIDS FIRST

BETTER TOMORROWS



DISCOVER MERCY OPEN DAY

Sunday 26 May 2024 10.00am

Monday 27 May 2024 9.30am and 6.00pm

Book online at mercycoburg.catholic.edu.au/discover-mercy



**ANZAC DAY
COMMEMORATIVE SERVICES
25TH APRIL 2024
CRAIGIEBURN
DAWN & MORNING SERVICES**



LOCATION:	CRAIGIEBURN ANZAC PARK NORTH-EAST CORNER (OFF WINDROCK AVENUE)
CONDUCTED BY:	CRAIGIEBURN WAR MEMORIAL AND REMEMBRANCE COMMITTEE MEMBERS – Officially a Friends of the RSL organisation
SERVICE FORMAT:	RSL ANZAC DAY COMMEMORATIVE SERVICE
SERVICES:	DAWN SERVICE - 5.45 AM FOR A 6 AM START MORNING SERVICE - 9.45 AM FOR A 10 AM START
SERVICE DURATION:	45 MINUTES

ANZAC Day Commemorative Services (Dawn and Morning) will be held at the Craigieburn War Memorial, located in the North-East Quadrant of ANZAC Park – near the corner of Windrock Avenue and Marathon Boulevard, Craigieburn (Melway: Map 386 Grid G6)

The services will provide the opportunity for the local community to remember those Australian men and women who served their country during times of conflict and to especially honour those who made the supreme sacrifice.

The ceremonies will be conducted by RSL Sub-Branch member(s) and will be hosted by the Craigieburn War Memorial and Remembrance Committee (CWMRC) – which holds official Friends of the RSL status. Attendees are encouraged to bring a small floral tribute (twig of wattle, rosemary or other flower) in memory of a relative, friend or other loved one, for placement at the memorial during the service.

WEARING OF MEDALS:

Recipients of medals and awards are encouraged to wear the full size versions in accordance with the protocols of the Australian Honours and Awards system. Family members are also encouraged to wear the medals of passed love ones – these are worn on the Right Hand side.

For further information phone: Kevin O'Callaghan on 0400-511-188 or email: contact@craigieburnwarremorial.com or website: <https://craigieburnwarremorial.com/>



**INFORMATION NIGHT
FOR 2025
PROSPECTIVE
YEAR 7 STUDENTS**

WHEN:

**Wednesday 17th April
2024 @ 5:30pm**

WHERE:

Meet at Main Gym

**2-30 Hampton St,
Craigieburn, 3064**

Featuring:

- College tours
- An opportunity to learn about our Specialised programs and talk with current MRC staff
- BBQ sausage sizzle

Please register your interest using the QR code



CONTACT US

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