

# Lockwood South Primary School



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6th August 2025

Family Name \_\_\_\_\_

6th 八月 2025

## Curriculum Day

Yesterday teaching staff and Student Support staff attended The Resilience Project seminar.

During this event, Hugh van Cuylenburg and Martin Heppell shared heartfelt stories of the incredible people who have inspired them—and The Resilience Project's mission to bring joy to millions of Australians. Staff gained access to the latest evidence-based learning activities, resources, and tips, along with practical strategies to support their own wellbeing and empower them to improve your students' mental health.

## Reminder School Nurse

A reminder to prep parents to return completed School Nursing Program forms prior to this Friday 8th August.

## The Super Science Circus Show

The Super Science Circus Show will be performing science experiments in a fun filled show at our school on Wednesday 13th August. The cost for this is covered by the minor excursion fee.

### August

Friday 8	School Nurse Visit
Wednesday 13	Science Incursion
Tuesday 19	MARC -book week
Thursday 21	Smile Squad visit
Friday 22	Smile Squad visit
Monday 25	Responsible Pet visit

### September

Tuesday 2	MARC Van
Friday 5	Spring Sports
Tuesday 16	MARC Van
Friday 19	Last Day Term 3

### DIRECT DEBIT DETAILS:

BSB: 063-093 ACC: 10001776

MUST REFERENCE NAME & PAYMENT

FOR. Eg: uniforms, OHSC

YOU ARE  
**Braver**  
THAN YOU BELIEVE,  
**Stronger**  
THAN YOU SEEM, AND  
**Smarter**  
THAN YOU THINK.



CBCA Book Week Celebrations at **Lockwood South** are on

**Tuesday August 19<sup>th</sup>**

We will have a parade in the morning followed by a day of book fun! Dig through the dress up box and come as your favourite character. Sue Gentry



## OSHC

Due to commitments there will be **NO** after School care on **Monday the 1st or Tuesday the 2<sup>nd</sup> of September.**

*Thank you for your continued support of Lockwood SOUTH Adam Torney*

*Personal Best - Mutual Respect - Caring - Community*





Hakea Classroom-Abby

For displaying the strength of Perseverance

which demonstrates our school value of Achievement

Congratulations Abby on being this week's Star of the Week. You have worked hard in your uFLI lessons and completed all your independent work in the time frame. I have been very pleased with the way you are approaching your subtraction work and diligently using your number line, modelling your work and writing your sums. Keep up the great work Abby!

Wattles Classroom—Mingming

For displaying the strengths of Curiosity.

which demonstrates our school values of Striving.

Congratulations to Mingming for demonstrating the strength of Curiosity by settling in so well to our school and always putting in his best effort in all activities.

Well done, Mingming!

Wattles Classroom—Yaoyao

For displaying the strengths of Curiosity.

which demonstrates our school values of Striving.

Congratulations to Yaoyao for demonstrating the strength of Curiosity by settling in so well to our school and always putting in his best effort in all activities.

Well done, Yaoyao!



Excellent Care. Every Person. Every Time.



### **The Smile Squad free school dental program is coming to our school**

The Smile Squad team from Bendigo Health are coming to our school soon.

Smile Squad is the Victorian Government free school dental program.

This means ALL students can get a free dental check-up, preventive services, and treatment at school.

#### **How to access free dental care**

We need your consent before we can provide services. Consent is usually provided by a parent or guardian.

Sign up to Smile Squad at: <https://bit.ly/smilesquadvic>

OR use the below QR code:



Paper copies of the consent form are available. Please contact the school office if you would like to request one.

The electronic consent form can be translated into more than 100 languages, and the paper form is currently available in 13 languages.

#### **Smile Squad oral health packs**

All children deserve a healthy smile, and the Smile Squad free school dental program is working hard to help make sure this happens.

Your child(ren) will soon receive a free oral health pack to bring home. The pack contains a toothbrush, full sized toothpaste, and an oral health brochure. Please take the time to read the brochure. It's full of helpful hints and tips to help your whole family eat well, drink well and clean well – for life.

#### **Standard strength toothpaste**

Smile Squad provides standard strength fluoride toothpaste that is generally used by ages six and over, unless recommended by a dental or trained health professional.

If your child is under six, please talk to a dental or trained health professional to find out if your child might benefit from using this toothpaste. You can also choose to put the toothpaste away until they turn six or give it to someone else in your family to use.

#### **Do I need to attend my child's appointment?**

No, you do not need to attend your child's appointment. You can attend if you would like to, and you can take your child to the community dental clinic if you prefer.

## Responding to Anxiety in Children: What you can do as a parent

By Michael Hawton, Child Psychologist (MAPS) and [Parentsshop](#) founder.

Professor Patrick McGorry's Commission into the mental health crisis facing our young people highlights several factors contributing to the current mental health crisis among Australian youth. Social media exposure, climate anxiety, and what they term "global megatrends" are creating unprecedented pressures on developing minds.<sup>1</sup> As parents, you're navigating uncharted territory—our children face challenges we never encountered at their age.

This reality means we need to be more vigilant than previous generations about recognising early warning signs. The old approach of "they'll grow out of it" is no longer sufficient when dealing with the current epidemic of childhood anxiety.

Here's where I want to emphasise something crucial: research shows that when significant adults in a child's life learn how to respond appropriately to anxiety, their intervention can be as effective as professional psychological treatment for mild to moderate anxiety levels.<sup>1</sup> This means that as parents, you have more power than you might realise to help your child develop coping skills. However, many parents hesitate to intervene because they worry about being "mean" or making things worse. This is misguided thinking. Teaching children to challenge anxious thoughts and face manageable fears isn't cruel—it's essential preparation for life's inevitable challenges. As I often say, it's better to prepare the child for the road rather than the road for the child.

### Red Flags That Warrant Professional Help

While many children can manage anxiety with family support, certain warning signs indicate the need for professional intervention:

- Anxiety that persists despite consistent family support and doesn't improve over several weeks
- Severe avoidance behaviours that significantly disrupt school attendance or family functioning
- Physical symptoms such as chest pain, difficulty breathing, or panic attacks
- Any mention of self-harm or suicidal thoughts
- Anxiety that's accompanied by depression, eating disorder behaviours, or substance use.

The goal isn't to eliminate anxiety entirely—that's neither possible nor desirable. Instead, we want to help children develop what I call "robustification" skills. This involves teaching them to recognise anxious thoughts, question their validity, and develop practical coping strategies.

Start by helping your child understand that anxiety is a normal human emotion that everyone experiences. Normalise the feeling while teaching them that they don't have to be controlled by it. Encourage problem-solving rather than avoidance and model calm responses to stress in your own life.



Create predictable routines and environments that foster a sense of security, whilst gradually exposing your child to manageable challenges that build confidence. Remember, building resilience is like strengthening a muscle—it requires consistent, progressive effort.

Given the scale of the mental health crisis documented by McGorry and his colleagues, we can't afford to wait for symptoms to become severe before acting. Early recognition and intervention are our best tools for helping children develop the resilience they'll need to navigate an increasingly complex world.

As parents and community members, we have a responsibility to become more skilled at recognising anxiety in children and responding effectively. This isn't about creating a generation of anxious parents, but rather about equipping ourselves with the knowledge and tools needed to support our children's mental health in challenging times.

By learning to recognise anxiety early and responding with appropriate support for your child, we can help reverse the troubling trajectory that McGorry's research has identified and give our children the tools they need to thrive.

#### References:

1. McGorry, P.D., Mei, C., Dalal, N., et al. (2024). *The Lancet Psychiatry Commission on youth mental health*. *The Lancet Psychiatry*, 11(9), 731-774.

2. Creswell, C., Parkinson, M., Thirwall, K., & Willetts, L. (2017). *Parent led CBT for child anxiety*. Guilford Press: New York.

- Healthdirect Australia: <https://www.healthdirect.gov.au/anxiety-in-children>
- Royal Children's Hospital Melbourne: <https://www.rch.org.au/anxiety/>
- Parents' Shop Parent resources: <https://www.parentshop.com.au/for-parents/>
- Australian Psychological Society – Find a psychologist: <https://psychology.org.au/find-a-psychologist>

Commencing in Week 5, students will be participating in Respectful Relationships Education (RRE). RRE explicitly supports the prevention of gender-based violence. Gender based violence is any form of violence targeting a person based on their gender or gender presentation. It includes any act that results in, or is likely to result in, physical, sexual, psychological, financial, cultural or spiritual harm or suffering to someone.

#### What is Respectful Relationships Education?

RRE builds awareness of the ways gender norms can limit people's interests, opportunities and life choices and how they can lead to the endorsement of discrimination and violence. Students develop an awareness of what respectful, equal and nonviolent relationships can look or sound like in different contexts. Students learn the skills people need to relate with others in respectful ways, to assert their rights to be respected and to seek help for themselves or others if subjected to discrimination or interpersonal violence.

Consent education, for younger children includes an age-appropriate focus on what it can look or sound like to ask for permission or consent, to refuse permission or consent and to understand that consent can't be obtained by pressuring people to do something they don't want to do. It also includes learning activities that support prevention of child sexual abuse, via teaching about bodily autonomy, body boundaries, the difference between 'safe' and 'unsafe' secrets and the importance of seeking help from trusted adults if their 'early warning signals' are sending a message that they might not be safe.

#### Why is it mandated by the Department of Education?

- 22% of women and 6.1% of men have recorded experiencing sexual violence since the age of 15
- 11% and 3.6% of men have recorded experiencing sexual violence before the age of 15
- 1 in 4 women and 1 in 14 men have experienced violence by an intimate partner since the age of 15

By teaching students how to recognise warning signs, speak up for themselves and challenge stereotypes with age-appropriate tools and resources, students learn to value and show respect for diversity and difference and to learn how to apply these attitudes within respectful relationships.

Teaching resources are readily available for viewing on the Schools Victoria website. Students in the junior room will be focusing on the activities in the 1/2 level manual and seniors will be focusing on activities in the 3/4 level manual. After the sessions, I highly encourage parents to have conversations with their children at home surrounding the topics covered in class.

If you have any questions, concerns or queries around the topics, please feel free to contact Stacey our MHWL at school.

#### OSHC

This week in OSHC, we have built build-ings and castles using the pink and purple coloured lego bricks.



We have also played

games of Jenga, Charades and Monster Crunch. Our art activity has been mindfulness colouring.

When outside, we have been playing skipping games and baseball under the undercover area, and practising our footy skills on the oval.

Please let me know if you need your child to be in **either before or after school care**.

Due to commitments there will be **NO** after School care on **Monday, the 1st or Tuesday, the 2<sup>nd</sup> of September**.

**Breakfast Club, has now begun and will be offered every Tuesday, Wednesday and Thursday to the second last week of term.** Thankyou Sue Stewart



**Happy Birthday to Mrs. A.**

#### **Scholastic Book Club**

Issue 5 was sent home on the 28th July.

Orders can be processed through LOOP or placed through the school by bringing

orders, with money to the school office. Please **return to the school office by Monday 11th August** Thankyou Jo Egan





# Gymnastics





