

MPS WELLBEING NEWSLETTER



JUL
2026

TERM 3

Welcome back to Term 3! We have lots of fun activities happening this term such as Swimming Week, Book Week and various sport carnivals which can be great for some but also a very stressful time for some. That's why this edition of the Wellbeing Newsletter is focusing on **Anxious Feelings/Worry**. There are many sources of information online around anxiety in children, but it's important to note that anxiety can present in different ways and some amounts of stress, worry or anxiety can be helpful but managing it is the key for children. That's where parents, adult family members, peers and teachers can help to a certain level. Sometimes, anxiety requires a visit to the GP, medicinal or therapeutic support.

Websites like [Royal Children's Hospital](#), [Raising Children](#) and [Emerging Minds](#) have helpful and accurate information to help build your understanding around these types of feelings. The next page provides a summary of actions/prompts that the child, teacher and parent/carer can do when supporting anxiety or trying to reduce anxiety.

2026 Wellbeing Team

Mrs Lindsey White (Mental Health Wellbeing Leader)
Miss Moyra O'Donoghue (Wellbeing Support)
Chelsie Nickson (Wellbeing Support)
Mrs Melissa Patching (Disability Inclusion)
Miss Bridget Gallagher (Health & PE Teacher)
Marc (Chaplain)



Wellbeing Diary Dates

Term 3

- Bullying No Way Week 17th - 21st July
- RU OK Day - September 10th

What has been happening?

NAIDOC WEEK

NAIDOC Week typically occurs during the winter school holidays but can be acknowledge outside this period. NAIDOC Week this year celebrated the theme '50 Years of Deadly' which marks the milestone of five decades of the official NAIDOC Week celebrations honouring the strength, resilience, and excellence of Aboriginal and Torres Strait Islander communities.

BULLYING NO WAY

Week 6 is Bullying No Way Week. This week long event is another opportunity to help our students understand what bullying is and a reminder about how we can treat each other with respect. Teachers will be conducting

RU OK? DAY

10th September (Week 9) is RU OK? Day. A day where we encourage, model and value the importance of checking in on others and to do it not just on this day. Try to practise checking in on others now - no need to wait until the day!

NOTE TO SELF

YOU ARE DOING THE BEST YOU CAN

YOU ARE WORTHY AND LOVABLE

IT'S OK TO ASK FOR HELP

YOU ARE CAPABLE OF AMAZING THINGS

YOUR BOUNDARIES ARE IMPORTANT

YOUR FEELINGS ARE VALID

IT'S OK TO START OVER AND TRY AGAIN

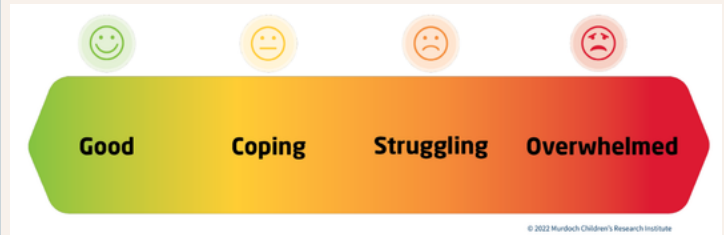
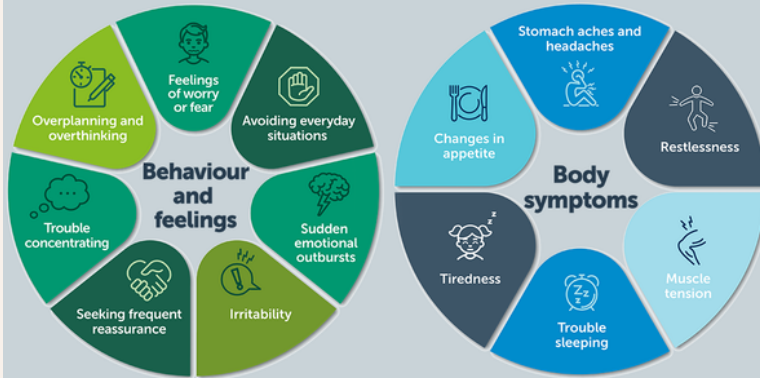
YOU ARE ALLOWED TO SAY NO

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Signs of Anxiety



How to help anxious feelings?

PARENTS CAN

[MORE INFORMATION HERE](#)

- **Talk to your GP**
- **Online Parenting Programs:**
 - [Partners in Parenting Kids](#)
 - [Triple P Parenting - Fearless Course](#)
 - [The Brave Program](#)
 - [Cool Kids](#)
- Keep up daily and consistent routines
- Model good coping for normal experiences of anxiety
- Validate their worry, but limit reassurance
- Gently encourage your child to do what they feel anxious about
- Build your child's skills and confidence to cope
- Encourage them to be physically active and practice self-care
- Moderate access to news and social media
- Help them learn how to relax and manage stress
- Acknowledge and praise their efforts and progress at facing new or challenging things
- Help your child challenge anxious thoughts

STUDENTS CAN

- Learn through **Respectful Relationships** and regular conversations, students are taught the importance of 'Help Seeking', 'Positive Coping', 'Problem Solving', 'Stress Management' and 'Emotional Literacy'.
- **Ready to Learn Scales** - helps students gauge their readiness to learn and implement strategies to help them get ready to learn (eg. breathing, snack)
- **Ask for help** verbally or non-verbally with a trusted adult or peer at school.
- **Physical activity** - games, sport, walking the dog etc.
- **Healthy eating**
- **Deep breathing**
- **Mindfulness** such as colouring or bird watching
- **Seek reassurance** from adults by asking questions.

TEACHERS CAN

- **Social Stories** - we provide various social stories to help explain different events at our school visually and with positive speak.
- **Classroom Huddles/Unit Meetings** help explain future events and open up a safe conversation for Q&A.
- Provide **brain/movement breaks** help students re-set or exert nervous energy.
- Deliver **Rights, Resilience and Respectful Relationships** (RRRR) lessons.
- Build **positive and trusting relationships** with students and parents.
- **Supports** such as allowing students watch and see how a new activity can be done and break it down into smaller steps, visual schedule (daily timetable), prior warnings, timers, visuals to support communication, predictable routines etc.