

# ***WELLBEING*** ***newsletter***

November 2024

## ***Hello Parents and Caregivers of GSPS.***

### **The Developing Brain**

A child's brain is still developing, and they interpret and see the world differently to adults.



#### **Intuitive thinking**

For example, children aged 2-7 can think about things symbolically.

Their thinking is intuitive (subjective views influenced by personal feelings, likes and dislikes) and **egocentric** (centred on the child's own view of the world) it's ALL about them!!! They can't make big decisions because their brain is not equipped for that.

#### **Concrete thinking**

Children aged 8-11 develop concrete thinking – they begin to think logically about concrete events. They love rules and often consider all things in the world to be black or white. During this stage, children also start thinking about how other people may think and feel (where EQ comes into play here at GSPS)!

#### **Abstract thinking**

It's only from about the age of 12 that children start to develop abstract thinking and can follow a logical argument without having to think in terms of specific examples.

Boundaries and rules are important as they're still developing the prefrontal controls around impulsivity, learning to manage emotional reactions, decision-making, and problem-solving. Keep in mind your child's unique developmental stage and what is an appropriate level of choice for them to have.

At school we usually give a 'this or that' option and that's it, more choices can lead to no decision making!

### **Setting The Scene**

At some point in their schooling years most children will say 'I don't want to go to school today'. It may be because they are tired or feeling a bit 'off', a friendship issue or a subject they don't particularly like.

It is in these moments that we role model the ability to be resilient and open our window of tolerance to feeling uncomfortable.

- Acknowledge their statement and feelings.
- Be curious about what they believe is the reason why? Try not to predict it for them. If they say 'not sure' that's ok, let them know sometimes we don't always have an answer for how we are feeling.
- Encourage open conversation (do a lot of listening!!) about what they are liking at the moment and not liking - this is ever changing as they grow and change from week to week.
- Sometimes without realising we can set the tone for making issues bigger than they are - observe the questions you as the parent are asking, they may have a negative bias to them, e.g. what happened at school today? When this is the first question asked, kids feel like they need to have a response of some description.

If you reword the question to 'What was a great part of your day?' you will set a positive tone, then you can lead into other concerns your child may have.

Our natural instinct is to look for the evidence to support the narrative we have in our heads; our goal is to help our children find the evidence for the great things that are happening in their lives and flip the narrative.

- When they let the issue go, you too have to let the issue go too. Kids move on from social conflict quite quickly.
- Help your child look for the 'silver linings', if they say, 'my friends aren't there today', you can respond with 'this is an excellent opportunity to get to know others today and they get to spend some time with you'.

## Community Stakeholders / Family Workshops

Raising young people is rewarding and challenging. We have Families, friends, schools, clubs and community stakeholders that will collaborate to share ideas, and advice. There are many support networks within our community to support and guide families.



Check out some of the following community stakeholders and their tips and ideas for raising young people:

- The Resilience Project Parents HUB - [Free, Positive Wellbeing Tips at Home - TRP@HOME](#)
- Catholic Care Parent/ Carer Workshops [Workshops - CatholicCare Victoria](#)
- Family Care Connect Parent/ Carer Workshops [Child & Family Support Services - FamilyCare](#)
- The Orange Door - [The Orange Door | orangedoor.vic.gov.au](#)
- The Orange Door offers support in the space of wellbeing and safety for families.

## EQ - Proverb 'Have sound and good reasons for the things you say and do'.

We teach this EQ proverb to our students to encourage them to show respect for themselves and for others in the way they speak and the actions they take. At times social conflict arises in the

classroom and in the yard. We teach students how to harness the capacity to seek help, take a breath, walk away, think about the situation and have some space before they address the issue.



## Gratitude Chat

As we approach the end of the year it's important to reflect and appreciate all the good things we have in our lives.

Gratitude is a powerful emotion that can be expressed by being present and thankful for those around us. To show gratitude is the quality of being thankful, having a readiness to show appreciation and to return kindness.



This makes me think of Christmas which is coming... and coming fast! Which means the season of giving. It's also important to realise you can give plenty from your heart as well as physical gifts to express your love for your nearest and dearest. As we come into this holiday period it is important to remember the foundation of who we are.. and that we can be grateful for all the little things in our lives that get us through the day.

Miss Pruden conducted a little interview, a "gratitude chat" if you will, across the school community to hear what staff and students at Guthrie St are grateful for! This might give some perspective and spark some feelings of gratitude and appreciation in you.

**What are you grateful for? Tell me two things that you are grateful for every single day.**

**Mr B:** My girls - Carmel, Eliza and Lucy! Surrounded by these 3 make my day!

**Mrs Grumley:** Self Care - I appreciate time to read a good book!

**Mr Wright:** My family is my rock, especially my wife Bobbie and our two little ones, Nash and Kenny. No matter what the day brings, knowing I get to come home to them is something I'm so grateful for. There's nothing like the smiles on their faces when I walk through the door.

**Miss Wright:** Being able to facetime my family and friends that live far away and see their faces.

**Miss Newey:** My good friends and colleagues for supporting and sharing laughs.

**Foundation students:**

Ruby C: Going to school every day.

Scarlett: I am grateful for my teacher.

Harry D: Grateful to have a friend.

Henry Y: I am grateful for my little brother because I can always play with him.

Jessikah: I am grateful to have a house.



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## Guthrie Street Primary School

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