

St Bernadette's Catholic Primary School June 2018 Newsletter



Principal's Message - Mrs Joanne Webster

IMPORTANT DATES

St B's Got Talent Yr 3 & 4 Auditions
Thursday 31st May, Monday 4th
& Thursday 7th June 11.15am

School Nurse Visiting
4th June - 8th June

PUBLIC HOLIDAY
Monday 11th June

ANNUAL SCHOOL CONFERENCE
14th & 15th June—NO SCHOOL

St B's Got Talent Finals
Monday 18th June 11.15am

**Yr 6 Transition Community
Conversation Night**
7pm Wednesday 20th June

**Yr 4 & 5 Parent Info Session for
Secondary School**
3.30pm Monday 25th June

Learning Conversations
NO SCHOOL
Thursday 28th June

Last Day of Term
Friday 29th June Finish 1.00pm

Term 3 Starts
Monday 16th July 8.45am

Dear Families,

As we enter the month of June, and the cooler weather descends upon us, we take time to reflect on and celebrate the learning and teaching the students and staff have participated in and contributed to, in all areas of the curriculum, over the last 5 months. The teachers are currently in the process of composing and constructing the Semester 1 reports, highlighting the student's achievements in learning. In the coming weeks I have the privilege of reading each student's report, giving me an overall picture of each individual child's learning this semester: the academic, social and emotional, faith formation, and physical growth and progress made.

Student attendance at schools has become an area of focus and review for the Victorian Government. To ensure the safety and wellbeing of all students, parents or guardians, will be responsible for contacting the school on the day of an expected absence to inform or provide the school with an explanation for absence. This must be done prior to the commencement of the school day. In the event that the parent or guardian does not contact the school, the school will attempt to contact the parents or guardians that morning. In the first instance this will be done via an automated message. Where no response is received by the parents or guardians that morning, a subsequent phone call will be made to seek an explanation. In the event that contact cannot be made with the parents or guardians the school will attempt to communicate with the emergency contact nominated on the student's file.

Where there is no response and there are concerns for the safety and welfare of the student contact may be made with the Victorian Police. This process is legislation and will be effective as of Term 3. Therefore, it is imperative that the school has up to date and current contact numbers and emergency numbers. We will send a letter to families before the end of the term explaining this process and how the school may support the families with this. Our partnership with you, the families, is crucial to this process working for the safety and welfare of our students.

The finalised copy of the 2017 Annual Report to the School Community, may be now found on the school website. This report is written annually by the Principal, myself and outlines the school's priorities, achievements, and opportunities for growth in 2017 and beyond.

Last week we celebrated Pentecost Sunday, a significant event which marks the beginning of the Church. The story of Pentecost is found in the Acts of the Apostles and recounts how the disciples were given the gifts of the Holy Spirit, to share and spread the good news of the gospels within their communities and beyond.

As we too celebrate Pentecost Sunday, let the Holy Spirit work within and amongst us, so we too may spread Jesus' message in our words and actions and as we pray:

Enter my heart, O Holy Spirit, come in blessed mercy and set me free.

Throw open, O Lord, the locked doors of my mind.

O Holy Spirit, very God, whose presence is liberty,

grant me the perfect freedom to be your servant

today, tomorrow, evermore. Eric Milner-White



Staff News

Ms Kate Bucovaz, the Science teacher has taken leave early, and as such I would like to announce that Ms Laura Fragopoulos will take her place beginning on Monday 28th May. Laura was the Year 4 teacher last year and we welcome her back. We keep Kate in our thoughts and prayers.

Staff News Cont.

Ms Renee Cassar, will also take Maternity Leave beginning in Term 3. We wish her all the very best as she embarks on motherhood. Ms Kim Nguyen has been appointed the Mathematics Leader and co-teacher P-6, in her absence and Ms Sarah Overman has been appointed the Student Wellbeing Leader. She will share the role of teacher in 3O with Ms Mary Attard.

We thank them all in advance for their ongoing commitment to the school community.

The following staff will take Long Service Leave in June: Ms Kim Nguyen, Mrs Carmel Mosele and Mrs Kerrie Macuz. We wish them all well as they take time to renew and rest.

School News

Hep A Vaccination

Thank you to all families for their prompt response to the Hep A Vaccination and for working with the school to implement this process. It is recommended that a second Hep A vaccination be given 6-12 months after the first to provide ongoing immunity for up to 20 years. This vaccine will not be covered by the Department of Health and costs approximately \$50.

If you have any questions please do not hesitate to contact the school or Sunshine City Medical Clinic.

Prep Enrolments 2019

Enrolments for Preps 2019 will close soon. Enrolment applications are available from the School Office. A non-refundable \$50 Enrolment Fee is payable with each new family's application. Parents are also asked to provide copies of: Baptismal Certificate, Birth Certificate and Certificate of Immunisation Status for Primary School Enrolment. Interviews and school tours will be conducted with the children and parents, from late April to end of June. If you have any queries please call our school office on 93118872.



Capital Works

At last, the building works have come up out of the ground and as you may now see, we have the steel framing in place, shaping the roof line for our discovery centre. The new flooring is now in place throughout the building, framing for storerooms completed and the pop outs and decking for the learning spaces along the Willey Street facade are beginning to take shape.

School Closure Days for June

As mentioned in the last few newsletters, the School Closure Days for the month of June are: **Thursday 14th June and Friday 15th June**. The staff will be at a school Conference learning about the Berry Street Educational Model. This will be offsite, so please place in your diaries.

Principal's Book Club

Principal's Bookclub will be held on **Thursday 21st June @ 3:00pm**. Parents and toddlers are invited to come along and listen to a story being read by the Principal, Mrs Webster and then take the book home. We look forward to seeing you there.



Student News

Assessment and Reporting

On Thursday 28th June, the students and teachers will share and celebrate the achievements made so far this year and discuss the opportunities for future learning for the second half of the year, through the Learning Conversations. We have decided to use an online Parent Interview booking system to allocate times for this conversation. If you need support to book a time please ask at the Office. We look forward with great anticipation to seeing you at the Learning Conversations, which will be held in Pioneer's Hall.

St B's Got Talent Term 2: Year 3 and 4

St B's Got Talent is an opportunity for students to showcase their talents in the Performing Arts whether it be singing, dancing, or playing an instrument. Throughout this year all students will have this opportunity. This term the students in Year 3 and 4 will lead this fun filled event and have the opportunity to submit an item for audition. The School Captains, Vice Captains and Senior SRC students will host this event and all students will be invited to attend. All families are also invited to auditions and finals on the following dates and times:

Student News Cont.

Years	Dates	Time	Event	Venue
Year 3 and 4	Friday 25 th May		Student performance submissions close	Admin
	Thursday 31 st May	11:15-12:00	Auditions with Mr Zeinstra	
	Monday 4 th June	11:15-12:00	Auditions	Outdoor Stage
	Thursday 7 th June	11:15-12:00	Auditions	Outdoor Stage
	Monday 18 th June	11:15-12:00	Finals	Outdoor Stage

Victorian Premier's Reading Challenge

The Premier's Reading Challenge is full steam ahead at St Bernadette's! With lots of books to be read the possibilities are endless! You may be enjoying Charlie's adventure in the Chocolate factory or engrossed in Max's journey from Where the Wild Things Are or are you waiting with anticipation for the next spider message from the book of Charlotte's Web? Whatever the story it's always a very exciting time so remember to head to our library and keep the Challenge alive! What will your next adventure be?



Social Justice Action

On the 4th of May, the Social Justice Leaders went to Christ the King Primary School to participate in the Kidsview Conference run by Bahay Tuluyan. Together with students from other schools, the students heard about how fortunate we all are to have a roof over our head, a bed to sleep in and food in our fridge. We learnt about how important it is that all people are treated with dignity and respect and that all children should be able to have an education. This does not happen in many countries.

Henry Le

I learnt that if you give a man a fish, you feed him for a day, if you teach a man to fish, you feed him for a lifetime. What this means is that we need to provide people with food and day to day needs but it is even more important that we teach people skills that they need to live an independent life. I think this saying is very powerful since it could relate to so many people and people could use this to influence others. I think I can spread this word and tell people about the quote since it might change the way the audience think and act in their everyday life.



Social and Emotional Learning News

This term in Years Prep to Six, our big SEL/Inquiry question is: *How can we ensure the safety and happiness of ourselves and others?* This is part of our work in Child Safety, giving children a voice and educating them to keep themselves and others safe. Within these units we are unpacking many of the lessons from the Resilience, Rights and Respectful Relationships curriculum (this can be found online) through an inquiry methodology. So far this term we have covered:

Topic 1: Emotional Literacy— Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and the ability to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and builds self-awareness and empathy for others.

Topic 2: Personal Strengths—Children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. This topic aims to build this vocabulary and to use it when discussing personal, social and ethical challenges. Social and emotional learning programs which use strength-based approaches promote student wellbeing, positive behaviour and academic achievement.

We will continue to work through the topics provide you with more information as we go. If you would like further information on the specific content your child is or will be covering please see the classroom teacher.

Parent News

Nationally Consistent Collection of Data (NCCD) on School Students with Disability

The Nationally Consistent Collection of Data (NCCD) counts the number of students who receive additional adjustments or "help" at school because of a disability. Students need different types of help at school, and the help given by the government, in the form of funding, to support schools is determined by the level of adjustment needed by the student. As such, the school needs to work with families to understand the needs of each student. It is helpful if parents give teachers copies of any letters or reports they may have about their child and their learning or development. These letters may be from doctors, speech pathologists, psychologists, occupational therapists etc. These reports along with the information teachers gather, helps the school to understand and then meet the student's needs. In August of each year, the Principal must check the NCCD data, and provide this information to the Catholic Education Office. A letter of to inform families of this process has been attached to the newsletter.

Parenting News

This month's Parenting Ideas article is titled 'Secrets of managing boys' behaviour'. Michael Grose discusses how some boys can be behaviourally more challenging for parents and teachers due to their physical behaviour, their boisterousness and their tendency to push boundaries. In the article, Michael Grose offers some interesting and helpful tips for parents to best support and manage their boys to be the best they can be!

Cybersafety Tips-Protecting Personal Information

Here are some more practical tips to help you manage the use of technology at home. These tips are taken from the government website - <https://esafety.gov.au/education-resources/iparent>

Personal information Fact: 12% of 10 to 14-year olds share personal information online

1. Get your child on side with online privacy by exploring how their personal information can be used now and in the future.
2. If you have your own social media account, think about the types of photos and information you share. Do you post photos of your child that show details of their school, sporting club or other activities? Take the opportunity to review your own habits and model safe online behaviour.
3. Get involved—play along with your child to get a feel for how they are managing their online privacy in the gaming world. For more information on how to protect your personal information please use this eSafety link:

<https://www.esafety.gov.au/education-resources/iparent/staying-safe/protecting-personal-information>

Assembly Term 2

Assemblies in Term 2 are on **Wednesday at 2:30pm**. It will continue to be hosted by our very talented students. All families are invited to attend. We look forward to seeing you there this term.

Parents in Partnership Team

During May's Parents in Partnership meeting, lots of information was shared with us regarding FlexiBuzz, new Child Safety Compliance requirements by the school, the whole School Review that will be undertaken later next term and an update on Building works.

This month's Parents in Partnership meeting will be on Friday June 22nd, 2pm start. The agenda thus far includes: Principal's report, Playdate for mid-year holidays and discussing an Art Piece for a space in the new building.

These meetings are active discussions and we invite all parents to come along to hear about and contribute to what's happening within our school community. A reminder of the dates for 2018: June 22nd, August 10th, September 7th, October 26th and November 30th

We invite as many of you to attend and look forward to welcoming you all.



Nationally Consistent Collection of Data (NCCD) on School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or 'help' at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word 'disability' comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student's learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does word 'disability' mean in the NCCD?

In the NCCD the word 'disability' comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students who need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the child's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different in 2018?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each student. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the student and the help that they might need. Letters from doctors, psychologists, speech pathologists and occupational therapists etc. can be very helpful for schools. These reports, along with information that the teacher has (i.e. school based tests, your child's work and learning plans), helps the school to understand and meet the student's needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Changes were made to the law ([Australian Education Act 2013](#) and [Australian Education Regulation 2013](#)). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

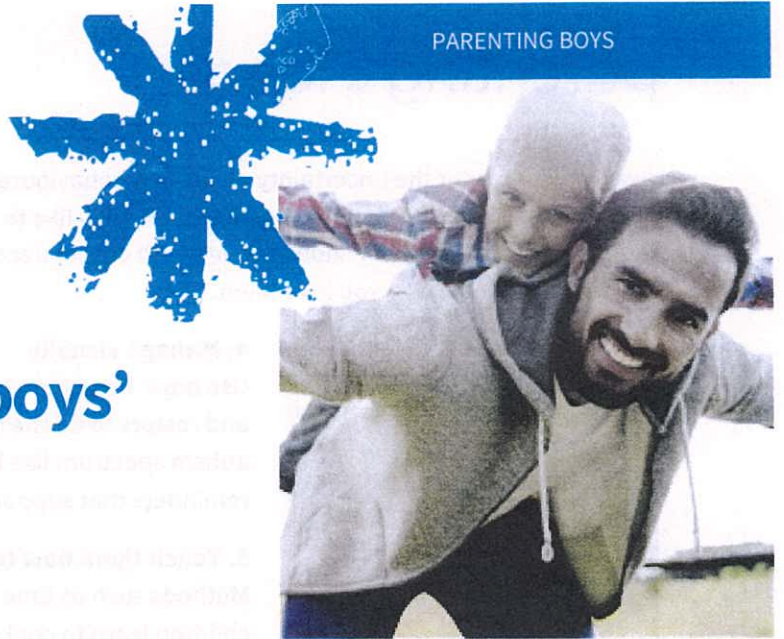
If you have questions, you can ask your child's school for help. You can find out more by looking at these links:

- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education and Training–NCCD](#)
- [2019 Students with Disabilities \(SWD\) Information Sheet for Schools, Parents, Carers and Guardians.](#)

insights

Secrets of managing boys' behaviour

by Michael Grose



Boys are behaviourally more challenging for parents than girls. Their physical nature, their boisterousness and their propensity to push boundaries can be challenging, particularly if parents are used to managing girls.

There are some basic rules to follow when managing boys. If you follow these then I believe you'll successfully raise a boy who is eager to cooperate with you, will adapt to most of the social situations he encounters and, importantly, will treat others with dignity and respect. In a nutshell, a well-behaved boy!

1. Boys like rules, limits and expectations

Boys like to know who's in charge and what the rules are. They also like to know that someone will enforce those rules. They are hierarchical by nature too, so don't be too wishy-washy about who's in charge. You don't have to use the same authoritarian methods as your parents may have used, but don't be afraid to take a firm lead with your sons.

2. Boys learn from consequences (natural and logical)

Boys are more likely to be heuristic learners than girls. That is, they are more likely to learn from experience. Parents then need to allow boys to experience the consequences of their poor choices so they learn not to behave in those ways. Protecting boys from their poor choices doesn't develop responsibility or independence. Telling them they need to improve their behaviour doesn't work either. Let them experience the negative consequences of poor behaviour and they will be more likely to change their ways. It just takes a few negative experiences before they learn.

Boys will cop most of your discipline as long as it's fair and reasonable. However, fairness is not only about being even-handed with your discipline. Particularly when implementing consequences, fairness is about being just, about not going too far with your consequences and about respecting their dignity: the three Rs of discipline:

Related: the consequence is related to what they have done. (Late home so don't go out next time.)

Reasonable: you don't go too far with a consequence. ("You're grounded for a day" rather than "You're grounded for a month.")

Respectful: boys maintain their dignity throughout the discipline process. (Consequence given in a friendly, calm way.)

3. Boys love consistency

Boys love consistency in their parents – it makes them feel that they are in control. On the other hand, parents who exhibit extreme emotional highs and lows can make life difficult for boys as all the boys' energy is consumed

dealing with fear or the uncertainty of life. In a behavioural sense, boys also like to know that their parents mean what they say and say what they mean. Again, they like to be able to predict their parents' reactions, which gives them a feeling of control. Follow through with consequences rather than just threaten or shout. They'll respect you for it and know that you love them.



4. Manage visually

Use boys' heightened visual awareness to advantage by using lists, checklists and rosters to do the managing. In particular, most boys and all kids on the autism spectrum like the constancy and consistency of visual messages and reminders that support and reinforce verbal communication.

5. Teach them how to cool off

Methods such as time out, cuddling and comforting are useful to help young children learn to cool down. As boys move into school age and beyond, help them understand the triggers that can lead to anger, then discuss various methods to help them regain some calm. Deep breathing, getting some exercise or thinking about something different are simple ways of relaxing. Work out some ways with your son that will help him stay cool and in control when he needs to.

6. Get them to reflect on what they've done

If a boy misbehaves, never ask him "Why?" He usually won't be able to tell you. Instead, get him to revisit the moment of poor behaviour and try to get a window into his thinking or motivation at the time. "What were you thinking about when you did ?" "What was going on to make you want to do that?" "What will you do differently next time?" This type of question helps ensure that boys learn from their experiences so they behave differently the next time they are in a similar situation.

7. Encourage boys to repair and restore relationship breakdowns

Many boys naturally move on after conflict. This is often perceived as a strength or a positive compared to girls who can make conflict linger far longer than necessary. However, boys can often neglect repairing relationships as a result, which can lead them to be perceived as callous or uncaring. Following conflict with a sibling or a friend, encourage boys to make amends with the aggrieved person, either with an apology or an act of kindness. Alternatively, consider sitting down with both 'sides' to discuss what happened, what they might do differently next time and, in some cases, so that your boy can listen to how the aggrieved person felt about what happened. Some boys need assistance to develop the empathy to see how their remarks or behaviour can adversely impact others.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including Thriving! and the best-selling Why First Borns Rule the World and Last Borns Want to Change It, and his latest release Spoonfed Generation: How to raise independent children.

JUNE Calendar - 2018

ST BERNADETTE'S CATHOLIC PRIMARY SCHOOL

Mon	Tue	Wed	Thu	Fri	Sat	Sun
MAY 28 Week 7	MAY 29 3pm Tuesday Tea Time	MAY 30 2.30pm Assembly 2P Hosting	MAY 31 Yr 3 & 4 ST B's Got Talent Auditions	JUNE 1 9.15am Yr 6 Class Mass 12.30 Interschool Sports @ Dirjerra	JUNE 2	JUNE 3
4 Week 8 School Nurse Visiting 11.15am St B's Got Talent Auditions	5 School Nurse Visiting 3pm Tuesday Tea Time	6 School Nurse Visiting 2.30pm Assembly 1G Hosting	7 School Nurse Visiting St B's Got Talent Auditions	8 School Nurse Visiting 9.15 Yr 5 Class Mass 11am Interschool Sport @ Footscray West School Interviews Online Closes	9	10
11 Week 9 Queens Birthday Public Holiday NO SCHOOL	12 3pm Tuesday Tea Time	13 2.30pm Assembly PR Hosting	14 ANNUAL SCHOOL CONFERENCE SCHOOL CLOSURE	15 ANNUAL SCHOOL CONFERENCE SCHOOL CLOSURE	16	17
18 Week 10 11.15am St B's Got Talent Finals All Welcome	19 3pm Tuesday Tea Time	20 2.30pm Assembly PL Hosting 7pm Yr 6 Transition Community Conversation Night	21 11am Lunch in Houses 3pm Principal's Book Club	22 9.15am Yr 3 Class Mass 12pm Interschool Sports Grand Final 2.30pm Parents in Partnership Meeting	23	24
25 Week 11 School Reports & Portfolios to go home 3.30pm Yr 4 & 5 Parent Information Session for Secondary School	26 3pm Tuesday Tea Time	27 2.30pm Assembly 6E Hosting	28 SCHOOL CLOSURE DAY LEARNING CONVERSATIONS	29 9.15am Whole School Mass END OF TERM SCHOOL FINISHES AT 1PM	30	JULY 1 SCHOOL HOLIDAYS Term 3 Starts 8.45am Monday 16th July

