



# CANDELA



**St Mary's Primary School, Greensborough**

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Staff Supervision: 8:30am-3:45pm  
29 April 2021

No. 6

*St Mary's is a dynamic Catholic community of empowered learners  
engaging justly in the world.*



**Aboriginal Lord's Prayer**  
(Slightly adapted from the traditional words)

You are our Father, You live in Heaven, We talk to You, Father, You are good.	We have done wrong, We are sorry, Teach us Father, Not to sin again.
We believe your Word, Father, we your children, give us bread today .	Stop us from doing wrong Father save us all From the evil one.
Others have done wrong to us And we are sorry for them, Father, today	You are our Father, You live in Heaven We talk to You, Father You are good.

## Dear Parents and Carers, Term Two Begins

We warmly welcome you back for Term Two, 2021 We are noticing the changeable weather this week as it seems to suggest we are in the thick of Autumn. We hope some of you were able to enjoy the extra long break. The staff shared two days of extremely productive learning. Our first professional learning day focused on engaging with the Intervention Framework. Last Monday's professional learning focused on Positive behaviour in Learning. All Staff have returned to Term Two energised with their new learning.

We also noticed the students are well rested and eager to be back. We anticipate that it will be a productive and enjoyable term for them all.

As the calendar indicates this will be an eventful term and this is particularly so with, the whole school Cross Country, the Mother's Day stall and raffle, Eucharist Faith Night, NAPLAN testing, and our major focus on Reading. Our value for Term 2 is *Gratitude*.

### **Commissioning of FIRE carriers and Blessing of Totem Poles**

Yesterday we had perfect weather for our Commissioning of FIRE carriers and Blessing of the Totem Poles. Congratulations to Gloria A, Lucas A, Charlotte C, Ava C, William H and Emmerson T, our 2021 FIRE carriers. I am grateful to Sally Kerr, Gabee Leone and the 2020 FIRE carriers for organizing and supporting this special event.

### **We Share the Joy of our "Risen Lord"**

Easter has passed, but our 'Risen' Lord is forever with us. This Easter Season gives us many opportunities to reflect on the mystery of the resurrection and the message of hope. Through the Easter celebrations you may have experienced a personal opportunity to renew your relationship with our Lord. The Paschal Candle that we light for the first time at the Easter Services always reminds us that 'Jesus is the Light of the World.' Easter is a 50 day celebration until Pentecost.

### **Welcome Back Ana**

Welcome to Ana Amorim our RE leader. Ana is returning after having been RE leader previously at St Mary's and St Thomas'. Ana will be working Mondays and Tuesdays. It is a joy having such a vibrant and dedicated RE Leader on our team.

### **Farewell to Melissa and Kellyann. Welcome Jennifer and Annie**

Over the break Gabee and I have been busy interviewing for teachers and an Admin Manager. Kellyann Wilson (4HW) resigned from her teaching role due to ill health and Melissa has resigned from her role for personal reasons. We thank both Kellyann and Melissa for their dedication to the students and families of St Mary's and wish them every success for the future. We are deeply grateful for all they have done for our community in their time here. We welcome Annie Bell (4HW) to St Mary's and Jennifer Baker to the Admin Manager role. We look forward to working with them and hope they enjoy many years at St Mary's.

We also welcome Lisa Trinh and Renee Indovino to our Learning Support Officer's team and look forward to working with them throughout the year.

### **Languages Professional Learning Demonstration**

Various school leaders and teachers across Melbourne visited St Mary's on Friday 23rd April. They visited classrooms and met with staff to learn about the Functional language approach. Thank you to the teachers, leaders and students who agreed to share their amazing knowledge. The schools were amazed at the ability of St Mary's students to communicate so proficiently in Italian.

### **School Uniform**

Just a note from our uniform shop to alert parents to the fact that our Winter skirts are currently out of stock in size 4 & 6. They are on order, but they will be 4 weeks away. In the interim I advise children who don't have a skirt to wear their sports bottoms with the sky blue polo until they arrive.

### **Current Family Enrolments 2022**

If you are a current family of St Mary's and you have a child beginning Prep in 2022 please send or deliver your child's enrolment form to the office **before the 21<sup>st</sup> May**. It is crucial that we have all enrolment forms in by the 21<sup>st</sup> May as we will send letters of offer in the first week of June. You and I would be devastated if a sibling missed out on a place.

### **Dismissal Time**

We can have a calm carpark exit in the afternoon just like we do in the morning drop off. We have provided students with the same amount of exit time as we provide in the morning drop off. Beginning Tuesday 20<sup>th</sup> April, all students will be dismissed at 3.25pm. You have until 3.45pm to collect your child/ren. The students will be supervised at the various exit points i.e. William St Carpark, Roadway and Admin Kiss and Drop. Please adhere to the rules, be patient and speak respectfully to the staff on duty.

### **Winter Uniform**

Term Two signals the transition into Winter uniform. Over the first few weeks students are allowed to wear either Summer or Winter uniform, depending on the weather. Hats are to be worn until April 30<sup>th</sup> as the UV level remains high. We monitor the UV level all year and there may be occasions where we ask the students to wear their hat even in Autumn or Winter if the UV level is above 6-7 (high). All students will transition to Winter uniform by the 3<sup>rd</sup> of May.

### **St Mary's Open Days**

Congratulations to our school leaders who conducted the tours for the Open Days. The feedback from the families was extremely positive. If you know of anyone who missed our Open Days please tell your friends and family to phone the office on 94334000 to make an appointment for a tour and meet our wonderful student leaders and hear about our exciting plans for the future and the excellent learning opportunities our school provides.

### **School Communication**

Please read the important information written by Amanda Greig (IT Leader) further in the Candela in relation to streamlining all communication at St Mary's.

### **Inaugural Whole School Cross Country Event**

We are very excited to be holding our first whole school cross country event at St Mary's on Thursday 6th May. All children will participate in their various age groups. Parents are able to attend however it is imperative that if attending you register your attendance on the day and remember to physically distance as per the Covid safe Plan and Operational Guidelines still in place.

### **Urgent: Tuckshop Helpers Needed on Fridays**

Please contact Mel Mayne or Gabee Leone [gleone@smgreensborough.catholic.edu.au](mailto:gleone@smgreensborough.catholic.edu.au) if you are able to assist in the Tuckshop on Fridays. Presently Mel has had very few people who are available and it is one of the busiest days of the week.

Condolences to James Humphries and his family as his Grandfather passed away last week. Our thoughts and prayers are with Andrew, Janelle and James at this sad time.

Congratulations to Penny (Yr 6 2020 teacher) and Sean on the birth of their beautiful baby boy Logan Joe Connelly.



Wishing all St Mary's Mums and Grandmothers, a peaceful and happy Mothers's Day with their families on the 9<sup>th</sup> May. Our thoughts go out to families who are missing their Mothers and Grandmothers for whatever reason.



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**Marisa Matthys**  
Principal

# IMPORTANT DATES

DATE	EVENT	LOCATION	TIME
	<b>MAY</b>		
4	Mother's Day Stall		
5	Eucharist Commitment Mass		9.15am
6	Year 6 Anointing Mass	St Mary's Church	11am
6	St Mary's Cross Country Day	St Mary's Oval	
6	School Advisory Council		7pm
9	Mother's Day		All Day
12 to 14	Year 6 Camp - Rumbug	Foster North	
15	Year 5 Working Bee	St Mary's	8.30am
17	Watsonia District Cross Country	Banyule Flats Reserve	9.30am-10.30am
19	Parents Association Meeting		7pm
<b>21</b>	<b>School Closure Day - Report Writing Day</b>		
21	2022 Prep Enrolment Applications Due		
25	Pentecost/Sorry Day Mass	Hall	12pm
26	Parish Finance Committee	St Mary's	7.30pm
28	School Disco		Prep-2, - 5.45-7.30pm, Yr3-6 - 7.45-9.30pm
	<b>JUNE</b>		
1	Long Walk		
2	Italian Day Celebration	St Mary's	All Day
11	Feast of the Sacred Heart Mass	St Mary's Church	9.15am-10.15am
<b>14</b>	<b>Queen's Birthday - Public Holiday</b>		
16	Parents Association Meeting		7pm
16	Reports Available		
21	P/T/C Conversations		12pm Dismissal
25	Last Day Term 2		1.45 Dismissal
	<b>JULY</b>		
<b>12</b>	<b>PL Day: Literacy/Languages School Closure</b>		
13	Students return Term 3		8.50am
16	Lvl 1, 3 and 5 Footsteps Dance Program		1pm - 2pm
17	Confirmation Commitment Mass	St Mary's Church	6.30pm-7.30pm
18	Confirmation Commitment Mass	St Mary's Church	10am and 5pm
21	Parents Association Meeting		7pm
23	Lvl 1, 3 and 5 Footsteps Dance Program		1pm - 2pm
24	Working Bee - Year 1		
27	Grandparents Day Mass		9.15am-10.15am

## STUDENT OF THE WEEK - Term 2, Week 2

Term 2 Week 2	Student's Name	Student's Name
<b>Prep S</b>	<b>Mia N</b> For making a great start to your learning in Term Two. You are showing determination in your learning and taking risks. Keep up the amazing work Mia	<b>Evie K</b> For showing a positive attitude towards learning and giving new things a go, even when they are challenging. Well done!
<b>Prep D</b>	<b>Archie C</b> For always working hard with all learning tasks and showing persistence and determination. Keep up the great work!!	<b>Elena S</b> For working on all learning tasks with enthusiasm and determination. I am so proud that you never give up. Keep up the great learning.
<b>Prep KB</b>	<b>Telar M</b> For the fantastic way that you have settled into Prep KB and for your willingness to have-a-go at all our learning tasks. We are so happy to have you join us in Prep.	<b>Uma MK</b> For the wonderful way that you have returned to Term Two. You are working so hard on settling into class in the morning. You are displaying a positive attitude. Well done Uma!
<b>1MZ</b>	<b>Jacob A</b> For such a fantastic start to Term Two! Congratulations Jacob on being a role model for your peers and applying yourself in all areas.	<b>Chiara P</b> For being such an enthusiastic member of our class. You approach every task with a positive attitude, well done!
<b>1V</b>	<b>Zoe G</b> For a wonderful start to Term 2. Thank you for always being a respectful and attentive listener and for the exceptional effort you put into each learning task.	<b>Yvette S</b> For the enthusiasm you bring to our classroom. Thank you for always having a smile and for positively welcoming and including others. Well done Yvette!
<b>1W</b>	<b>Daniel P</b> For showing a positive attitude towards learning and giving new things a go, even when they are challenging. Well done!	<b>Annie A</b> For showing resilience when faced with challenges both in class and on the playground. Great job!
<b>2M</b>	<b>Stella T</b> For commencing Term Two with such enthusiasm.	<b>Cara S</b> For adapting so readily to her new table partners and approaching tasks with confidence.
<b>2P</b>	<b>Lachlan H</b> For the positive choices you have made this term which have helped you to be more focused and experience success in your learning.	<b>Alessia M</b> For the positivity, enthusiasm and kindness you bring to our classroom. You are always willing to help others and bring a smile to their face.
<b>2S</b>	<b>Tahli DG</b> For the exceptional effort you put into every learning task. You're a wonderful example to others, Tahli.	<b>Elias N</b> For his enthusiasm about our new Inquiry topic and for sharing all the places around the world he is connected to. Thank you, Elias.

## STUDENT OF THE WEEK - Term 2, Week 2

Term 2 Week 2	Student's Name	Student's Name
<b>3S</b>	<b>Isaac F</b> For beginning Term 2 with a positive mindset and for demonstrating enthusiasm across all learning areas.	<b>Toprak B</b> For demonstrating a positive attitude towards learning and for sharing your ideas with confidence.
<b>3L</b>	<b>Addison M</b> For being a responsible and respectful member of our classroom and for showing kindness to friends when they need it.	<b>Jackson W</b> For demonstrating responsibility in and out of the classroom and for having such a positive start to Term 2. Keep up the hard work Jackson!
<b>3G</b>	<b>Caitlin N</b> For always participating with enthusiasm and positivity in classroom activities. You always have valuable ideas to share, and it supports all of us in 3G to learn!	<b>Aurora B</b> For always showing your best effort when engaging with learning tasks, and always displaying a positive attitude in the classroom. Keep up the great effort, Aurora!
<b>4HW</b>	<b>Clara S</b> For working cooperatively with other members of the class and encouraging contributions of others.	<b>Zak M</b> For returning to Term Two with a positive attitude towards your work and your role as being a responsible member of the class.
<b>4M</b>	<b>Mithra R</b> For your excellent effort, persistence and perseverance to improve in all areas of your learning. Well done Mithra!	<b>Zachary VL</b> For being a valuable contributor during class discussion and for always showing kindness and care towards his peers.
<b>4L</b>	<b>Livia F</b> For displaying a growth mindset and persevering in all areas of your learning. Great work Livia!	<b>Violet H</b> For bringing a positive attitude and growth mindset to all learnings areas. Keep up the great work Violet!
<b>5W</b>	<b>Anita N</b> For demonstrating resilience at all times in all areas of your schooling. Fantastic effort, Anita!	<b>Blake A</b> For demonstrating respect and resilience and always doing your very best. Well done, Blake!
<b>5G</b>	<b>Gloria A</b> For showing focus and responsibility when working independently. Great work Gloria.	<b>Luke O</b> For using your growth mindset to persist in your mathematics. Well done Luke.
<b>5V</b>	<b>Auriana A</b> For demonstrating respect and resilience at all times. You set a wonderful example for others to follow. Keep up the great work Auriana!	<b>Charlie O</b> For embracing the 3 R's and using them to help settle into St. Mary's. We are so lucky to have you at our school Charlie!



## STUDENT OF THE WEEK - Term 2, Week 2

Term 2 Week 2	Student's Name	Student's Name
<b>6C</b>	<b>Isabella B</b> For working cooperatively with other members of the class and participating collaboratively with her Languages CAT team to improve the whole school use of Italian at St. Mary's.	<b>Adam C</b> For your fantastic work ethic in class. You are willing to take on a task with your positive attitude and your smiling, happy disposition which brightens up 6C. Well done Adam!
<b>6O</b>	<b>Shania A</b> For working cooperatively with other members of the class and participating collaboratively with her Languages CAT team to improve the whole school use of Italian at St. Mary's.	<b>James H</b> For your willingness to take on board feedback and positively attempt to apply this feedback to your learning for your overall educational benefit.
<b>6B</b>	<b>Felix D</b> For your clever and insightful contributions to class discussions.	<b>Lisa T</b> For your very descriptive and thoughtful writing.
<b>M &amp; D</b>	<b>Noah T</b> For showing amazing resilience and for having a go in Performing Arts even when it is challenging.	<b>Annie A</b> For showing such enthusiasm and passion for the Performing Arts
<b>ART</b>	<b>Charlotte Mc 4M</b> For displaying a great growth mindset and adding detail to your artwork. Your chalk pastel poppies look amazing. Well done, Charlotte.	<b>Lachlan H 2P</b> For displaying a great growth mindset and adding detail and colour to your artwork. You have created a beautiful field of poppies. Well done, Lachlan.

## FROM THE OFFICE

Dear Year Six Parents,

Please note that the Camp payment of \$380 is included in your 2021 school fees. All 2020 school fees need to be paid to date or have an arrangement in place. Also please ensure that you have either made a payment for your 2021 school fees or have a payment plan set in place. You are welcome to make a separate payment of \$380 if you wish to pay for camp up front.

I advise every family that has previously had a payment plan to please check it, as many plans finish at the end of the year. They do not automatically carry over every year unless ongoing is nominated. Documentation is sent out every year to remind families to check their plans and make adjustments if required. If you are unsure about the status of your fees please email all queries to [accounts@smgreensborough.catholic.edu.au](mailto:accounts@smgreensborough.catholic.edu.au) or contact Rochelle Mietus in the finance office.

# ICT

## ST MARY'S eSMART TEAM INVITATION

St Mary's is an eSmart School. The 2021 eSmart Team consists of the following Staff and is supported by the Digital CAT Team:

Amanda Greig, Alison Hall, Tilly Stoope, Cris Brewer, Belinda Cheong & Angie Varvaris  
Mykah Q-H, Patrick Q, Isabelle D, Adele S & Maggie B

**We are seeking Parents/Caregivers and students across the school to join our Team in 2021.** We would like to hold our first Meeting early in Term 2. The meetings will be held on a Tuesday or Wednesday (after school) and will be approximately twice a Term. You are more than welcome to attend via Google Meet if this suits your circumstances. Student voice will be collected by Staff prior to the meetings. If you or your child(ren) are interested in supporting this team then please let Amanda Greig know via email ([agreig@smgreensborough.catholic.edu.au](mailto:agreig@smgreensborough.catholic.edu.au))

If joining the team is not a commitment you can make at this time but you would be willing if to be contacted for feedback relating to eSmart then please also get in contact via email. We would really appreciate parent/caregiver feedback.

The work of the Team in 2021 will focus around the following areas of the eSmart Framework. The work of the PBL Team and Wellbeing CAT Team supports Section 3 of the Framework.

### The eSmart Schools Framework

- 1 | Effective school organisation
- ★ 2 | School plans, policies and procedures
- 3 | A respectful and caring school community
- 4 | Effective teacher practices
- ★ 5 | An eSmart curriculum
- 6 | Partnerships with parents and the local community



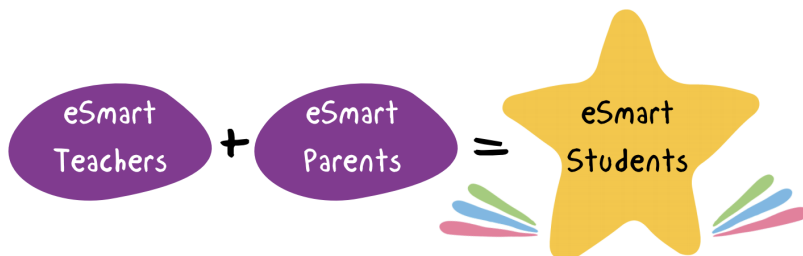
<https://www.esmart.org.au/>

We have contacted the following providers to support us for 2021 with incursions and parent information sessions:

<https://www.thinkuknow.org.au/>

<https://www.cybersafetyproject.com.au/>

<https://www.informandempower.com.au/>



**If this is an area that you would like to support our school with then please contact.**

Kindest regards,  
**Amanda Greig**



# ICT

## COMPASS

### Important Update to St Mary's Communication Platforms

#### Communication is Key

"Build a culture of learning together pedagogy in a Catholic school, enables all to flourish and learn together through authentic partnerships with families, peers and others as well as providing opportunities for real collaboration that involves contribution, exchange, negotiation, communication and collective action." Horizons of Hope: Pedagogy Document.

#### Our communication platform journey and the current platforms utilised

Beginning in mid 2020, we began a journey of making some changes to our online communication platforms in order to strengthen the partnership between school and Parents/Caregivers. This journey began with the introduction of Operoo in August 2020 and continued into 2021 with the streamlining of communication platforms in 2021 as follows:

- New School Website <http://www.smgreensborough.catholic.edu.au/>
- Email Groups for individual classes and all families created through Gmail as we are a GAFE school
- Official Social Media Pages
- Operoo (Medical and Permissions)
- Seesaw (Sharing the learning)
- Nforma Parent Portal (access 2020 and 2021 Reports)

Important links for these platforms can be located on our website under "Current Parents - Communication" <https://www.smgreensborough.catholic.edu.au/communication/>

We understand that communication is essential in building partnerships. The streamlining of communication has not been as successful as we hoped, particularly the effectiveness of our email groups, and we still felt that there were too many platforms for parents/caregivers and staff to engage with. As such we have sought the platform market for a product where all your child's information was available in one place. Where communication would be as simple as the click of a few buttons on your phone. St Mary's is excited to be working with Compass to provide this platform for our school.

#### What will Compass replace?

The transition to Compass will allow us to strengthen the way we communicate with automated school updates via email and push notification. This will replace the email groups once all families are connected to the platform. We will then migrate the information you have provided us on Operoo into Compass and once this is completed we will no longer be using Operoo. Going forward other areas of Compass will also be utilised, for example booking of Parent/Student/ Teacher Conferences and Reports in 2022. Compass and the school will work closely with all families to ensure a smooth transition to this platform and further information on how this will occur will be shared shortly. We will continue to use Seesaw to share learning.

# ICT

## COMPASS

### Important Update to St Mary's Communication Platforms



#### What is Compass?

Compass is a school management solution that allows parents and carers to access up-to-date and meaningful information about your school and your child's progress. Compass includes many different features, including the ability to:

- Monitor your child's attendance, and enter an explanation for absence or lateness
- Communicate with your child's teachers, and update your family contact details
- View your child's school calendar
- Download and view your child's academic reports
- Book parent-teacher conferences
- Pay and provide consent for events and school fees

Compass is working with ICON to enable integration between Compass and ICON.

#### Who do I contact if I have questions?

If you have any questions please contact Amanda Greig (ICT Leader) via email [agreig@smgreensborough.catholic.edu.au](mailto:agreig@smgreensborough.catholic.edu.au)

# Totem Pole Blessing Ceremony

## Wednesday 28th

### The story of our Totem Poles

#### Prep

Our totem pole is called We Grow and Bloom. The sunflower shows we are growing together as learners.



#### Year One

Our totem pole is all about unity. This term, we learned about Jesus' disciples and how we are all disciples too. The fish represent each of us and how we are called to act together to spread the word of God through our actions.



#### Year Two

We have been exploring different artists through our Inquiry unit on Design. One example was Mimi and Jiinda, who are Indigenous artists that paint using colour and symbol. We have used their colours and symbols as inspiration on our totem pole.



The teachers painted the base and every student in Year Two chose an Aboriginal Art symbol that meant something special to them. We all had a chance to sketch and paint our symbol on the pole. We hope you enjoy looking at it.

#### Year Three

Our totem pole represents our roots at this school and that we are all branching out and growing together. We're all individuals but we work together in our St Mary's ecosystem to learn and grow together.



#### Year Four

The year 4 team decided to explore the theme of unity, across the curriculum. Through literacy we have been exploring different picture books that tie in with the gospel value of unity. Each child is represented by a bird, and like birds that fly in formation we are expressing unity through this imagery.



#### Year Five

The aboriginal flags at the top and bottom of our totem pole are symbolic of our unity as a nation, recognising the traditional owners of our land. Just as we are called to serve and live in unity with one another, our totem pole symbols represent how we live and work together each day in our St Mary's community. It sends a message of kindness, hope and gratitude for all we have been blessed with in our lives.



# Totem Pole Blessing Ceremony

## Wednesday 28th

### The story of our Totem Poles

#### Year Six

The Liturgical Community Action Team had the privilege of painting our Year 6 totem pole.

Our Year 6 totem pole represents our confirmation. The flames on the top of the people's heads symbolise the Holy Spirit landing on the Year 6 students. Jesus in the middle of our totem pole represents Jesus's light coming upon us.



#### Staff

Our staff totem pole focuses on the spirit of the Australian Bush. It was just over 12 months ago when fire ravaged bushland in NSW, Victoria and Kangaroo Island. Sadly lives were lost and much of the Australian native flora and fauna was destroyed. The symbol of our totem represents our connection to the land. United together, communities have risen above the flames to regrow, restore and renew. The native flowers we have painted signify this rejuvenation and the spirit of our native land.



#### Parish

Our theme this year is – "The Spirit is alive"

Jesus promised to send His spirit to the Apostles after He returned to His Father. This happened at Pentecost when the Holy Spirit came down on them and Mary as the apostles waited in fear, in the Upper room. From that day they were transformed and ventured out to preach the gospel to all.

As a Parish Community we believe that the Spirit is alive in us.

We have depicted the Spirit as a dove and his gifts as flames, which have been given to all of us. The 13 flames represent one for each of the Apostles and Mary. The yellow rays represent the gift of the Spirit shining through time to shine in and through each of us.

We have used St Mary's colour, blue, to paint a ring of people around the base of the totem pole to represent the St Mary's Community, which encompasses our parishioners and St Mary's School community. We all have the Spirit alive in us and show this by our faith, our love of God, each other, our world and the way we live our daily lives.

Marian Tacey and Mary Jahne





# WELLBEING

## Respectful Relationships

### Positive Coping

Coping strategies is one of our Social and Emotional Learning (SEL) focus areas this term. At St. Mary's we use the Rights, Resilience and Respectful Relationships resource and lessons when teaching the SEL Curriculum.

The following excerpt is from the Rights, Resilience and Respectful Relationships teaching resource.

*As they grow and develop, all children will encounter situations where they feel worried, nervous and sometimes even scared. Individuals deal with the demands on them by drawing on a range of coping strategies. Some strategies are more productive than others.*

*Helping students to learn a range of positive coping skills will allow them to develop and practise these skills and enable them to cope with future changes and challenges. Positive self-talk is a key strategy for coping with negative thoughts, emotions, and events. Resilience research shows that use of positive self-talk is associated with greater persistence in the face of challenge, whereas negative self-talk is associated with higher levels of distress, depression and anxiety. Positive self-talk can be learnt or strengthened through practise.*

As part of the students learning sessions they will be participating in a range of activities that help them to...

- identify that everyone has different fears, responses and coping strategies.
- recognise the need to respect this diversity.
- investigate how emotional responses vary in depth and strength.
- describe situations that can lead to strong emotions.
- focus on the impact their actions can have on others.
- learn a technique for making a strong apology.
- learn strategies for working out who goes first in a game.
- discuss negative emotions they can feel when they lose or are excluded from a game and the strengths they need to help them cope with these emotions.
- identify situations that can cause fear.
- select coping strategies to help in dealing with their fears.

At home you can help too, by providing a range of positive coping strategies that you can use at home. Model when you are using a coping strategy to help you cope with challenges or negative emotions. Create a poster that you can refer to, see the examples below.



## Coping Strategies

A coping strategy is something we do to help us feel better, or to keep going (persist) when things get tough.

For example: **ENERGETIC ACTIVITY**, Self calming activity, **SOCIAL ACTIVITY**, **SHIFTING ATTENTION**, **GETTING ORGANISED**.

Aim to have a wide range of positive coping strategies, and use them in combinations to match the challenges you are experiencing.



#### EXAMPLES OF COPING STRATEGIES

Cuddle your teddy  
Sing a happy song  
Tell yourself it's okay my fear will go away  
Talk with mum or dad  
Ask for help  
Imagine you are a superhero fighting the fear away  
Play with a favourite toy  
Fill your lungs like big balloons and let the air out slowly

Turn your light on and check your room  
Spray the imaginary monster with magic potion  
Imagine you're floating on a cloud  
Take some slow, deep breaths  
Listen to some gentle music  
Get a friend to help you  
Ask for a hug

# WELLBEING

(resource from Year 1/2 Rights, Resilience and Respectful Relationships)

## 10 Techniques for Managing uncomfortable feelings.



## 10 Techniques for Controlling Anger

- 1. COUNT FIRST**  
 Before you do anything – you count to 10 in your head. Then you tell yourself to calm down. Then you choose what to do.
- 2. BALLOON BREATHING**  
 Imagine you are going to blow up a balloon. Take a big breath in and then breathe out slowly. Do this five times until your 'balloon' is full. Then imagine you have let the balloon zip away and lose all its air. Imagine that it is you losing all your angry feelings.
- 3. TIME OUT**  
 This is when you find a safe or quiet place to be for a while so you can calm yourself down. This might be a bench in the playground or the corner of your bedroom.
- 4. FIVE DEEP BREATHS**  
 This is when you take a slow breath in, and let a slow breath out and then do this four more times.
- 5. GLASS OF WATER**  
 This is when you take a slow drink of water to help you gain control of yourself, your mouth and what you will say.
- 6. SQUEEZE!**  
 This is when you squeeze a stress ball or hold on tightly to an object. You grip hard and then slowly let go, letting go the tension at the same time.
- 7. HANDS IN POCKETS**  
 This is a good way to remind yourself you are not going to hit anyone. If you have no pockets, put your hands behind your back, sit on your hands or press your hands together.
- 8. ROBOT TO RAG DOLL**  
 Scrunch up tight and hard like a robot, then slowly let go to turn yourself into a floppy rag doll.
- 9. ICE TO WATER**  
 Scrunch up tight and hard like an ice block, then slowly let yourself melt.
- 10. TAKE A WALK**  
 This is when you go for a fast walk around the room, or the yard to get yourself calmed down.

(resource from Year 3/4 Rights, Resilience and Respectful Relationships)

Kind regards,

Sally Kerr

Student Wellbeing Leader

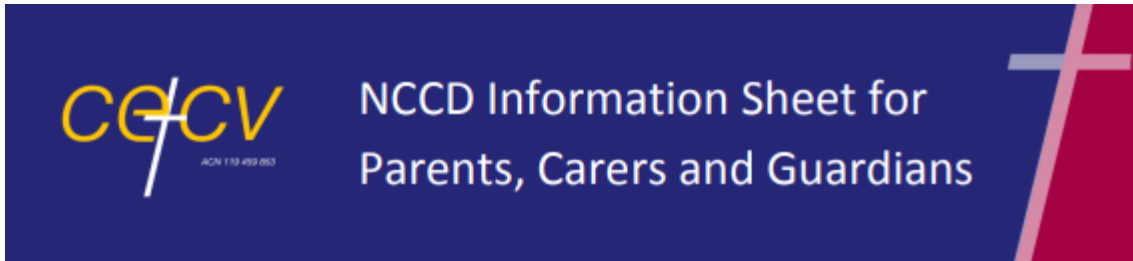
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# NCCD INFORMATION

The Nationally Consistent Collection of Data for 2021 will be finalised at the beginning of August. Please read the following document and contact me if you have any questions.

Kind Regards  
Marguerite Jones



## 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 the 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 that 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

# NCCD INFORMATION

student in NCCD. Teachers can use all that they know about the student'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 this year?**

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 child. 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 child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, 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 your child'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?**

Amendments were made to the [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?**

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).

# ST MARY'S CUBOREE



## Cuboree: An event of a lifetime!

Over the Term Two holidays 3300 Cub Scouts aged between 8 and 11 attended a 5 day camp at Gilwell Scout Park called Cuboree. Cuboree is a once in a lifetime experience that promotes resilience, independence and adventure! Several of our St Mary's students attended this camp:

### Elouise D

"Cuboree went for 5 days and 4 nights and our pack contained Cubs from all different groups. I am from 1st Lower Plenty Cubs and our group number was Pack 135. All Cub Scouts slept in tents for the entire time of Cuboree. The girls slept in circus tents and the boys slept in the normal tents. It took us an hour and a half to get there but it seemed a lot shorter. We did 6 activities and my favourite activity was the mud activity because it had sponge throwing, a mud obstacle course, a colour run with powder and a water slide, but my favourite mud activity was the mud obstacle course. There were so many more activity bases like "Cherry Lane", "Scouting and Beyond" and so many more amazing things. On the first night I was there we went to a fire circle where some performers played the didgeridoo and did an Aboriginal dance. The food was surprisingly nice there. My favorite meal for dinner was hamburgers. My favourite breakfast was bacon and eggs and my favourite lunch was toasted sandwiches with soup. I have had such an amazing experience on Cuboree and I met so many new people. If you are interested you should try out Cub Scouts because it is a life changing experience!"

### Lucas A.

"My name is Lucas from 5G. I just came back from the biggest camp I have been to. It was called **Cuboree**. I was in pack 118. I had 1st Eaglemont, Watsonia, Bundoora and my Scout Group, McCloud in my pack. It was a long trip, around 2 hours. Cuboree is open to all Cub Scouts. Cuboree is held at Gilwell Park near Gembrook. We slept in tents for the whole of Cuboree. There are some awesome activities spread across 5 fun-filled days. To attend the camp we need to have the Cub Scout 'Camp Out' badge and Stage 2 Camping."

### Krystjan K.

I went to Cuboree and I was in Pack number 115. Beside us was Pack 118 and Lucas was in 118. My favorite activity was throwing balls at my friends at the Space Force activity. I was throwing balls at Lucas, Lucy and Lachlan.





# SCHOOL DISCO



# COMMUNITY NEWS

**Triple P Fear Less Group Program**

A free online three-session parenting program for parents of children experiencing anxiety

Fear-Less Triple P supports parents to learn new strategies for managing their child's anxiety. This program is for parents that are concerned about their child's anxiety that would like to learn strategies they can put in place to support the wellbeing of their child and the family. Content is suited to parents or caregivers of children aged from 6 to 14 years.

The topics covered in this program include:

- Understanding how anxiety works.
- Becoming the best possible model of anxiety management for their children.
- Becoming effective emotion coaches.
- Understanding and teaching the value of flexible thinking.
- Managing their children's anxiety effectively.
- Using constructive coping.

This program will be run in a group setting online with other parents. It will include 3 x 2hour sessions with a week break in between each.

All families involved will receive:

- Triple P Fear Less Parent Workbook
- Parent Pack – including resources for both children and parents to help implement strategies from program
- A \$50 booktopia voucher to purchase any additional resources

**Date:**

- Session 1 – 19<sup>th</sup> May
- Session 2 – 27<sup>th</sup> June
- Session 3 – 10<sup>th</sup> June

**Location:** Online via Zoom  
**Time:** 10am – 12pm

**How to book:**  
Contact Georgia from the Triple P Team on 03 9450 4700 or email us at [triplep@berrystreet.org.au](mailto:triplep@berrystreet.org.au)

**BERRY STREET** Belonging. Children. Young people. Women & Their Future.

**Triple P** *for every parent*



**ANZ HOT SHOTS** **fitbit CARDIO**

**Cardio Tennis &/or Tiny Tots**  
**FREE Sessions**  
At St. Mary's Primary School

**Thursdays**  
**9:15am to 10:15am**  
**(March April 29, May 6, May 13)**

Cardio tennis is for Adults (all experience levels)  
Tiny tots for Ages 4&5 and allows parents to do the Cardio tennis at the same time

To book a place contact:  
Craig Haslam - The Tennis Guru  
0488 722 538  
[info@thetennismguru.com.au](mailto:info@thetennismguru.com.au)

**PARADE COLLEGE** **CELEBRATING 150** **EDUCATING BOYS FOR 150 YEARS** **1871-2021** **PARADE COLLEGE**

**EDUCATING BOYS FOR OVER 150 YEARS**

[www.parade.vic.edu.au](http://www.parade.vic.edu.au)





## SPECIAL OFFERINGS AT PARADE COLLEGE

### Brother Peter Cole Scholarship – Preston Campus

The Br Peter Cole Scholarship is awarded to prospective Year 7 students who apply to enrol at Parade College's Preston Campus. This scholarship is created to honour a great man and to acknowledge his connection to the Preston area by offering a limited number of academic scholarships for students who would be part of the Altior program (Gifted and Talented Program) at **Preston Campus**. In 2021, both **Grade 5** students and **Grade 6** students may apply for the Br Peter Cole Scholarship. Grade 5 students do not need to have a confirmed enrolment to apply. Applications for the Brother Peter Cole Scholarship double as an application for the Altior Program at Preston Campus. The application form can be found at <https://www.parade.vic.edu.au/Scholarships.aspx> and applications close on Friday the 28<sup>th</sup> of May, 2021. For further information please contact Christina Marazita, Gifted and Talented Program Coordinator, on 9468 3711 or at [scholarships@parade.vic.edu.au](mailto:scholarships@parade.vic.edu.au).

### Year 7 Altior Program 2022 - Bundoora Campus

The Altior Gifted and Talented program is an alternate curriculum catered to the highest achieving students in the cohort. It is a challenging program that extends and enriches students in the core subject areas of English, Humanities, Science and Mathematics. It is aimed at students who have maintained high academic standards and who wish to develop skills of independent learning, teamwork, and leadership. The application form can be found at <https://www.parade.vic.edu.au/Scholarships.aspx> and applications close on Friday the 28<sup>th</sup> of May, 2021. For further information please contact Christina Marazita, Gifted and Talented Program Coordinator, on 9468 3711 or at [christina.marazita@parade.vic.edu.au](mailto:christina.marazita@parade.vic.edu.au).