

St Therese's Catholic School NEWSLETTER

20 June 2017
Term 2
Week 8

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Find us on the Skoolbag App

From the Principal...

CATHOLIC CROSS COUNTRY CARNIVAL

Recently a number of our students from Grades 3-6 represented St Therese's at the annual STCPSSA cross country carnival at the Hobart Police Academy. Unfortunately, I was unable to attend as all Catholic school principals were away on a spirituality retreat. However, I was extremely pleased to hear that our students performed exceptionally well at the carnival and attending staff were very impressed with the high level of energy and enthusiasm they exhibited during their races. We also achieved some great results on the day. Importantly, I also received feedback that their behaviour was also excellent throughout the carnival and that all the students showed great team spirit by actively encouraging and supporting their fellow team representatives throughout the carnival. I would like to thank Mr Cracknell for his organization and planning, both prior to and during the carnival and Mrs Pickrell, Mrs Schofield, Mr Mac and Ms Goss for their support on the day.

Once again a big thank you to Mrs Sharee Eugster and Mrs Lisa Galea for assisting with training as part of the school running club.

STAFF ABSENCES

Sometimes your child's teacher will be away from school. They may be unwell, or a family member may be unwell. Alternatively, they may be at a Professional Learning course to update their knowledge and skills. A relief teacher is employed to teach the class that day. Whilst we endeavour to have the same casual teacher with a particular class, this is not always possible as casual teachers work at a number of different schools or may be unwell themselves, particularly at this time of the year. When the usual teacher is away, on most occasions, they will leave their teaching program for the casual teacher to follow.

CCEL MEETING

Later this week I am attending the Tasmanian gathering of Principals and Catholic Education staff for our Catholic College of Educational Leaders (CCEL) meetings in Devonport from June 22-24.

ANYTIME IS A GOOD TIME TO READ

Following on from the launch of the Premier's Reading Challenge, I am sometimes asked by parents/carers about how they can engage their young child in reading. I have included some information below, which may help to stimulate interest and provide ideas for families.

Anytime is a good time to read, at bedtime, on the couch, in the garden or at the park....anywhere is a good time to read to your child. Talking, singing songs and sharing rhymes are important ways of building your child's vocabulary and preparing them for a life of reading.

- *Have conversations with your child about the books you read and ask questions that can't be answered with a simple 'yes' or 'no'.*
- *Use a wide range of resources that include picture and information books, the TV guide or shop catalogues, magazines, comics, poems or songs*
- *Talk about the ideas and feelings you both get from the book*
- *Talk about similar experiences your child might have had to the one in the book*
- *Encourage your child to retell the story in their own words*
- *Carry books in the car and one in your bag so that you always have one on hand*
- *Start a library at home – a good place to start is a few books on a shelf that your child can reach or visit a library, it's free!*

Cameron Brown
Principal

Reflection

Think Twice

'I tell my children and I try to do it myself: "Think twice about what you are doing and going to do. You can even use it in learning people's names".' So said a neighbour while chatting recently. They are wise words, words to live by. Children can drift through situations, not noticing what is happening and then explode, over react or get into trouble when things move beyond their control. But a little thought along the way, a little mindfulness can make their lives and ours a richer, better experience.

Jesus tried to provoke such thoughtfulness. His whole way of teaching wasn't a series of straightforward, black and white rules. Rather his parables, his short sayings, some of which seem to contradict each other, are meant to challenge us to ask ourselves, 'What does God want me to be, to do in this situation?' We need to use thought and prayer to discern what to do in changing circumstances. Our brains are not there just to keep our ears apart. Along with our heart, we are meant to use this precious gift so that we can live as humanly as possible in the varying events of life.

Loving Father, send us your Spirit that we may know how to apply the teachings of Jesus to our lives. Filled with his Spirit may we have loving thoughts and wise hearts. We ask this in his name, confident that you will hear us.

Sr Kym Harris osb

School Fees

School fee statements to the end of May were sent home in the last couple of days. Please note these do not reflect any payments that have been made since 1st June. As we are now half way through the year, accounts should be paid in full unless payment arrangements have been put in place. If you have any issues, please do not hesitate to contact the school office.



Thursday 22 June

Gymnastics, Kinder - Grade 2

North Melbourne Footy School Program - Grades 3-6

Friday 23 June

Grade 3 Excursion to Zoo Doo

Tuesday 27 June

Board Meeting 5.30pm

Thursday 29 June

Gymnastics, Grades 3 & 4

White Lion Social & Emotional Learning Workshop - Grades 5 & 6

Friday 30 June

Round Robin Day - Grades 5 & 6

Monday 3 July

Prep Excursion to Bonorong Park

Tuesday 4 July

P&F Meeting 6pm

Wednesday 5 July

Grade 4 Excursion

Thursday 6 July

Gymnastics, Grades 3 - 6

P&F Fair Fundraiser - PJ Day Kinder - Gold Coin Donation

Friday 7 July

Last Day Term 2

P&F Fair Fundraiser - PJ Day Prep - Grade 6 - Gold Coin Donation

Monday 24 July

First Day Term 3



June 7th, 2017

Hobart International Airport Excursion.



On the 7th of June, a beautiful Winter day, we headed off to the Hobart International Airport. We were greeted by Mr. Whitfield who is a Duty Terminal Manager. We then took off to the airport tower and watched 5 aircraft landing. We met Tim who is in charge of air traffic control at the tower and we got to listen to the two way radio with the pilots asking permission to land. Shortly after we arrived at the terminal to meet Andy, who was in charge of security at the airport. He demonstrated a security screen for dangerous materials and we then got to go through the security gate, and watch items get x-rayed on the monitor. We took a short walk to the other side of the terminal to meet two ladies and the sniffer dogs. We met 2 sniffer dogs, Ceasar and Pepper. They are very hard working dogs, who sniff for fruit, fish and other items not allowed to enter Tasmania. The next stop was meeting the firemen in charge of fire safety at the airport. They showed us through the AARF vehicle (fire truck) and we all got to go inside. We also got to see it in action spraying water and washing our bus! Lastly we met a Qantas pilot named John, who told us lots of information about his job. So much valuable learning happened today and we all really enjoyed our outing.

Outside School Hours Care Absentees

A reminder that if you have a permanent booking for OSHC, you must inform the program if your child will be absent, as this will allow us to know how many spaces we have available for any casual bookings that parents require unexpectedly.

There is now an OSHC Absentee Notification available on the Skoolbag App under 'OSHC'.

Premier's Reading Challenge

Read ten books in ten weeks!

Don't forget the PRC started last Tuesday the 13th of June for all those budding readers out there. Reading logs and resources have arrived & are available for students taking part.

There are prizes for the best and most enthusiastic readers - both here at school and on the PRC website - simply write a book review for a chance to win!

BRICKS FOR KIDS

The Bricks for Kids after school workshops will be held next term in the "learning street" (near the library) on Monday 31st July - Monday 18th September, after school. Mrs Drew will be there. Spaces are limited!

Go to the link to register and pay \$120. Go to "Pay now" and scroll down until you see our school!

Please see the attached flier.

LOST UNIFORM

Charlie Riley has lost his soft shell jacket, size 8. If you know where it is, please leave it at the office.

Thank you.

P&F Update

Entertainment Books

Entertainment book forms are available in the school office and there is a link on the P&F Facebook page to the electronic version if you prefer.

Lego Donations

The P&F have had a request from a staff member to purchase Lego to assist with hands on maths tasks and also for the children to play with. The P&F are happy to support this but would welcome any Lego donations to lessen the amount needed to purchase.

Spider Day

Spider day was held at lunch time last Thursday and was as always very popular. After costs approximately \$160 was raised. A big thank you to my grade 6 helpers Connor, Henry, Tui, Riley, Elliott, Mitchell & Jessica. Thank you to parents for providing children with money to support this fundraiser.

PJ Day

The next P&F fundraiser will be a PJ day on the last day of term 2, Friday 7th July. Kinder will be participating on Thursday 6th. A gold coin donation is requested.

Next meeting

The next P&F meeting will be Tuesday 4th July at 6pm in the school office.

Please see the attached information.

Laura Benson
P&F president

Come'n'Try Holiday Music		➡	\$
2-for-1 BONUS if you bring a friend			
Kinder Beat (all 3 levels)	9.00- 9.45 Mon Jul 17 for 2 & 3 y.o. OR		\$5
	9.00- 9.45 Tue Jul 18 for 2 & 3 y.o.		\$5
Piano (Junior)	10.00-10.45 Mon Jul 17 for 4-6 y.o. OR		\$16
	10.00-10.45 Tue Jul 18 for 4-6 y.o.		\$16
Piano (Primary)	11.00-11.45 Mon Jul 17 for 7-9 y.o. OR		\$16
	11.00-11.45 Tue Jul 18 for 7-9 y.o.		\$16
Guitar (Beginner)	9.30-10.15 Daily, Mon - Fri for 9+ y.o.		\$80
Ukulele (Beginner)	10.30-11.15 Daily, Mon - Fri for 9+ y.o.		\$80
Drums (Beginner)	12.00-12.45 Daily, Mon - Wed for 9+ y.o.		\$48
Adult Class (Beginner) Piano / Keyboard / Guitar	7.00- 8.00 pm Mon Jul 17 for 18+ OR		FREE
	10.00-11.00 am Sat Jul 22 for 18+		FREE
FREE Class Overviews (no children please)	7.00- 7.45 pm Thu Jun 15 OR		FREE
	9.30-10.15 am Sat Jun 24 OR		FREE
	7.00- 7.45 pm Tue Jul 18 OR		FREE
	9.00- 9.45 am Sat Jul 22		FREE

To book your Holiday Class, or for more info, please contact Lyndon.
International Academy of Music Hobart (41 Burnett St Nth Hobart)

School Fair Update

17th September - Only 12.5 weeks to go!

Helpers required

Your help is desperately needed to enable the Fair be able to proceed. Attached on the next page is a list of stalls as it currently stands. If you are able to help fill any of these gaps or if you have an idea for a brand new stall or attraction, please let us know. The P&F can be emailed on pandf@sttherese.tas.edu.au or you can call/message Laura Benson on 0417 330 855. Volunteers from our parent and community body is what makes this event so well run and such a huge success. The fair is a much loved event for the school, parish and community and it would be such a shame to have to cancel due to lack of assistance.

Please be assured that offering to run a stall doesn't have to be a huge amount of work. If you see a stall that interests you, perhaps approach other parents in your child's class and make it a group effort... and don't forget that the children love helping too!

Donations

Major prizes: We are still after a few major prizes for the raffle if you or the business you work for are able to assist.

Chocolate wheel: Prizes and vouchers are also needed for the chocolate wheel. This is easily one of our most popular stalls and lots of prizes are needed to make it hugely attractive to fair goers.

Show bags: Small items are requested for showbags. Do you work for a business that has small promotional items that they'd like to offer to put in our showbags? Things like pens, pencils, stickers, balloons, drink bottles, discount vouchers, free passes etc. We are making 75 showbags for sale on the day.

Second hand items: Please note that we are NOT having a clothes or bric-a-brac stall at this year's fair. The only second hand items we are requesting for donation are good quality books, magazines, DVD's, games and puzzles.

Please consider how you and your family can help make the fair a huge success by making donations, coordinating a stall or just offering a couple of hours of your time to assist on a stall on Fair Day ☺

Fair 2017 stall holders as at 20 June

Stall	Coordinator
ANIMALS	Operator Run
BATH AND BEAUTY	
BALLOONS	
BBQ	
BOOKS/DVDs	Mel Fielding
CAKES	Louise Honey
CANTEEN	
CHOCOLATE WHEEL	Hatty Family
COFFEE	
ICE CREAM PALOUR	
CRAFT	Louise Foster
DESSERTS	
DEVONSHIRE TEAS	
EMERGENCY SERVICES	Fire, Police, Ambulance (operator coordinated)
FACE PAINTING	
FAIRY FLOSS	
HAIR DO'S	
LOLLY STALL	
LUCKY DIPS/JARS	Drina Paradzik
NACHOS	Dan Riley & Nijole Wilson
PEDLARS PARADE	
PHOTO BOOTH	
PLANTS	
RAFFLE	Prue Kurowski
RIDES	Operator Run
SHOW BAGS	Benson Family



Nationally Consistent Collection of Data School Students with Disability



Information for parents and carers

WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of reasonable adjustment they are receiving.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability as defined under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect quality information about school students receiving an adjustment due to disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The annual collection aims to, over time, lead to nationally consistent, high quality data that will enable schools, education authorities and

governments to gain a more complete understanding of students who are receiving adjustments because of disability in schools in Australia, and how to best support them.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?

Every year your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.



The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties, such as dyslexia or auditory processing disorder, as well as chronic health conditions like epilepsy or diabetes, that require monitoring and the provision of adjustments by the school, may be included.

WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff count the number of students receiving an adjustment due to disability in their school, and the level of reasonable adjustment they are provided, based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

HOW IS MY CHILD'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available from www.education.gov.au/notices.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.


You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.



AFTER SCHOOL WORKSHOPS

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Workshop using LEGO® Bricks for Term 3.

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3.10pm – 4.10pm

Your child's learning doesn't need to stop when the bell rings. At Bricks 4 Kidz®, we believe it's important to tap into a child's potential by *encouraging their curiosity and creativity* in and out of the classroom. Our fun-filled model plans designed by engineers and architects, teach children to learn with LEGO® Bricks. Our theme based project kits motivate children by reinforcing S.T.E.M. based principles while *enhancing self-esteem, improving fine-motor skills*, and teaching important classroom lessons such as *organization and following directions*.

Cost

8 week term \$120 incl GST

Check out the website and enrol here:

www.brickz4kidzaustralia.com.au/tasmania-hobart/



Contact Kylie:

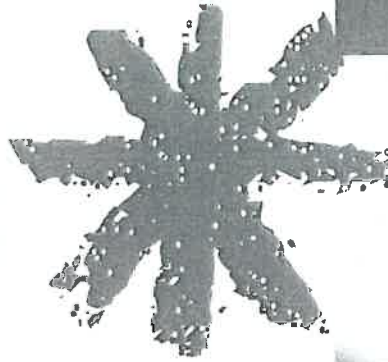
hobart@brickz4kidz.com

0408 487 393

Don't forget to book for our upcoming school
holiday workshops and we also do birthday
parties!



parenting * ideas insights



Anxiety in Primary School Kids

By Dr Jodi Richardson

Anxiety affects people from all walks of life, and lots of kids have it. If that's what's happening in your family, your little one is lucky that you know, care, and are seeking answers.

The idea that one of our kids might be experiencing anxiety sets off all sorts of alarm bells in us as parents. It's fair to say it makes us anxious ourselves, and has us asking all sorts of questions like "What does it mean?", "What's 'normal'?" and "What can I do to help?"

Like anything else in life, the more informed we are about anxiety, the calmer and more empowered we'll feel, enabling us to support and advise our precious kids through their challenges and seeking help when needed.

That's what this article is about. Giving you the facts and helping to settle your mind so that you can begin to help them settle theirs.

Before reading on, I want you to close your eyes and take three long, slow breaths in and out... Depending on what you're up to right now, you may indeed be experiencing a level of anxiety at the moment, and this breathing exercise will help.

Okay, let's get you some answers to those questions.

Anxiety, what is it anyway?

Anxiety is a feeling. We've all experienced it. It's a completely normal reaction under dangerous or stressful circumstances. Perhaps you've narrowly avoided a car accident. Your heart pounds, your breathing becomes shallow and fast, your body floods with adrenaline to put you on red alert, your blood pressure goes up, you might perspire, and glucose dumps from your muscles into your bloodstream. All of this is preparing you to face up to the 'threat' or run like heck in the other direction. This is 'fight or flight' in action.

This reaction is a survival instinct dating back to early times when life-threatening situations were ever present. These days we can experience anxiety when we're under pressure to meet a deadline, preparing to talk in front of our colleagues or for a job interview, or simply noticing how many emails are awaiting our reply. Our lives are not in danger but our bodies react as if this were the case. The same can be true for our kids.

Anxiety is a normal response to a threatening situation. All of these physical changes happen instinctively as a tiny part of our brain called the amygdala tells the sympathetic nervous system to take over and fire

us up so we can do what we have to in order to survive.

Do you know the feeling? Perhaps it happens to you now and then. But maybe, if you're one of the two million-plus Australians (including me) who experience an anxiety disorder, your body and brain respond like that more often, more quickly and more intensely than others.

Trust me, it feels awful. I've experienced anxiety since I was a child, still do and always will. My parents didn't even know anxiety existed when I was a kid and it took me until my early twenties to be diagnosed. Now that I know, I can, and do, take action to manage it. I have my ups and downs like everyone else but on the whole I live a rich, full and meaningful life. Your kids can too. Anxiety is common, it's treatable and there's so much we can do to help as parents.

Our kids are lucky. They have great parents (that's you) who know to look out for their mental health, and who have access to lots of great resources.

Anxiety affects people from all walks of life, and lots of kids have it. If that's what's happening in your family, your little one is lucky that you know, care, and are seeking answers.

parenting * ideas

Anxiety in Primary School Kids

How do I know what's 'normal'?

All kids experience fear and worry about things. It's understandable given that so much is new for them; new experiences, new places, new people, new teachers, new skills, new challenges to name just a few. What we need to look out for is when their amygdala (remember that tiny part of the brain?) is causing them to react anxiously to situations where there is no danger. Signs of this include:

- Their worries and fears begin to outweigh the situations and challenges that they are facing.
- Their anxiety starts to interfere with their participation at school and the activities, sports, parties, playdates and events than other kids their age are enjoying.
- They're more anxious, and anxious more often, when compared to other kids their age.
- They're obsessed with symmetry or cleanliness and they repeat behaviours like hand washing.

What does anxiety feel like for them?

Our minds and bodies are interconnected and are now considered as one, not separate. How we think and what we think affects us physically, regardless of age. Anxious kids can complain of tummy pains, diarrhoea, headaches and difficulty getting to sleep. They are easily upset and often like to stay close to you.

Some anxious kids will worry a lot, mulling over and over their thoughts which only serves to fuel their anxiety.

They can also look to us as parents to help them cope by seeking our reassurance that the scary thing won't happen or avoiding a confronting and anxiety-provoking situation.

Okay, so how can I help?

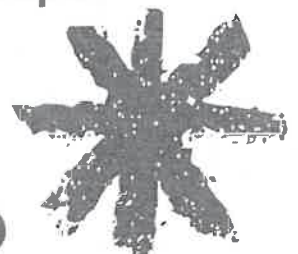
1. Spend regular quiet time with your primary schooler to foster a loving and open relationship while giving them time to share with you their thoughts, fears and worries. You can also help immensely by remaining calm under stressful situations (I know – easier said than done sometimes!)
2. If you think your primary schooler is experiencing anxiety, talk about it and go together to see your GP and have a conversation about what's been happening.
3. Teach your child about anxiety so he/she knows what underlies the thoughts and feelings. I highly (highly) recommend *Hey Warrior!* A book for kids about anxiety, by Karen Young. Anxiety is not nearly as frightening when you understand why.
4. Because breathing becomes shallow and fast with anxiety, a simple yet incredibly effective way to show the amygdala that everything is okay is to take deliberate, slower breaths (in for 3, hold for 1, out for 3). After all, no-one can do this when their life really is in danger!
5. Mindfulness is a superpower for the anxious brain (any brain in fact!) and there are lots of great ways to help kids practice mindfulness. One fun game is lying on the floor, eyes closed and asking them to tune into their 'Spidey Senses', listening carefully

for any sounds near or far, feeling any sensations under their hands and body and smelling for any scents in the air. Mindfulness reduces the size of the amygdala among other incredible changes in the brain.

6. If they are worrying about things over and over in their minds – let's say it's about presenting to their class – instead of saying, "You'll be fine, I've heard your presentation, it's wonderful," or, "Don't worry, all the other kids will be nervous too," or similar, try this instead: "I understand how you're feeling, that's so normal. I'd feel the same way; is it helpful to keep thinking about it?" No! "Okay, then let's focus our attention on something we can do to help, like practicing more, making cue cards or going outside to bounce on the trampoline." They need to know that you understand, that you 'get' it, and that they're not alone.

"Is it helpful?" is a great question (when asked compassionately), followed up with asking your child what they can do that will help the situation, or engaging him/her in something meaningful and enjoyable, making a positive step forward.

Visit our website for more ideas and information to help you raise confident and resilient young people.



Dr Jodi Richardson Jodi is a happiness and wellbeing speaker and writer, retreat facilitator and mum to two primary school aged kids. For more great ideas on flourishing mental health for the whole family, subscribe to her newsletter at drjodirichardson.com.au and say hello on [facebook.com/DrJodiRichardson](https://www.facebook.com/DrJodiRichardson). Enquiries to jodi@drjodirichardson.com.au

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