



Friday, 19th April 2024
Term 2 Week 1 of 11

**WE ARE ALL
IMMIGRANTS**

Dear Parents, Students and Friends,

Last term I raised the need for us as, a community, to celebrate the richness and diversity of our community through its cultural heritage. This was in response to a lack of action around Harmony Day.

As a child of immigrant parents who arrived in Australia in the early 1960's, I can appreciate the challenges that so many of our own families have and continue to experience in settling into a new country.

As a child, I could not speak English, I ate food that no one wanted to trade with me, my friendship groups were limited to other new immigrant children experiencing similar experiences. I was growing up in a rural town where we were considered outsiders.

As time went on and my knowledge of the language and customs grew stronger, I felt more included yet always carried with me the memory of what it was to be excluded, different in someone else's eyes, left out or called derogatory names.

This experience is not unique and certainly does not define who I am, however, it has provided me with compassion, an understanding and a drive to do my very best for those who have left their country, family and friends to begin a new life.

I cannot help to reflect upon many of our own families, within our school community, that have had similar experiences of exclusion, but also of the

families that have been extraordinary in their efforts to support new families through their acts of kindness, welcoming and simple generosity. Personally, I have found that those who have the least, often give the most.

Our St Catherine Of Siena community is extraordinarily diverse and rich with the heritage, language and culture of so many nations. When opening ourselves up to understanding and experiencing other cultures, by making time to get to know others whose lives may be so different to ours, we ourselves become enriched and our attitudes founded in knowledge, rather than presumptions.

We are all made in the image of God but do we treat each other with the heart and hands of Christ?

Celebrating Our Diversity

To celebrate this diversity and better understand the story and cultural heritage of our families, I seek to invite families to share their stories, along with a photo, and a cultural recipe that can be published in the school newsletter. (Simply email to principal@scmeltonwest.catholic.edu.au) Later this term, we will allocate a celebration day where we will invite all our students to dress in clothes that represent their cultural heritage. We already know that so many of our students are looking forward to this. Please don't be shy in sharing your story as we all have one and they are all worth telling.

Student Leadership

We are making a concerted effort to put in place a student leadership structure that ensures that the role of a student leader is far more than just a badge. Please take the opportunity to read up about this in the article titled 'House Spirit & Student Leadership', located further in the newsletter.

First Communion

During this term, our Grade 4 students will prepare for and celebrate their First Communion. May we ourselves sit at Christ's table and share bread with all within our community. We are people of hope, of new life. May others know who we are by our love.

A blessing and prayer to all our families this weekend as we celebrate Refugee Week.

My kindest
regards,

Des Noack
Principal



This Week's Newsletter Items:

- Principal' Message
- Apply Now for Prep 2025? (**IMPORTANT**)
- Winter Uniform
- Bulman Road Update & Closure
- ANZAC Day – A personal experience.
- Traumatic Events, The Media & Your Child
- Just What Happened At The School During The Term Break?
- Term 2 Dates
- House Spirit & Student Leadership

Prep 2025

We wish to again give all current families urgent notice that there is currently **59** applications for Prep next year knowing that only **75** places will be offered.

Please note that if we have not received your application prior to Week 5 of this term (Friday 17th May) and all places have been filled, even though you are a current family, any further applications will be placed on a wait list.

The school is currently experiencing a high level of interest from prospective families seeking a Catholic education for their child. If we don't know that you have a child being enrolled for next year, we are unable to hold a place for them.

Please do not put yourself in the position of having to go on the wait list. Contact the school office as soon as possible to guarantee a placement.

Winter uniform

It's time to change into the school's Winter Uniform and ensure that our students are dressed appropriately for the cooler weather conditions.

Thank you to most of our families who have already sorted out uniforms for their children.

If you need assistance with school uniforms, could you please contact Mel Anderson (Wellbeing Leader) so we can see how to assist you at this time.

Bulman's Road Update & Closure Notice

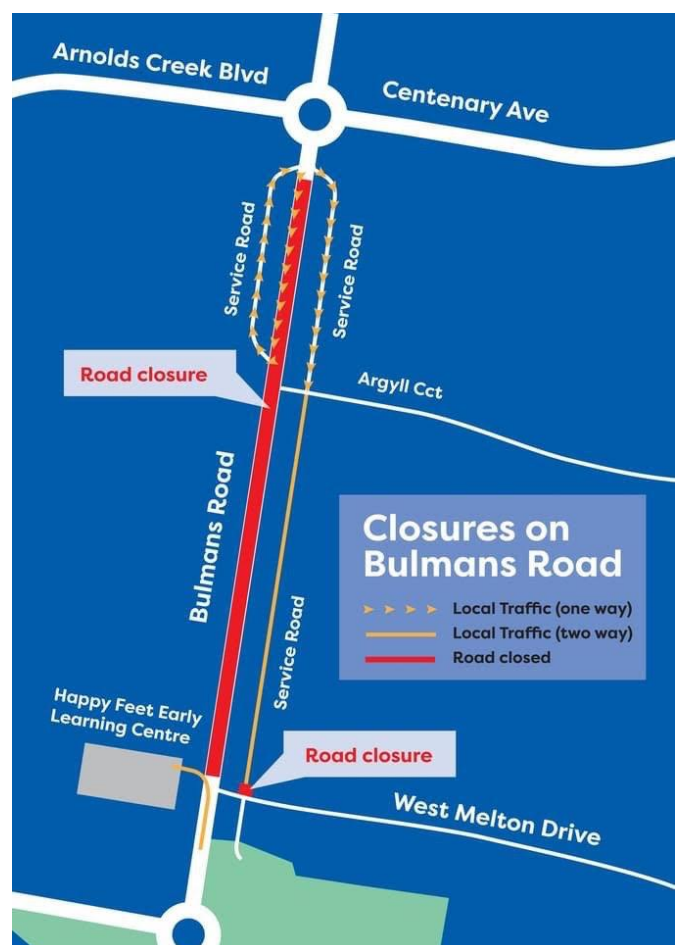
The work between Sovereign Boulevard and Westlake Drive is now complete. Bildgroup are now focused on completing the next stage of works between Centenary Avenue and West Melton Drive.

Bulmans Road between Centenary Avenue and West Melton Drive will be closed to through traffic during the day and night between Monday 22 April and Friday 28 June 2024, weather permitting.

Works will take place between 7am and 6pm Monday to Saturday. No work will take place on Sunday.

Work will include pavement, relocation of utilities as well as kerbing and drainage work. Local access will be permitted to residents in the service road on both sides of Bulmans Road as well at the **Happy Feet Learning Centre**.

Traffic and pedestrian detours will be in place during this time. Please refer to the map below. Please take care around the worksite and follow directions from traffic controllers and signage at all times.





This week, an Operoo form was sent out seeking support from families to attend next Thursday's ANZAC Day Dawn Service. In response, two personal letters have been received expressing thanks for the initiative being shown by the school in trying to develop in our students, an appreciation for what ANZAC Day means and represents.

The following (with permission) is shared to express the depth of meaning this day already has for so many of our families.

Hi Mr Noack,

Firstly I wanted to say how good it is that the school is looking to participate in Anzac Day. Anzac Day is very special to us because my late grandfather fought & was injured on the Kokoda Track in WWII & my father also served prior to Vietnam. More recently my husband's brother & brother-in-law have also both served in the military.

Unfortunately we won't be able to attend the dawn service because Sebastian will be marching in the main parade in the city. Every year Sebastian's Air League squadron supports the RAAF Bomber Command Commemorative Society by carrying their banner & marching with them (see pics attached). Seb has done this for the past 2 years & has a very keen interest in Bomber Command & Anzac Day.

So while we won't be able to join in with you & the rest of the school, we wanted to let you know that Seb will still be participating, but just in a different uniform.

Kind regards,

Dani



Traumatic Events, the Media and Your Child

With advances in media communication, families are now exposed to trauma that they are otherwise unlikely to experience directly in the course of their daily lives. This has been particularly noticed through the events that have occurred both interstate and in our own town of Melton.

As adults, we often have trouble dealing with this ourselves. Yet as parents we must also help our children to understand and cope with what they see and hear about traumatic events through the media. The following guide is being provided as a response to the recent events that have occurred but also with the intention that if something occurs in the future, you have a positive mindset to assist and support your child/ren.

First, we will look at what the research tells us about the effects of media reports of traumatic events on children. Then we give some ideas to help you take care of your child in the case of such events.

Children watch TV news broadcasts.

A study reported by the Australian Broadcasting Authority found that nine out of ten primary school children surveyed said they watched television. Nearly two thirds watched every day. Almost all of the children said they watched the news. The children were asked what was acceptable to see and hear on the news. It is not surprising that many children didn't like stories about children and animals being hurt. There were differences in the concerns of boys and girls about news coverage; boys were more likely than girls to find most news events acceptable.

Viewing disastrous events can lead to more worry and stress in children.

Extensive viewing of distressing footage can have a negative impact on children.

A survey conducted in the United States following the September 11 tragedy showed that about a third of children had some symptoms of stress and nearly half were worried about safety. However, not all children react in the same way to traumatic events they see in the media.

- The severity of a child's reaction to an event seen on TV is usually related to the amount of direct exposure to the event. The effect is generally greater if the child witnesses an event, or knows someone who was injured. A child who has previously been a victim of trauma, or has had previous mental health problems may also

experience a more severe reaction.

- For children who are affected, reactions might be immediate (occurring straight after the event) or delayed (occurring weeks or even months later).
- For children who are seriously affected, reactions might include bedwetting, thumb sucking, nightmares and withdrawal. Other changes in behaviour could also occur. Children might start to behave in ways that are considered stubborn, disobedient, helpless, irritable, hyperactive or aggressive. A child might decrease concentration, increase fantasy play, change eating habits, or abandon chores or homework. They might also be preoccupied with traumatic themes or feel anxious about safety and danger in their immediate environment.
- Images (such as television pictures of people jumping to their death from a burning building) are more likely to cause reactions than hearing about what happened.

The way children react depends on their age.

- Infants and toddlers are unable to understand the impact of a disaster, but recognise and respond to the emotional and behavioural changes in adults around them. They are likely to attribute these changes to themselves or others in their environment rather than to the traumatic event.
- Preschool children can be upset by what they see on TV. Children of this age think images on screen are occurring in real time. They sometimes think an event is happening again and again when it is replayed on TV.
- They may ask lots of questions because they are feeling anxious, they may keep their feelings hidden, or transfer them onto other daily issues. What's more, pre-schoolers' understanding of tragic events is not complete because they do not understand the permanence of death. If pre-schoolers see adults upset in response to traumatic events screened on TV, they are likely to think the events are taking place in their immediate environment.
- Primary school-aged children have more understanding about the significance of the traumatic event and its timing. The images on TV may frighten them and they may become concerned for their own safety and the safety of those close to them. Although primary school children have a reasonable understanding of the event, they may be confused about the details they hear from different sources. Often children of this age are unable to differentiate between events that happen a long way away, or in another country, from those that are on their doorstep. Therefore, they may worry about the impact the event will have on their own lives.

- Adolescents generally have greater capacity to understand the event, its causes and consequences. Viewing such events can lead to a variety of responses including anger, desire for revenge, worry and despair. They may develop sleeping or eating problems. Sometimes they are unsure about how they should respond. They may want to know how other people are responding, and may be keen to discuss their opinions, or try to offer assistance.

Media reports of traumatic events can also have positive effects.

According to Dr Jessica Hamblen from the National Center for Post-Traumatic Stress Disorder in the United States, media coverage provides much needed information related to the seriousness of a situation, safety issues, and help for victims. The media can also present images of hope, resilience and courage. Images of people being rescued and public support for those affected are positive aspects that children can gain from the media.

Ideas

The following suggestions are based on research about children's responses to media representations of trauma and what is known generally about helping children through trauma.

Look after yourself.

At times of severe stress, children will be affected by how the adults around them behave. Therefore, it makes sense to attend to your own needs for reassurance and comfort, following a distressing event. You can help your child cope by showing how you have learnt to cope yourself.

Comfort your child.

Experts agree that it is important for children to be told that their parents and others will love and protect them during difficult times.

- Comfort your child and give frequent assurance of safety and security. However, do not give school-aged children false assurance. For example, do not promise that such events will never happen again; they usually will not believe you. Explain how you will keep them safe and guard against such things happening to them.
- Spend more time communicating with your children so they have more opportunities to let you know what is on their minds. A trauma may also stimulate all sorts of other thoughts, questions and concerns not directly related to it. Try to ensure that you can do some extra enjoyable activities together to put it all back into the perspective of normal life.
- Spend extra time with your child at bedtime if they have trouble going to sleep. Let them know where you will be while they are asleep. If

necessary, let your child sleep with a light on, if this is reassuring for them. However, think about these suggestions as short-term strategies only. Plan to return gradually to the normal bedtime routine.

- As much as possible keep to normal routines and activities around sleeping, eating, and regular activities. Routines are particularly comforting for young children.
- Immediately after a traumatic event, try to avoid unnecessary separation of your child from the family.

Deal with feelings.

According to the National Institute on Media and the Family, emotional reactions may include sadness, fear and relief. These emotional states may come and go. It is important to let your child know that such feelings are OK.

- Encourage your child to express feelings and worries however they wish. This may be through talking, playing or drawing.
- Listen to and acknowledge your child's worries and let them know it is normal to feel sad or upset. Let them know that you also get frightened or worried. Do not criticise their concerns or feelings by saying something like 'Don't be silly'.
- Let your child know how you are feeling. However, it is also important to communicate how you are coping with these feelings.
- If you are feeling very upset and a calm discussion is not possible, discuss your reactions with your child when you are feeling more composed. Tell your child you are feeling sad, and will talk to them a bit later on when you are feeling better.

Teach your child how to cope.

As well as providing positive examples by our own behaviour, the way in which we talk to our children about distressing circumstances can teach them a lot about how to cope with negative things that happen in the world.

- Do not force discussion of a traumatic event. If your child is unwilling to talk, don't worry. There may be occasions later on when they want to talk.
- Try not to make the discussion too detailed. Children often are happy with a few ideas, and will come back for more detail later rather than work it all out at once.
- If your child wants to discuss a disaster, check on their understanding of what they have seen and heard. Ask them what they know about it, why they think it is happening and how it is related to them, and then use this as the basis for your discussion. Sometimes what they are concerned about is not what you might expect. Use words

and concepts they understand.

- When your child is ready and willing to talk about a disturbing event, use this as an opportunity to teach coping strategies.
- Answer any questions your child has simply, honestly and openly. Try not to give more information than is asked for, and do not dwell on scary details. However, don't soften information with terms that may confuse a young child (such as 'go to sleep' instead of 'die'). If you show children that you accept death as a part of life, so will they.
- When talking about traumatic events, give children simple, factual information. Avoid talking in images that can take hold of their imagination. For example, you can say to a younger child, 'Some men crashed a plane into a big building and it fell down and lots of people died' instead of describing in detail how it happened and how they were killed.
- Don't be afraid to admit that you can't answer all their questions. Tell your children that you will see if you can find out and tell them later (even if you just need some time to think about what you should say to them).
- With an older child, the occasion may be used to learn about issues such as terrorism, violence, war or disaster. Discussions could explore ideas for positive solutions to such problems.
- Try not to focus on blame. Help your child avoid blaming any person or group of people.
- Point out how rare such events are, and how people dealt with them in the past.
- Inform your child that the media are more likely to report 'bad news' stories than 'good news' stories. Remind them that many positive things happen in the world that are not shown on TV or mentioned in the newspapers.
- Focus on the images of hope, courage and resilience that are presented in the media. Teach your child that good things can come out of disastrous events (e.g. donations, volunteers, communities uniting and heroic actions).

Monitor your child's exposure to trauma.

Media representation of traumatic events can have damaging effects on children. Therefore, it is reasonable to monitor carefully what your child is exposed to at these times.

- Consider having the TV in a shared area of the house so that you can check on what your child is watching. Be aware that radio reports can also be upsetting to children.
- Find out when graphic news coverage of a recent traumatic event is to be screened on TV. Restrict the viewing of a younger child where possible. Lee Burton of the Australian Children's Television Foundation recommends that children under the age of seven or eight should not watch the news. If your older child wants to watch the news about the events it would be a

good idea to watch together. These suggestions also apply to radio news and coverage.

- After a traumatic event occurs it is tempting to leave the TV or radio station on all day to catch up with the latest developments. This means that your child could be accidentally exposed to material that will worry or frighten them. If you like 'background noise' consider playing music instead. Plan to watch or listen to news updates when your child is not around.
- Try not to leave newspapers with distressing photographs in places where young children can look at them. With older children, discuss the photographs with them if they wish to, and then put the newspaper away.
- Don't forget that children pass on news to each other when adults are not around. Even preschool children chat about what they have heard. Ask your child about what they have heard from others and discuss it, otherwise they are likely to accept distorted rumours they have heard from peers.

You may also need to monitor your child's reactions. Look out for ongoing physical signs, sleep troubles, worries or fears that suggest your child could benefit from professional help. Here are signs that indicate a need for more help if you notice that they are occurring over an extended period of time:

- Not wanting to attend school or changes in your child's performance at school.
- Fear of being alone or in the dark, or showing increased sensitivity to sounds.
- Unexplained or vague physical pain symptoms, (such as headaches, stomach aches, or general aches and pains).
- Going back to an earlier stage of behaviour. For example, young children may cling to parents or teachers or resist leaving a place where they feel safe.
- Engaging in high-risk activities (such as substance abuse).
- Any other emotional or behavioural change that dates from the time of the trauma.

Pitfalls

Here are some tips for dealing with issues or questions that might arise when you try some of the strategies recommended above.

How far should I go in censoring what I say about the traumatic event?

It is natural when you are talking to other adults to express your feelings of anger, hopelessness, distrust etc. When you are with your partner or adult friends you may be likely to explore your fears and concerns at a deeper level. Be aware that your children may overhear you. Remember that when important things are happening children will want to know what is going on and will tune into adult talk. You may not want your child to hear the full extent of your fears and concerns. If this is the case, defer your

adult discussion to a time when the children are not able to listen in. Also bear in mind that if they hear part, but not all, of your discussion they may get a distorted impression.

How can I help my child if I am not coping very well myself?

Tell them you are sad for the people who have been hurt, or that it reminds you of things in the past. Reassure them that the family is not in any danger, that everything is all right, and that you will feel better soon. Check out some of the suggestions in the article by Rob Gordon and Ruth Wraith mentioned in the Help section of this guide. If you are still having difficulties coping yourself, it may be wise to seek professional help.

What if my child doesn't seem to care about the event?

Don't worry if your child is not interested or concerned about the event - they may just want to play. Sometimes children do not talk about their feelings, even when parents ask them to. However, keep the lines of communication open in case they want to discuss things later on. They often drop hints or make casual comments that can be responded to. With young children, briefly reassure them that you are going to make sure they are safe, even if they do not seek this reassurance.

Help

There is a large amount of information on the Internet about coping with disaster. Mel Anderson, our Well Being Leader, is always available to assist you if further support is needed. Mel can be easily reached by contacting the school or catching her out on yard duty at the start or end of each day.



Our students looking fabulous in their winter uniform.



Congratulations to both Monique Cassar & Nathan Galea on their graduation this week.

Just What Did Happened At The School During The Term Holidays?

Whilst our students were enjoying a well-earned break, the school was busy setting up for Term 2 and attending to some much needed upgrades and maintenance.

A very special mention of thanks and appreciation goes to so many of the St Catherine of Siena staff who came in, especially during the first week of the holidays, to assist in the actions that are listed below. Without their assistance and support, we simply could not have achieved anything close to what has been achieved.

Information & Communication Technology Student Devices:

A device has been allocated to each and every child from Grade 1 to Grade 6 with Prep students to use iPads. Each device has been labelled with the child's name and placed in a trolley that is located in each classroom. This will ensure that teachers no longer have to timetable when they can use the devices for learning or assessment as well as improve ease of access for students when needing to utilise such technology.

WiFi:

Wifi has been totally upgraded ensuring consistency in access to the intra & internet. Further information regarding wifi keys and access will be sent out tomorrow.

Child Safety & The Use of Technology:

The school has implemented a program called LineWize (<https://www.linewize.io/>) which is designed to monitor student online behaviour and ensure that we are able to keep students safe both from themselves and from others. This is critically important when using their devices for on-line communication.

Classroom Digital Screens:

75" screens have been installed into all classrooms. This has been done to improve our students ability to see clearly what is on a screen and limit the need to sit on the floor to read text rather than at their tables.



Capital Improvements And Maintenance Renovation of Grade 4 & 5 Classrooms:

The six classrooms located at the back of the school have been renovated. This is to provide a child safe, fresh and inviting learning & teaching environment for students and staff alike. Glass partitions have been installed to improve child safety and visibility into rooms whilst ensuring noise levels do not detract from learning. New wall paneling has provided

greater display space as well as a consistent classroom layout across these rooms.

Glass Panels to Improve Visibility:

Glass panels have been installed into the hallway partition panels and between classroom walls (Grade 3 & Grade 6), as well as the sliding partition between the principal's office and meeting room to improve visibility in alignment with child safe practices and policies.

Playground and Car Park Line Marking:

Line marking has been undertaken to improve safety for pedestrians walking through the staff car park. Line marking of the bitumen play area has also occurred with the intention of utilising this space more readily for physical education and playtime activities.

UHF Handheld Radios: Hand held radios to be used to assist with playground supervision have been purchased for each and every staff member so as to improve communication during playground activities and student supervision. Staff have been trained in their use and the protocols that enhance student safety through their use.

Gate Security - Installation of PAL system: To ensure consistency in Gate 1 being closed between the hours of 8.30am and 3.30pm and then closed again at 6.30pm weekdays, the PAL system has been installed. It is the school's intention to extend this system to all gates so as to further improve consistency in opening and closing times as well as securing the school if such circumstances arise.

Staff Professional Learning & Resource Centre:

Having relocated all library resources to the 'Atrium', work has commenced in setting up the Staff Professional Learning & Resource Centre. A compactus to store learning & teaching resources for ease of access and use is arriving next week. The intention is to ensure that our resources, which are extensive, be utilised to their full potential by being visible and at hand.

The Atrium Library:

The new location for the library has allowed us to increase our book collection dramatically providing our students with greater accessibility to reading material. The final allocation of library furniture, providing shelving for our newly purchased books, is still to arrive with delivery expected to occur in the next two weeks. (A very special thanks to those mums who have been assisting us in covering the new books. Without their generosity of time, the books that have been purchased just wouldn't reach the shelves for a further few months.)

Photocopiers:

A further 3 photocopiers have been installed. This may not sound very important but when, as a teacher, trying to prepare resources with only one photocopier available to 62 staff, it definitely makes a difference.

S.T.E.M. Resources:

A large range of S.T.E.M. resources have been located in one of the side rooms of the hall. It's a great find as we are already well resourced in setting up the new specialist subject. These resources have now been audited and will form the basis of starting up a S.T.E.M. specialist program for Term 3.

Staffing Appointments & Changes

The following staffing appointments and changes have been made to address school needs as well as those based on staff requests.

Lisa McCallin has been appointed to the position of Deputy Principal - Learning & Teaching commencing this Monday.

For those who have not met our new Grade 5A teacher, Damien Michael has joined us and commenced officially last Monday. He will be a huge asset to our Senior Team.

Genevieve Drew returns to St Catherine of Siena as our new Administration Manager. Genevieve will commence Week 4 of this term.

Susie Aquilina will take on the role of Library & Resources Admin Officer commencing Week 4.

Natalie Lucchiari has commenced fulltime with Isabella Audino taking on a variation to her current role along with undertaking her final teaching rounds this term.

Office locations of school leaders has also seen a change with the school deputy principals working out of what was the counsellor's room on the ground floor, next to the principal's office. The Learning Diversity Leader's office, located on the second floor has been converted to the councillor's office, a less public area when students are meeting with the counsellor. The Deputy Principal's office that was located also on the second floor has now been converted to a meeting room which will be used for Parent Support Group meetings as well as a meeting space for staff when needed.

**"I am not what happened to
me, I am what I choose to
become."
- Carl Jung**

Term 2

Week 2

Monday 22/04

- Whole School Assembly 2.30pm
- Grade 5A, 5B & 6B Parent Teacher Learning Conversations 3.30pm – 6.30pm

Tuesday 23/04

- *Saint George*
- *Saint Adalbert*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 24/04

- *Saint Fidelis of Sigmaringen*
- Grade 5A, 5B & 6B Parent Teacher Learning Conversations 3.30pm – 6.30pm

Thursday 25/04

- **ANZAC DAY (Public Holiday)**

Friday 26/04

- *Saint Mark*

Saturday 27/05

- *Saint Louis Grignon de Montfort*

Sunday 28/04

- 5th Sunday of Easter

Week 3

Monday 29/04

- **Saint Catherine of Siena Feast Day**
- **Whole School Mass – St Catherine of Sienna Feast Day 2.15pm**

Tuesday 30/04

- *Saint Pius V*
- **Parent Advisory Board 7.00pm – 8.00pm**
- Staff Meeting 3.30pm - 4:30pm

Wednesday 01/05

- *Saint Joseph the Worker*

Thursday 02/05

- *Saint Athanasius*
- Staff Meeting 3.30pm - 4:30pm

Friday 03/05

- **Saints Philip and James**

Sunday 05/05

- 6th Sunday of Easter

Week 4

Monday 06/05

- Whole School Assembly 2.30pm

Tuesday 07/05

- Staff Meeting 3.30pm - 4:30pm

Wednesday 08/05

- **Mother's Day Mass 9.15am (Whole School) & Morning Tea**
- MACS Principals Forum 10am – 2.30pm

Thursday 09/05

- *Saint John I*
- **Mother's Day Stall**
- Staff Meeting 3.30pm - 4:30pm

Friday 10/05

- *Saint John De Avila*

Saturday 11/05

- *Saint Bernadine of Siena*

Sunday 12/05

- Solemnity Of The Ascension Of The Lord
- **Mother's Day**

Week 5

Monday 13/05

- *Our Lady of Fatima*
- Whole School Assembly 2.30pm

Tuesday 14/05

- **Saint Matthias**
- Staff Meeting 3.30pm - 4:30pm

Wednesday 15/5

- **Year 4 attending mass @ 9.15am**

Thursday 16/05

- Staff Meeting 3.30pm - 4:30pm

Saturday 18/05

- *Saint John I*
- **Presentation Masses for First Eucharist**

Sunday 19/05

- **Pentecost Sunday**
- **Presentation Masses for First Eucharist**

Week 6

Monday 20/05

- *Mary, Mother of the Church*
- Whole School Assembly 2.30pm

Tuesday 21/05

- *Saints Christopher Magallenes and companions*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 22/05

- *Saint Rita of Cascia*
- Staff Meeting 3.30pm - 4:30pm
- **Mass & Reconciliation for Yr. 4's @ 9.15am**

Thursday 23/05

- Northern Region School Improvement Network (All Day)
- Staff Meeting 3.30pm - 4:30pm

Friday 24/05

- *Our Lady, Help Of Christians*

Saturday 25/05

- *Saint Gregory VII*
- *Saint Mary Magdalene de Pazzi*
- *Saint Bede*

Sunday 26/05

- Solemnity Of The Most Holy Trinity

Week 7

Monday 27/05

- Saint Augustine of Canterbury
- Whole School Assembly 2.30pm

Tuesday 28/05

- Staff Meeting 3.30pm - 4:30pm

Wednesday 29/05

- Saint Paul VI
- **Mass & Reconciliation for Yr. 4's**

Thursday 30/05

- Parent Support Group Meetings
- Staff Meeting 3.30pm - 4:30pm

Friday 31/05

- **School Closure Day**
 - Science of the Brain PL (St Anthony's)
- The Visitation of the Blessed Virgin Mary

Sunday 02/06

- Feast Of Corpus Christi

Week 8

Monday 03/06

- Saint Charles Lwanga
- Whole School Assembly 2.30pm

Tuesday 04/06

- **Parent Advisory Board 7.00pm – 8.00pm**
- Staff Meeting 3.30pm - 4:30pm

Wednesday 05/06

- Saint Boniface
- **Mass & Reconciliation for Yr. 4's**
- Staff Meeting 3.30pm - 4:30pm

Thursday 06/06

- Saint Norbert
- Saint Marcellin Champagnat
- Staff Meeting 3.30pm - 4:30pm

Friday 07/6

- Solemnity of the Most Sacred Heart of Jesus
- Year 6 ASPIRE 2 Incursion

Saturday 08/06

- Feast of the Immaculate Heart of Mary

Sunday 09/06

- 10th Sunday In Ordinary Time

Week 9

Monday 10/06

- **King's Birthday – Public Holiday**

Tuesday 11/06

- Saint Barnabas
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

Wednesday 12/06

- Parent Support Group Meetings
- **Year 4 attending mass @ 9.15am**

Thursday 13/06

- Saint Anthony of Padua
- Parent Support Group Meetings
- Staff Meeting 3.30pm - 4:30pm

Friday 14/06

- Parent Support Group Meetings

Saturday 15/6

- **First Eucharist Masses 11.00am & 2.00pm**

Sunday 16/06

- 11th Sunday In Ordinary Time

Week 10

Monday 17/06

- Exec Team 9.30 – 11.00am
- Whole School Assembly 2.30pm
- Team Leaders Meeting 3.30pm - 4:30pm

Tuesday 18/06

- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

Wednesday 19/06

- Saint Romuald
- Parent Support Group Meetings

Thursday 20/06

- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

Friday 21/06

- Saint Aloysius Gonzaga
- Parent Support Group Meetings

Saturday 22/06

- Saints John Fisher and Thomas More

Sunday 23/06

- 12th Sunday In Ordinary Time

Week 11

Monday 24/06

- Whole School Assembly 2.30pm

Tuesday 25/06

- Staff Meeting 3.30pm - 4:30pm

Wednesday 26/06

- **Whole School Mass – End of Term 9.15am**

Thursday 27/06

- Saint Cyril of Alexandria
- Staff Meeting 3.30pm - 4:30pm

Friday 28/06

- Saint Irenaeus
- Last Day of Term 2
- Semester 1 Student Reports Sent Home
- **Dismissal Time 3.15pm**



Where students feel known, safe, valued, engaged and purposeful!



Through the feedback received in consultation with students, both last year through the review and in class conversations regarding what student leadership looks like this year, we have identified that a change is needed in regard to our student leadership roles and our house colour system due to the following matters:

- The need to include students (a sense of belonging) immediately upon joining St Catherine of Siena and build upon the sense of belonging to a team and school community.
- The student house system reflects and implements the school's student safety practices and policies.
- In order to minimise negative subcultures, the school must provide greater opportunities for members of different ages to interact.
- The opportunity to take on various responsibilities that develop leadership skills.
- Providing opportunities for all students to involve themselves in worthwhile activities that are not necessarily athletic in nature but reflect the values of contemporary society.

What is being proposed is the implementation of a House system in which older students learn to care for, and encourage and support younger students in cross-age tutor groups and through "buddy" and cross-age reading programs. From this, younger students can identify mentors and role models. Tutor groups within the House would allow for strong bonds of friendship and support to develop between students of similar and different ages and cultures. Houses would honour and strengthen their traditions, and celebrate their identity through social gatherings, assemblies, and participation in inter-House competitions. Participation within such events would provide points that contribute to the awarding of the House Cup at the end of the year.

In this way each student can identify with, and feel connected to, his or her House.

The school currently organises the houses under a colour system being that of Red, Blue Yellow & Green primarily for the purpose of sports events. However, we want to go a step further and provide to each of these houses with a specific culture and understanding of values and traditions based upon a Saint. That students, parents and staff know the names of the Houses, the values that the House name represents and work toward building a sense of belonging and pride in that House.

We are also aware that the school house names are not all based upon saints. Due to this, much more consultation will need to occur.

Student Leadership Policy

Purpose

St Catherine of Siena Primary School values the development of leadership skills and acknowledges that having effective student leaders supports the enhancement of:

- student voice and agency
- responsible behaviours
- student leadership and positive role modelling
- each curriculum area and their associated extra-curricular activities
- trust, autonomy and relationships.

This policy provides clarity around the various student leadership roles, their associated responsibilities, and the selection process of student leaders within the school.

Rationale

Student leadership at St Catherine of Siena Primary School provides opportunities for students to be part of the school's decision-making process, to work co-operatively with staff and to represent the student body in the school.

The school House system provides students with the opportunity to learn to care for, encourage and support other students in cross-age tutor groups and through "buddy" and cross-age reading programs. From this, younger students can identify mentors and role models.

The Houses allow for opportunities for strong bonds of friendship and support to develop between students of similar and different ages and cultures. Houses honour and strengthen their traditions, and celebrate their identity through social gatherings, assemblies, and participation in inter-House competitions.

Participation within such events provide points that contribute to the awarding of the House Cup at the end of the year.

The general role of the Captains are:

- Ensure that all students feel included (a sense of belonging) immediately upon joining St Catherine of Siena Primary School and build on the sense of school community.
- Assist in developing and maintain a positive school atmosphere and culture whilst minimising negative subcultures.
- Take on various responsibilities that develop leadership skills.
- Provide opportunities for all students to involve themselves in worthwhile activities that are not necessarily athletic in nature but reflect the values of contemporary society.

Aims

We believe, that by providing this opportunity for students, we aim to:

- Improve school spirit, culture and pride in our school
- Increase a sense of belonging through leadership
- Develop and foster leadership skills
- Affirm and acknowledge positive role models and qualities
- Encourage students to participate in the decision-making process of our school
- Display responsible decision-making
- Practise co-operative decision-making
- Encourage students to take responsibility for issues that affect their school community
- Develop skills of information sharing, data gathering, decision-making, protocol, formulating an action plan, delegation
- Provide opportunities for students to accept responsibility for allocated tasks, activities, and events across the school
- Provide an opportunity for students and staff to work together as a team for the betterment of our school.

Skills required

School Leaders need to:

- Display a sense of pride in our school
- Be responsible, reliable and trustworthy
- Work well with others
- Be capable, and willing, to do the job required
- Be friendly, positive and enthusiastic
- Set an example to other students
- Be able to relate to peers and adults
- Listen to each other, other students and staff
- Be approachable and communicate with staff and students
- Be aware of the rights of others, therefore their responsibility to others.

Scope

This policy applies to Catherine of Siena Primary School:

- students
- staff involved in the:
 - selection process of student leaders
 - mentoring of acknowledged student leaders
- the community

Policy

Roles

St Catherine of Siena Primary School has the following Student Leadership positions:

- Two School Captains
- Eight House Captains
- Four Performing Arts Captains
- Four Intercultural Captains
- Four Visual Arts Captains
- Four Digital Technology Captains
- Four Eco (Environment & Sustainability) Captains
- Four Science Captains
- Ten Wellbeing Captains
- A Junior School Council Representative for each class

Responsibilities

Student Leaders are the school's acknowledged role models. With that comes the expectation that they are positive role models for all students at all times. They reflect the school's values, display exemplary behaviour and commit to exceptional effort at all times.

Role descriptions and expectations are outlined on Appendix 1.

If a successful applicant is unable to maintain their commitment to the expectations of the role, at the Principal's discretion, they may forfeit the position. In such circumstances the school will either repeat the selection process or complete the year with a vacancy in the role.

Selection Processes

School Captains

Only Year 6 students are eligible for the School Captain position.

1. Interested students complete an application form (Appendix 2).
2. Based on prior knowledge and the quality of the student application up to 8 male and 8 female students are shortlisted by the Senior school teaching team.
3. Shortlisted students prepare and present a speech to the following year's Year Four & Five students, who then vote.

4. Student feedback is reviewed by the current Senior school teachers and specialist teachers.
5. The Senior school teachers endorse up to 4 male and 4 female students to be processed to interview with the Principal team.
6. The Principal and Assistant Principal conduct interviews and appoint 1 female and 1 male School Captain.

Other Captain positions

Only Year 6 students are eligible for the remaining Captain positions.

1. Interested students complete an application form (Appendix 2).
 - i. Students may submit applications for more than one position.
2. The teacher responsible for each leader/curriculum area works with the Senior School staff, Specialist teachers and the Principal team to select the students for each curriculum area as prescribed by the number of positions available.

School Student Council (SSC) representation

Students in Years 1-6 are eligible to be the Student School Council Class Representative.

The School Captains are the SSC representatives for the Prep classes. All other captains are ineligible to represent their class. With the exception of School Captains, a student who was the SSC representative the year prior cannot be the SSC representative the following year.

1. At the beginning of the year class teachers clearly explain to their class both the role of SSC and the elected class representative.
2. *It is the role of the Student School Councillor for each class to advocate for the students of their class and the school. They promote student voice and agency*
3. In the first month of school interested students make a speech to their class.
4. Students in each class vote on their representative.
5. The student elected by their peers shall be accepted as the class's SSC representative

Appendix 1: Student Expectations & Role Descriptions

School Captains (2 Students)

- Be prepared to represent the school at various occasions such as thank yous or welcome to guests
- Be involved in the promotion of the school image in the community
- Participate in school activities such as Open Days or Information Nights
- Lead school assemblies
- Facilitate Student School Council meetings and working as a liaison for Prep classes
- Present to the School Advisory Board on important matters regarding school improvement and student agency.
- Lead a Captains' Positive Change Project with the Principal
- Attend Captains' meetings

House Captains (2 Students per House: 8 students in total)

- Organise House Colour Days (minimum 1 per term) and other events involving Houses.
- Care for, encourage and support other students in cross-age tutor groups and through "buddy" and cross-age reading programs.
- Promote activities that honour and strengthen their House traditions, and celebrate their identity through social gatherings, assemblies, and participation in inter-House competitions.
- Organise such events with other captains that provide points that contribute to the awarding of the House Cup at the end of the year.
- Attend Captains' meetings.

Visual Arts Captains (1 Student per House: 4 in students in total)

- Assist in representing the Arts with any public announcements at school assemblies or art events
- Assist in creating, hanging and labelling displays around the school
- Assist in developing and coordinating the Year 6 Graduation Project
- Assist in major events i.e. the Art Show, Artist in Schools, murals, etc
- Attend Captains' meetings

Intercultural Captains (1 Student per House: 4 in students in total)

- Assist with LOTE and Intercultural Education announcements at school assemblies, SSC meetings or events.
- Set an exemplary example in the area of Intercultural Understanding, cultural literacy, diversity and Respect.
- Enhance the school's representation of Australia's indigenous culture including the Acknowledgment of Country at formal gatherings.
- Assist with the planning and preparation of Harmony Day, Refugee Week & National Reconciliation Week
- Attend Captains' meetings.

Performing Arts Captains (1 Student per House: 4 in students in total)

- Confidently present / host performances and make announcements at assemblies.
- Help with the organisation and rehearsal of whole school events, ie. Stagestruck, talent shows.
- Be involved in promoting "the arts" within the school as well as in the wider community
- Attend Captains' meetings.

Digital Technology Captains (1 Student per House: 4 in students in total)

- Set an exemplary example in the area of cyber safety
- Assist the Digi Tech coordinator in promotion of cyber safety to the school community
- Talk with students and teachers about eSmart issues to create solutions to problems
- Assist with and the development of the school website and intranet.
- Attend Captains' meetings.

Eco (Environment & Sustainability) Captains (1 Student per House: 4 in students in total)

- Work with the SSC to communicate Sustainability protocols across the school
- Participate in any external sustainability events run through the local council/excursions
- Promote the Term 3 Sustainability focus across the school at Assemblies, in classes and through the SSC.
- Apply for sustainability grants, Landcare grants, etc.
- Complete litter audits across the school
- Promote sustainable practices at Assembly
- Support the function of The Farm (the school's kitchen garden)
- Attend Captains' meetings.

Science Captains (1 Student per House: 4 in students in total)

- Assist the S.T.E.M. specialist teacher in the setup of experiments
- Present at Assembly (where required)
- Participate in any external Science events/initiatives run through the local council/excursions
- Run whole school activities during Science Week
- Attend Captains' meetings.

Wellbeing Captains (10 students)

- Set an exemplary example in the area of positive behaviour and support of diversity
- Assist the Wellbeing teachers in promotion of Positive Education and diversity to the school community, including assembly presentations.
- Volunteer to support the development of respectful play for those who require assistance and support both students and staff in promoting a positive school play environment during recess times.
- Attend Captains' meetings.

Student School Councilors (Year 1 to Year 6: 1 student per classroom)

- Be a student voice for their own class.
- Attend and participate in fortnightly meetings.
- Collect ideas for 'free dress days', fundraisers, school improvement, etc from their class
- Take action to facilitate positive changes in the school.