



Friday, 21st June 2024
Term 2 Week 10 of 11



We wish to congratulate all the children who received their First Communion last Saturday. A special thank you to Fr Greg for answering Fr Michael's call for assistance as he recovers from his recent operation and to Mrs Angela Giordimaina, together with so many staff who assisted at both Masses.



Please note that the last day for students for this term is next Thursday 27th June. The dismissal time is 3.15pm.

Grand Parents Day Next Term

In Week Two of next term (Wednesday 24th July), we will be celebrating Grandparents Day. It would be fantastic if as many grandparents as possible could join us by celebrating Mass together and for the grandparents to visit the classrooms, followed by a delicious morning tea to be served in the school hall by our student leaders.

The classroom visits this year will focus on our grandparents sharing their experiences of what it was like to go to school – back in the 'old days'. We can't wait to hear their stories.

An Operoo form will be sent out next week so that you can confirm if your child's grandparent/s will be attending. In the meantime, please take the opportunity to discuss this with the grandparents so they have plenty of time to organise themselves for the day and a chance to recollect and prepare their best primary school story.

Using Positive Behaviour Learning to Improve School Culture

A positive school culture is a mixture of strong personal relationships, beneficial social skills, effective role models, and clear expectations. Teachers and administrators alike work to establish and maintain a positive school culture throughout the school year. The benefits of such an atmosphere can be significant – increased instructional time, reduced discipline referrals, and very empowered students, just to name a few.

What is School Culture?

A school is a community, with a set of beliefs and expectations just like the larger community outside our school doors. Our school staff communicates these beliefs and expectations to students through their actions as well as through school traditions and ceremonies. A positive school culture is one in which every student is encouraged to be the best version of themselves. Students in a positive school culture feel safe, supported, and ready to learn. One of the key reasons expressed at enrolment interviews is that parents choose St Catherine of Siena for their child due to it having a Catholic culture that personifies gospel values through the interaction of its staff, students and families.

How is Culture Different From Climate?

It's tempting to use the words culture and climate interchangeably. However, a school's climate is the result of its culture. The norms communicated to

students serve to set the tone for the entire school. School culture does the hard work, and a school's climate reflects the results of these actions.

The Basics of School Culture

Working to improve school culture can give many students an advantage they may not otherwise have. As school populations have grown more diverse across the country, with Melton reflecting very much this case, imparting a sense of equality among differing cultures can become a challenge if not addressed.

But what are the elements of school culture?

- **Physical safety** – Students must feel safe from physical harm while at school.
- **Social relationships** – Staff should encourage positive social interactions between students as well as between students and staff.
- **Emotional support** – Emotionally supported students are more likely to have higher self-esteem.
- **Academic support** – From top-level learners to struggling scholars, every student should receive the support they need to be academically successful.

Student success depends on the culture and climate of a school. Students who feel safe and supported are more likely to achieve academic success in the long term.

Improving Our School Culture Through PBL

Teachers are on the front lines of school culture. Their task is to support each student academically and emotionally, while also treating all students fairly. This is no small feat! In addition to lesson planning and instruction, teachers must recognize the strengths and weaknesses of each student in their care. A single classroom may contain students from vastly diverse backgrounds, and the teacher must meet each student's needs for learning as well as providing emotional encouragement.

Positive Behaviour Learning & Next Friday

Next Friday, the staff of St Catherine of Siena, are undertaking professional training in Positive Behaviour Learning. This is being undertaken to ensure a whole school approach and understanding to managing behaviour, outlining interventions and supports for behaviour.

Unlike traditional punitive forms of behaviour management, PBL focuses on recognizing positive behaviours. Struggling students receive a boost in self-esteem for appropriate behaviour. These small victories build upon one another, from student to student, lifting the class as a whole.

Refocusing discipline away from punitive measures and investing in teaching appropriate behaviours

changes the way our staff and students relate to one another. The improved relationships between students and staff have a positive effect on the school as a whole. For those students with negative school experiences, PBL can be a turning point in their academic learning.

Please know that parents and carers, together with students, will be playing a big part in determining the key expectations that we as a school will be teaching to.

		INCORPORATE BULLYING PREVENTION / INTERVENTION						
Teaching Matrix		All Settings	Halls	Courtyards	If you see Disrespect	Library/ Cafeteria	Assembly	Bus
Expectations	Respectful	Be on time.	Use appropriate voice.	Have a plan.	STOP: Interrupt & model respect, rather than watch or join in.			Watch for your stop.
	Achieving & Organized	Be on time. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	WALK: Invite people who are being disrespected to join you and move away.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay in your seat.
	Responsible	Respectful.	Use appropriate voice.	Share equipment.	Stop: Interrupt. Say "that's not ok." Walk: Walk away. Don't be an audience. Talk: REPORT to an adult.	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

(A home behaviour matrix is provided as an example at the back of this newsletter.)

THANK YOU SO MUCH
YOU ARE VERY MUCH APPRECIATED!

Next Wednesday, our School Captains, together with Grade 6 students are taking the opportunity to provide our parent volunteers with an afternoon tea.

We are so grateful for the support, time and effort provided by so many of our mums and dads who have given of their own time in either assisting in the classrooms, covered books for our library or undertaken other tasks that just make such a wonderful difference to the experience our students have when at school.

We hear that our school ECO Leaders are hoping to present the stick insects as a little entertainment while enjoying the afternoon tea.



WALKING WITH STICK INSECTS

We had our first stick insect Bug Club this week. It was super popular, with at least 60 kids coming in 2 x 15 minute groups at lunchtime. A special thanks to Susie Aquilina for supervising the students at this time as well as our ECO leaders for maintaining the three display tanks.

Did you know?

- Proper name: Phasmids
- They camouflage themselves to look like a stick or leaf.
- Lifespan: 12-18 months
- Size: 15-20 cm in length
- Diet: Eucalyptus leaves
- Males are long, straight and slender with fully developed wings. They can fly.
- Females live longer than males, are bigger and can't fly as their wings are only tiny.
- Females can lay from 100 - 1300 eggs in its lifetime. It can still produce eggs without a male but all those babies will be female.
- Baby stick insects are called nymphs.



This Weekend's Gospel

A reading from the holy Gospel according to Mark
4:35-41

**Who can this be? Even the wind
and the sea obey him.**

With the coming of evening, Jesus said to his disciples, 'Let us cross over to the other side.' And leaving the crowd behind they took him, just as he was, in the boat; and there were other boats with him. Then it began to blow a gale and the waves were breaking into the boat so that it was almost swamped. But he was in the stern, his head on the cushion, asleep. They woke him and said to him, 'Master, do you not care? We are going down!' And he woke up and rebuked the wind and said to the sea, 'Quiet now! Be calm!' And the wind dropped, and all was calm again. Then he said to them, 'Why are you so frightened? How is it that you have no faith?' They were filled with awe and said to one another, 'Who can this be? Even the wind and the sea obey him.'

Gospel Reflection

Having returned to the liturgical period of Ordinary Time and with it the sequential readings from the Gospel of Mark (for a few weeks at least), we can appreciate some of the literary structure and devices that were used by the gospel writer.

Throughout this particular gospel, the writer has used a framing device – sometimes known as the Markan sandwich – to bracket sections of the gospel. By using these framing stories, the gospel writer draws greater attention to the substance of the 'sandwich' – what has been framed.

This week's reading is the beginning of such a framed section that highlights some of the great miracles performed by Jesus but also draws attention to the disciples' lack of understanding about who Jesus really is. The section that runs from 4:35 to 8:21 is framed by two rhetorical questions:

'Who can this be?' asked by the disciples; and 'Do you still not understand?' asked by Jesus (8:21). This week's passage includes one of the great nature miracles of Jesus – the calming of the storm. Some scripture scholars suggest that this story is a construction by the gospel writer to speak directly to the community for whom this gospel was written. The community of the gospel of Mark were consumed with doubt and surrounded by evidence of the world as they knew it falling apart. They were living the metaphor captured in the story: a boat adrift on the sea in the midst of an almighty storm. The cry of the disciples was the cry of the Christian community: 'Master, do you not care?' They felt that God did not care about the turmoil that surrounded them. The gospel writer reassures them that God does care about their struggle but at the same time chastens them for their lack of faith!

Scriptural context – Miracle stories

The miracle stories of the three synoptic gospels (Mark, Matthew and Luke) generally fall into four categories of miracle: healing miracles (healing of physical ailments and disease); exorcism miracles (driving out evil spirits – often associated with a form of healing); resuscitation miracles (bringing people back to life); and nature miracles (Jesus appears to contradict the laws of nature – walking on water, multiplying food and calming a storm). Each type of miracle story tends to have its own literary structure and being able to recognise the type of miracle being described assists the interpretation of the gospel account.

Living the Gospel – Do you not care?

The experience of the disciples as their boat was tossed about the sea by the powerful storm may sound like a familiar situation. At times in life we may feel that we have lost control of our situation and we are being blown from one 'disaster' to the next. At such times, we may find ourselves asking the question that the disciples asked of Jesus, 'Master, do you not care?' Jesus' reply to the disciples suggests that had they been calm and trusted in the slow work of God then they would have made it through the storm unharmed.

Historical Context – Mark's audience

Scripture scholars are now convinced that the Gospel of Mark was the first of the four New Testament gospels to be written. It is probable that it was written at about 70–75 C.E. – approximately 40 years after the death of Jesus. The intended community was probably based in or around Rome and so were mostly gentile (non-Jewish) Christians. The destruction of the Jerusalem Temple by Roman forces in 70 C.E. was one of the signs that led this community to believe that the world was coming to an end and that the Messiah was about to return.

Term 3

Week 1

Monday 15/07

- Saint Bonaventure
- **Students Return To School**
- Whole School Assembly 2.30pm

Tuesday 16/07

- *Our Lady of Mount Carmel*
- Staff Meeting 3.30pm - 4:30pm

Thursday 18/07

- Staff Meeting 3.30pm - 4:30pm

Saturday 20/07

- *Saint Apollinaris*

Sunday 21/07

- 16th Sunday In Ordinary Time

Week 2

Monday 22/07

- **Saint Mary Magdalene**
- Emergency Displan Practice
- Whole School Assembly 2.30pm

Tuesday 23/07

- *Saint Bridget*
- **Parent Teacher Learning Conversations 3.45pm to 7.15pm**

Wednesday 24/07

- *Saint Sharbel Mahkluf*
- **Grandparents Day Mass (Whole School) & Celebration**

Thursday 25/07

- Saint James
- **Parent Teacher Learning Conversations 3.45pm to 7.15pm**

Friday 26/07

- Saints Joachim and Anne

Saturday 27/07

- **Presentation Masses for Sacrament of Confirmation**

Sunday 28/07

- 17th Sunday In Ordinary Time
- **Presentation Masses for Sacrament of Confirmation**

Week 3

Monday 29/07

- Saints Martha, Mary and Lazarus
- Whole School Assembly 2.30pm

Tuesday 30/07

- *Saint Peter Chrysologus*
- Staff Meeting 3.30pm - 4:30pm
- **Parent Advisory Committee 7.00pm – 8.00pm - TBC**

Wednesday 31/07

- Saint Ignatius Loyola

Thursday 01/08

- Saint Alphonsus Liguori
- Staff Meeting 3.30pm - 4:30pm
- **100 Days Of Learning for Preps**

Friday 02/08

- *Saint Eusebius of Vercelli*
- *Saint Peter Julian Eymard*

Saturday 03/08

- Saint Dominic

Sunday 04/08

- 18th Sunday In Ordinary Time

Week 4

Monday 05/08

- Whole School Assembly 2.30pm

Tuesday 06/08

- **The Transfiguration Of The Lord**
- Staff Meeting 3.30pm - 4:30pm

Wednesday 07/08

- *Saints Sixtus II and companions*
- *Saint Cajetan*
- **Whole School Mass – St Mary of the Cross Mackillop 9.15am**

Thursday 08/08

- Saint Mary Of The Cross
- Staff Meeting 3.30pm - 4:30pm

Friday 09/08

- *Saint Teresa Benedicta of the Cross*

Saturday 10/08

- Saint Lawrence

Sunday 11/08

- 19th Sunday In Ordinary Time

Week 5

Monday 12/08

- *Saint Jane Frances de Chantal*
- Whole School Assembly 2.30pm

Tuesday 13/08

- *Saints Pontian and Hippolytus*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 14/08

- Saint Maximilian Kolbe
- **Whole School Mass – Feast of the Assumption 9.15am**

Thursday 15/08

- The Assumption Of The Blessed Virgin Mary
- Staff Meeting 3.30pm - 4:30pm

Friday 16/08

- *Saint Stephen of Hungary*

Sunday 18/08

- 20th Sunday In Ordinary Time

Week 6 – Book Week

Monday 19/08

- *Saint John Eudes*
- **Book Week Parade – 9am**
- Whole School Assembly 2.30pm

Tuesday 20/08

- Saint Bernard
- Staff Meeting 3.30pm - 4:30pm

Wednesday 21/08

- Saint Pius X

Thursday 22/08

- The Queenship of the Blessed Virgin Mary
- Northern Region School Improvement Network (All Day)
- Staff Meeting 3.30pm - 4:30pm

Friday 23/08

- *Saint Rose of Lima*

Saturday 24/08

- Saint Bartholomew
- **Sacrament of Confirmation Masses 11.00am & 2.00pm**

Sunday 25/08

- 21st Sunday In Ordinary Time

Week 7

Monday 26/08

- Whole School Assembly 2.30pm

Tuesday 27/08

- Saint Monica
- Staff Meeting 3.30pm - 4:30pm

Wednesday 28/08

- Saint Augustine

Thursday 29/08

- The Passion of Saint John the Baptist
- Staff Meeting 3.30pm - 4:30pm

Friday 30/08

- The Passion of Saint John the Baptist
- **Father's Day Breakfast (7.30am) & Blessing (8.15am)**
- **Fathers Day Stall**
- **Footy Colours Day**

Sunday 01/09

- 22nd Sunday In Ordinary Time
- **Father's Day**

Week 8

Monday 02/09

- Saint Augustine
- Whole School Assembly 2.30pm

Tuesday 03/09

- Saint Gregory the Great
- Staff Meeting 3.30pm - 4:30pm
- Parent Advisory Committee 7.00pm – 8.00pm - TBC

Wednesday 04/09

- Mr. Noack on Study Leave (Returns Wednesday 9th October.)

Thursday 05/09

- Staff Meeting 3.30pm - 4:30pm

Friday 06/09

- Instalment 3 - Family Fee Payment Due

Sunday 08/09

- 23rd Sunday In Ordinary Time

Week 9

Monday 09/09

- *Saint Peter Claver*
- Whole School Assembly 2.30pm

Tuesday 10/09

- Staff Meeting 3.30pm - 4:30pm

Thursday 12/09

- *The Most Holy Name of Mary*
- Staff Meeting 3.30pm - 4:30pm

Friday 13/09

- Saint John Chrysostom

Saturday 14/09

- The Exaltation of the Holy Cross

Sunday 15/09

- 24th Sunday In Ordinary Time

Week 10

Monday 16/09

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

Tuesday 17/09

- *Saint Hildegard of Bingen*
- *Saint Robert Bellarmine*

Wednesday 18/09

- **Whole School Liturgy 9.15am**
- Year 3 Camp – Camp Sunnystones

Thursday 19/09

- *Saint Januarius*
- Year 3 Camp – Camp Sunnystones
- Year 4 Camp – Camp Sunnystones
- Staff Meeting 3.30pm - 4:30pm

Friday 20/09

- **Last Day of Term 3**
- Year 4 Camp – Camp Sunnystones
- **Dismissal Time 3.15pm**

STUDENT AWARDS

Prep A

Quinn R - An outstanding job at recording the sounds you could hear when writing a sentence about a Jeep drinking juice.

Georgia D - Consistently making excellent choices as a learner when working independently. Setting great examples Georgia!

Prep B

Aaliyah F – Always trying your best during learning. You are a superstar.

Christian D – Working hard during class, making sure all his tasks are completed.

Rhylan S - Displaying a positive mindset towards his learning. You are a super star.

Georgia D - Using your letter sound knowledge to read and write tricky words.

Prep C

Lincoln G - Identifying who created the world and different things God created.

Shakira N - Trying your best when copying and tracing sentences during writing.

Imani M - Explaining that God created the world and what He created on each day.

Marcus L - Producing rhyming words and sharing them with our class.

Year 1A

Charbel G - Completing all set work to the best of his ability.

Amelia V - Working hard at putting fingers spaces between her words when writing.

Year 1B

Denzel S – Always working productively in both independent and group work. What a fantastic role model you are!

Thea H – Adding prefixes and suffixes successfully in writing tasks.

Year 1C

Zane S - Working really hard on reading words that have the 'sh' sound in them!

Gloria M - A superhero with her phonics, always trying and never giving up.

Year 2B

Chase H - Remaining focused during learning time and contributing to class discussions.

Audrey K - Demonstrating your knowledge and understanding on Capacity and Volume.

Year 2C

Grace S - Being a responsible learner and joyful class member in your new class this term. Keep bringing your smiles and positive attitude!

Zayne K - Your confidence and participation in Literacy sessions when spelling words and making inferences when reading.

Year 3A

Liberty G - Improving on your skills of inferencing and actively joining in group discussions.

Jai M - Being an enthusiastic learner when publishing your information text and taking pride in its presentation.

Year 3B

Ronida - Putting in great efforts during inquiry and having the courage to ask for help in learning time. Good job!

Emmanuel - Having a positive attitude towards

learning and further developing your inferencing skills during literacy. Well done!

Audrey T- Participating in class discussions during reading and demonstrating understanding when making inferences. Keep it up!

Saint N - Always being engaged during maths and demonstrating understanding when telling time to the minute. Well done!

Year 3C

Dominic - Consistently being open to new learning and approaching all your learning tasks with a positive attitude.

Chris T - Your outstanding efforts in writing last week, when writing your information about Snakes.

Bakita M - Sharing your thinking and engaging in comprehension conversations after reading a shared text.

Lexi T - Being a responsible and motivated learner when writing information reports. You are a super writer!

Year 4A

Emma W - Levelling up your writing by adding descriptions of the colours to describe your nouns. Well done!

Indyanah M - Developing your understanding of the Double, Double, Double strategy. Well done!

Year 4B

Archie F - Taking initiative and having confidence in sharing knowledge with your peers. Keep it up!

Adau D - Being a quiet, independent learner who co-operates beautifully with others. Always trying her best.

Year 4C

Kara T - Persevering with mental computation strategies for multiplication and verbalising each step of the process aloud when multiplying by 3.

Logan F - Applying feedback about vocabulary choices for the word 'said' to create greater emotion in his narrative writing.

Year 5A

Yara B - Being a responsible learner and trying your best to finish your tasks.

Nolan D - Always being kind, caring and helpful member of our classroom.

Julian M - Showing care and concern for his classmates.

Mireille I - Demonstrating care and concern for others in the learning space.

Year 5B

Jaxson S - Participating and completing all your learning tasks during Maths.

Leona P - Always making positive choices in your learning and completing your tasks.

Nandana D – Independently recalling the multiplication facts up to 12

Year 5C

Sebastian D – Working really hard to understand the Area Model as a Multiplication Strategy.

Harper K – Having an amazing go at reading with expression during fluency.

Alana A - Independently recalling the multiplication facts up to 12

Year 6A

Patrick B - Developing your paraphrasing skills and applying this in your Information report to improve your writing.

Sienna H - Being a responsible learner and working efficiently to complete your Information biography.

Year 6B

Sarah L - Demonstrating leadership skills in the Aspire Incursion.

River Y - Having a positive attitude every day in our classroom. Thank you for always asking great questions and encouraging peers to be their best selves.

Lexi S – Independently recalling the multiplication facts up to 12

Luke H - Independently recalling the multiplication facts up to 12

Nyaguon J - Independently recalling the multiplication facts up to 12

Ayen M - Independently recalling the multiplication facts up to 12

Year 6C

Ivy B - Using new learnt paraphrasing skills to help you write an information report and listening to teacher feedback to help further improve your writing.

Christian R - Demonstrating knowledge of converting equivalence of units of measure between mass and capacity.

Expectations	Meal Time	Work Time	Play Time	Bed Time
Be Respectful	<ul style="list-style-type: none"> • Say please, thank you, and excuse me • Ask others about their day and share about our day with others • No cell phones, tablets, or computers at the table 	<ul style="list-style-type: none"> • Keep work area clean • Keep voice volume low • Only ask for help after attempting to complete assignments independently • Mute yourself during Zoom meetings unless the teacher gives permission to speak 	<ul style="list-style-type: none"> • Play with toys as intended • Keep voice volume low in the home and medium outside • Include everyone • Share toys with siblings and friends 	<ul style="list-style-type: none"> • Put dirty clothes in basket • Use quiet voices • Say something you are grateful for
Be Responsible	<ul style="list-style-type: none"> • Help set the table or prepare meals • Try new foods • Take your plate from table when done eating 	<ul style="list-style-type: none"> • Work in a location that promotes focus • Check Google Classroom and emails from teachers during the day • Keep a schedule of assignments/due dates • Turn in work completed and on-time • Show up on time for any type of meetings 	<ul style="list-style-type: none"> • Follow rules during games • Congratulate the winners of games • Only play with one toy at a time • When asked to stop playing, stop the first time • Clean up/put toys back where they're stored 	<ul style="list-style-type: none"> • Put on PJ's • Brush your teeth • Use the bathroom • Read for fun before bed
Be Safe	<ul style="list-style-type: none"> • Wash your hands • Keep chair on 4 legs 	<ul style="list-style-type: none"> • Report unsafe or bullying sites and comments to an adult • Keep personal credentials and information private (username & passwords) 	<ul style="list-style-type: none"> • Keep small toys/pieces on the table • Use toys and games as intended • Ask permission before going to a new location • Wear protective eye wear when necessary 	<ul style="list-style-type: none"> • Clean up toys before you go to bed • Lights out at 9:00 PM
Adult Role	<ul style="list-style-type: none"> • Announce meal time in advance • Assign chore roles 	<ul style="list-style-type: none"> • Monitor work and provide assistance when needed 	<ul style="list-style-type: none"> • Monitor playtime • Provide a 5-minute warning before it's time to stop playing 	<ul style="list-style-type: none"> • Remind kids to go to bathroom and make sure lights are out at 9:00 PM

The behaviour matrix provided above is an example of what so many families already do. They may not have it displayed as a matrix, but everyone in the family knows what the expectations are, what the culture is for the family. Parents & carers have expectations of how their children behave. This can vary from family to family depending upon the circumstances or environment they are in. The crucial part to all of this is that expectations come to nothing if we do not teach children how to achieve these expectations.

When a child spells a word incorrectly, we take the opportunity to teach them the correct spelling. The same would occur if a child made an error with multiplication problem. But what do we do when a child demonstrates the wrong behaviour? Is our first response to dish out a consequence or do we take this opportunity to use it as a teaching opportunity. If you answered with it being a learning opportunity then that is what, in education circles, we call Positive Behaviour For Learning. Better known as PBL.

It is important to note that consequences will always be a part of managing behaviour. What we aim to see at St Catherine of Siena is positive behaviour rewarded with positive consequences. We look forward to our families participating in this new initiative and hope that through the next six months, you will gain as much out of it as our staff and students will.