



Friday, 26th April 2024
Term 2 Week 2 of 11

This Week's Newsletter Items:

- School Advisory Board (Next Tuesday)
- Feast Day Of St Catherine of Siena
- A New Specialist Timetable
- ANZAC Day Dawn Service
- Student Leadership – The next step.
- St Francis College “2026” Enrolments
- Social Inability – Life long challenge
- Term 2 Dates
- Term 2 Specialist Timetable

School Advisory Board

Next Tuesday evening, the School Advisory Board will meet at 7.00pm to discuss and consult on the following items:

- Vision for Learning – Directive from Melbourne Archdiocese Schools
- School Canteen Contractors
- 2025 School Dates
- School Security
- 2024 Annual Action Plan Progress

We warmly invite parents to attend and contribute to discussion around these agenda items. Attendance at our last meeting was wonderful and provided excellent representation of the parent views and expectations.

The meeting will occur in the new 'Teacher Learning & Resource Centre' previously known as the library next to the principal's office.



Feast Day Of St Catherine of Siena

Next Monday 29th April, we celebrate the Feast of St Catherine of Siena. It's a day for us to reflect upon the saint for which our school takes its name.

The following provides an overview of next Monday and how the day will be celebrated. The morning block will run as normal with students, prior to recess, being informed of the groups that they will be allocated to for our Kaboom Sports activities.

At 11:30 Kaboom Sports will commence with the activities taking place on the school's oval. At 1:00pm, students return to their classrooms to enjoy hot chips and a gelati cup. There will be gluten free chips for those students who have noted this on their Operoo form.

Please note that we are only able to distribute hot chips and gelati to those students for whom parents have provided permission via the Operoo form. (Food & Child Safety).

There are some slight timetabling changes for the day:

- The middle block will have *Eating Time* from 1:15-1:30.
- First half yard will be from 1:30-1:45
- Second half yard will be from 1:45-2:00

At 2:15pm we will celebrate Mass in the church.

Our families are very much invited to attend the Mass.

A New Specialist Timetable

Next Monday commences the implementation of a new 'Specialist' timetable that reflects the implementation of five specialist subjects. Located at the back of this week's newsletter is a copy of this timetable.

Parents & carers are asked to review the timetable so as to ensure that their child/ren wear their Sports Uniform only on the day that they have Physical Education.



We wish to thank every family who attended the dawn service yesterday, especially the students who represented our community and school in readings and presentation of a wreath.

Several of our senior students, who attended the dawn service, have met with school leadership to discuss what worked well this year and how we can do better next year.

Again, on behalf of all at St Catherine's and the RSL of Melton, we thank these families and almost 60 students who attended to mark this national day of remembrance.



ANZAC DAY
Lest We Forget

” At the going down of the sun and in the morning,
We will remember them

Student Leadership

Following last week's presentation of our school's Student Leadership Policy, Year Six students have begun to apply for their preferred leadership position.

Key to their application are three questions that we are asking all Year Six students to reflect and write about. These questions are as follows:

List ways that you have shown initiative in any responsibilities you have had or in general school situations.

Picture the school at the end of next year. How will you have impacted positively on St Catherine of Siena Catholic Primary School community in the role that you are applying for?

Give one or more examples of how you have been a positive role model in the school community during this year?

The purpose of seeking our students to reflect upon these questions is to provide them with an opportunity to identify the qualities that exist within them already and the contribution that they make to the school's success.

Applications close this coming Monday.



St Francis
CATHOLIC COLLEGE

**YEAR 7 2026
ENROLMENTS
NOW OPEN**

**Applications close on Friday 16
August 2023.**

Social Inability Can Be A Life Long Challenge

Social inability can be a lifelong challenge. Therefore, it is imperative that social skill deficits be identified early and addressed in much the same way as we identify and address children's learning problems because social incompetence can be more debilitating and detrimental to success in life than learning problems.

There are several types of social skills that must be mastered for a child to be socially adept. These range from the ability to initiate, maintain and end a conversation to reading social signals to more complex skills such as solving problems and resolving conflict.

Why are people, (all ages! not just under 30s and teens,) so, so addicted to their phones, and prefer staring at a screen to human conversation? Are we destined to be beings that cannot verbally communicate?

The following examples represent some of the fundamental principles of relating well to others.

Children with social skill deficits can be taught these skills directly by parents, teachers and/or professionals using the strategies of modelling, role-playing, rehearsal and practice.

Greetings. Children develop relationships with peers by interacting with them. The first step in a social interaction is greeting someone. We not only greet others with words like "Hi!" or "How are you?" but with facial expressions, tone of voice and gestures such as a nod or a wave. Children with social inability may not say hello to people they know. They may walk right past them and not even look at them. If they do speak, they may not make eye contact and may simply look down at the floor. If they do say hello, it might not be in a very friendly tone of voice or with a smile. The nonverbal parts of greeting someone are just as important as the words. It's not so much what you say but how you say it that lets people know you are glad to see them.

Initiating Conversation. After you have greeted someone, you usually have a conversation with them. In order to carry on a conversation, a child must be able to initiate the conversation, maintain it and close it appropriately. This requires good listening and attentional skills, as well as the ability to take turns and probe for missing information. Sometimes children cannot think of anything to talk about. When you can't think of anything to say, it

can be good to ask the other person a question. The question can be about them or what they think about a movie or event that everyone is talking about. Sometimes when children don't know what to say, they begin by talking about themselves or about something that the other person is not interested in. If they keep talking without giving the other person an opportunity to enter the conversation, or if they keep talking about themselves or something uninteresting to the other person, the person is likely to get tired of listening. He may walk away and even avoid future conversations with the child. Being a good conversationalist requires turn-taking and reciprocity. You have to listen as well as talk. If you don't show an interest in what the other person has to say, he probably won't be interested in talking to you. Impulsive children often have trouble knowing when to talk and when to listen.

Understanding the Listener, Part I.

Once a conversation is initiated, in order to maintain it, it is important to understand the audience you are talking to. Children with social inability often have difficulty adapting what they say to their listener. A socially adept child quickly and unconsciously identifies and categorizes his listener, measures what she planned to say against the anticipated response of the listener, and then proceeds, alters or avoids what she had planned to say. She knows that you don't talk to authority figures in the same way that you talk to peers. Socially inept children can't change their words or tone of voice to match their audience. For example, saying goodbye to a teacher with "Catch you later, dude!" would be inappropriate and could result in an unintended consequence. Adults often call children who have problems reading their audience disrespectful. Other students may view them as strange if they use stiff and formal language that is more suitable to conversations with adults than peers. A misread of the listener often leads to a misunderstood message and potential social rejection.

Understanding the Listener, Part II. To converse in a socially appropriate manner, children must be able to take the perspective or point of view of the other person, i.e., think the way they think. To do this a child must pretend that he is the listener and think about what he needs to hear to understand what is being said. For example, a child might say, "I finally got finished." and not provide the details of what he started. Many children assume that other people think and feel the way that they do. These children may appear insensitive and selfish, although this is not their intent. They may also appear "dingy" because they seem to be coming from another planet when they speak. When your audience has to guess what you are talking about, they are apt to feel uncomfortable and may be reluctant to converse with you.

Empathizing.

Empathy is similar to perspective taking but means that you are able to feel what the other person feels. Empathy allows you to really connect with other people. For example, if a student got an A on a math test and her friend got a D, she wouldn't brag about her A to her friend because she knows it will make her feel bad because she didn't do well. She could empathize with her by saying something like "That's a bummer." Other children often think of children who lack empathy as mean, unkind or self-centered.

Reading Social Cues.

It is very important to read social cues in a conversation. Cues are the hints and signals that guide us to the next thing to say or do. Social cues can be verbal or nonverbal. Verbal cues are the words that the other person is saying. Tone of voice is an important part of verbal cues. For example, "Oh, great!" can mean that something is really terrific, or if said sarcastically, can mean that something is awful. Nonverbal cues are things that we see rather than hear in a conversation, such as body language and facial expressions. For example, if a friend's facial expression changes from a smile to a frown and his body gets stiff when you are talking about a game that you bought, you might want to change the topic or ask him if what you said upset him. Good detectives pay very close attention to nonverbal cues.

Previewing.

Conversations also require that you preview or think about what effect your words or actions may have on your listener before you say or do them. If you think that the impact will be negative, you can adjust what you might say or do. Impulsive children often have trouble with previewing and are unable to stop and think before they say or do something. For example, if a group of children was talking about the football game last week, it would be inappropriate to interject a sentence about the math exam next week. When you walk in on the middle of a conversation, it is always a good idea to listen for a few minutes before entering the conversation. If your friends were complaining about not being able to drive their parents' cars to the dance on Friday, it wouldn't win any points with them to say, "Get real! Did you really think that your parents would let you take their car to the dance?" Doing this would be tactless and insensitive.

Problem-Solving.

Problems and conflict are often a part of social interactions. Someone may not agree with you, get angry at something you say, insult you or become aggressive toward you. How you react to these conflicts depends on how good your problem-solving skills are. Children who are not good social problem solvers have trouble settling conflicts and disagreements. They get mad easily and may not

speaking to someone because they are mad at them. It has to be "their way or the highway". They always want to win no matter what the cost, even if that means losing a friend. It often also means making an enemy, which creates additional social problems. Conflicts cannot be avoided and are often necessary to "clear the air". Turning a conflict from a "win-lose" situation to a "win-win" situation is the best way to resolve conflict. This requires negotiation and compromise, give and take, but results in a situation that all parties can live with and helps maintain friendships.

Apologizing.

Everyone makes social mistakes at one time or another. A person with good social skills is confident enough to make a sincere apology for his error. This is a courageous act and is the quickest and easiest way to correct a social blunder. Children with weak social skills may have trouble saying they are sorry because they can't lose face. They are afraid that others may see them as weak. They might also be too proud, or feel stupid or foolish if they apologize. In reality, other people usually have a higher opinion of someone who apologizes for making a mistake.



**Take care,
muddy
path**

Several students have discovered that when stepping out of the car, on the other side of Bulman Road, that the surface is very muddy.



Term 2

Week 3

Monday 29/04

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



LIFE IS BETTER
WITH
Grandparents



Term 2 SPECIALIST TIMETABLE

2024 Term 2 Ver.2 (29.04.24)

	SESSION 1 8.45AM - 9.45AM 60 Minutes	SESSION 2 9.45AM-10.45AM 60 Minutes	BREAK 1	SESSION 3 11.30AM-12.30AM 60 Minutes	SESSION 4 12.30PM-1.20PM 60 Minutes	BREAK 2	SESSION 5 2.15PM - 3.15PM 60 Minutes
Monday							
L.O.T.E.		PA		PB	PC		
S.T.E.M.					1A		
Performing Arts					1B		
Physical Education					1C		
Tuesday							
L.O.T.E.	6C	4C		2C			
S.T.E.M.	3A	5A		PA	PB		PC
Performing Arts	3B	5B		PC	PA		PB
Physical Education	3C	5C		PB	PC		PA
Wednesday							
L.O.T.E.	5A	5B		5C	6A		6B
S.T.E.M.	5B	5C		6A	6B		6C
Performing Arts	5C	6A		6B	6C		5A
Physical Education	6A	6B		6C	5A		5B
Visual Arts	6B	6C		5A	5B		5C
Visual Arts		PB		PA	PC		2A
Thursday							
L.O.T.E.	1A	1B		1C	2A		2B
S.T.E.M.	1B	1C		2A	2B		2C
Performing Arts	1C	2A		2B	2C		1A
Physical Education	2A	2B		2C	1A		1B
Visual Arts	2B	2C		1A	1B		1C
Visual Arts					4A		6A
Friday							
L.O.T.E.	3A	3B		3C	4A		4B
S.T.E.M.	3B	3C		4A	4B		4C
Performing Arts	3C	4A		4B	4C		3A
Physical Education	4A	4B		4C	3A		3B
Visual Arts	4B	4C		3A	3B		3C