



Friday, 10th May 2024
Term 2 Week 4 of 11



This Week's Newsletter Items:

- Happy Mother's Day
- We Are Left At Times Asking What Can We Do?
- Positive Behaviour For Learning
- Why Does The School Bother To Publish The Weekend's Gospel
- Dates For The Diary



Dear Parents, Carers, Students & Friends,

On Wednesday we celebrated Mother's Day and were amazed by the overwhelming response of parents attending both the Mass and morning tea.

It is my understanding that the introduction of Mass, to our Mother's Day festivities, is a first for us and something that we hope to continue each year. It's a fantastic way to recognise the sanctity of our mums who give to us the gift of unconditional love, a love reflected in last weekend's Gospel readings.

This love is an example of what Fr Moody was speaking about in his sermon at Mass last Sunday where he left us reflecting upon the gift of love given to us by God. That our experience of love will determine greatly our understanding of love and the ability to describe it and express it to others. May this weekend, as we celebrate Mother's Day, take the opportunity to reflect upon the sacrifices made by our mothers, and for you who are mothers, be acknowledged for the gift of love you demonstrate in your selflessness shown each day to your children and loved ones.

Please know that you are in our thoughts and prayers. We hope that the gift brought home by your child on Wednesday is a simple symbol of appreciation for all you do to support your child/ren in so many ways.

On behalf of all the staff at St Catherine's, we wish you a very happy and blessed day on this coming Sunday.

With kindest regards,

Des Noack
Principal





We Are Left At Times Asking What Can We Do?

During this past week especially, we have heard from many families who are experiencing pain and tragedy, loss and brokenness. Families that are struggling with the challenges of raising children, or of simply holding together their relationships or homes.

We are left at times asking what we can do. How can we, together with the school community, help? What resources are there that will assist the family? In many instances, simply listening, sitting quietly and reassuring the person suffices, at other times, it takes a great deal more.

For our students, families and even staff, during times of challenge or crises, our school is a place of peace, laughter and joy in their life. In their, work and relationships they find hope, success and recognise the wonder and blessing that is life.

The following was written by a student who, having faced a terrible experience, wrote this sombre reappraisal of how he sees the world and what should be passed on to the next generation:

It's worth spending a little time reflecting upon it and if any of what this child has written resonates with your own experiences.

The paradox of our time.....

'The paradox of our time in history is that we have taller buildings, but shorter tempers; wider freeways, but narrower viewpoints; we spend more, but have less; we buy more, but enjoy less.

'We have bigger houses and smaller families; more conveniences, but less time; we have more degrees, but less sense; more knowledge, but less judgment; more experts, but less solutions; more medicine, but less health.

'We have multiplied our possessions, but reduced our value; we talk too much, love too seldom, and hate too often. We've learned how to make a living, but not a life; we've added years to life, not life to years.

'We've been all the way to the moon and back, but have trouble crossing the street to meet our neighbour. We've conquered outer space; not inner space, we've cleaned up the air, but polluted the soul; we've split the atom, but not our prejudice. We have higher incomes, but lower morale; we've become long on quantity, but short on quality.

'These are the times of tall men (sic), and short character; steep profits, and shallow relationships. These are the times of world peace, but domestic violence; more leisure, but less fun; more kinds of food, but less nutrition.

'These are the days of two incomes, but more divorce; of fancier houses, but broken homes. It is a time when there is so much in the showroom window and nothing in the stockroom.'

We all know the world is not quite so neat, not so either/or, but these words focus the question well enough: what are the essentials of our life, or as Jesus puts it, what is our treasure and where is our heart?

As a school community, we work together, so that together we create a wonderful school for every child because every child is God's child. These children are our treasure and where our heart is!



Positive Behaviour for Learning (PBL) is being implemented at St Catherine of Siena to improve the learning and wellbeing of all students in our school. The last Friday of the term, **Friday 28th June is a school closure day** to allow all staff to receive professional learning so that we are able to apply a whole school approach.

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

The PBL framework supports the school to identify and successfully implement evidenced-based whole-school practices that enhance learning outcomes for children and young people.

This is achieved by using the framework to strengthen systems within the school, such as structures and processes that underpin ongoing school improvement and the effectiveness of all school members. For example, the school strengthens its use of school-wide data to identify patterns of problem behaviour, monitor student progress, reflect on teaching effectiveness and inform decisions that strengthen the learning environment.

Keys to successful implementation

Implementation of PBL requires the commitment of the whole school community and support of the principal and executive teachers to lead the process within the school.

Specific attention to *what needs to be done, how it is done and why it is being done* across the school is critical to create a positive, safe and supportive learning environment.

These aspects include:

- developing and using a common vision, language and experience to support PBL implementation
- stating clear expectations of students and staff
- collaborating with all staff to plan and implement PBL
- having at least 80% of staff willing to support PBL
- developing a team approach, with regular meetings
- creating, reviewing and revising a plan of action
- collecting and using of data for decision making





How long does it take to implement PBL?

PBL is a process, not a program. The length of time it takes to start implementing varies by school. Schools typically take between 2 to 5 years to fully implement the essential features of the whole school approach. The implementation process is ongoing and constantly modified to meet the changing needs of the school and to address current concerns.

Work has already begun in remodelling the culture and mind set as to how we manage behaviour at St Catherine of Siena. To get a better understanding of this, please refer to the back page of the newsletter that highlights the behaviours we seek to continually affirm in the interactions that occur between staff and students.



Why Does The School Bother To Publish The Weekend's Gospel?

There's a famous quote:

"Preach the gospel at all times. Use words only when necessary."

The original quote is attributed to St. Francis of Assisi. It's been echoed by generations of Christians, not the least, St Catherine of Siena.

The spirit of the quote is good, and it makes a good point. Our actions matter. What's more: actions usually speak louder than words. People are watching what we do.

But there are some good reasons why this quote does not present a good approach in relating with others.

The first reason is that, in many cases, people use it as an excuse to avoid articulating their faith.

How many times has the gospel not been shared, because we've embraced a version of Christianity where words don't matter?

The second reason is more important: The Bible tells us that there are certain truths. Faith comes by hearing. And hearing by the word of God. Other people hear when someone declares the message.

You can love people, serve people, care for people and model a great life. Your actions will nudge people. They will create curiosity. They will open hearts to an interest in the gospel.

Others may even model your actions — and this is a good thing.

But there will come a moment when you will need to tell your story. When you will need to tell *the* story from start to finish: sin and redemption, death and resurrection—and why it matters.

You need to be equipped and prepared to tell the story and articulate your faith.

The truth is that no matter how much we try to live in a way that reveals the presence of Jesus, words will still be needed.

At some point along the way, we need to hear and comprehend the content of the gospel.



And So, This Is The Weekend's Gospel

A reading from the holy Gospel according to Mark 16:15-20

The Lord Jesus was taken into heaven and is seated at the right hand of God.

Jesus showed himself to the Eleven and said to them, 'Go out to the whole world; proclaim the Good News to all creation. He who believes and is baptised is saved; he who does not believe will be condemned. These are the signs that will be associated with believers: in my name they will cast out devils; they will have the gift of tongues; they will pick up snakes in their hands and be unharmed should they drink deadly poison; they will lay their hands on the sick, who will recover.'

And so the Lord Jesus, after he had spoken to them, was taken up into heaven: there at the right hand of God he took his place, while they, going out, preached everywhere, the Lord working with them and confirming the word by the signs that accompanied it.

Gospel Reflection

This passage makes up the concluding verses of the Gospel of Mark. Actually, literary criticism of the Mark gospel suggests that the original gospel ended at 16:8 with the women fleeing from the empty tomb in fear. Verses 9-20 appear to be a later addition to the gospel. The community in which this gospel was written expected Jesus to return within their lifetime and so the dramatic and suspenseful conclusion of the gospel at the discovery of the empty tomb makes perfect sense. However, it soon became apparent that Jesus' return was not going to come as soon as the believers had hoped and so the post-resurrection appearances and the commissioning to continue on with Jesus' work became much more important.

If we were to read this passage literally, we would believe that to be a Christian one had to be able to perform exorcisms, speak in tongues, handle

snakes, drink poison and heal by touch. If this were literally true, I guess there wouldn't be too many Christians around today! Rather, the purpose of the passage is that Jesus sends his followers out 'to the whole world' to continue his ministry. It is the 'whole world' to which they are sent; not just their cosy little corner of the world but the whole world. It's what Christian people for the last 2,000 years have been called to do: continue Jesus' ministry to the whole world. It's what each and every one of us is called to do today: 'proclaim the Good News to all creation'. That doesn't mean standing on street corners with a Bible in our hands but it means proclaiming the Good News through our everyday actions and by being open and honest about our faith. It means treating all people as Jesus would.

Living the Gospel – Proclaim Good News

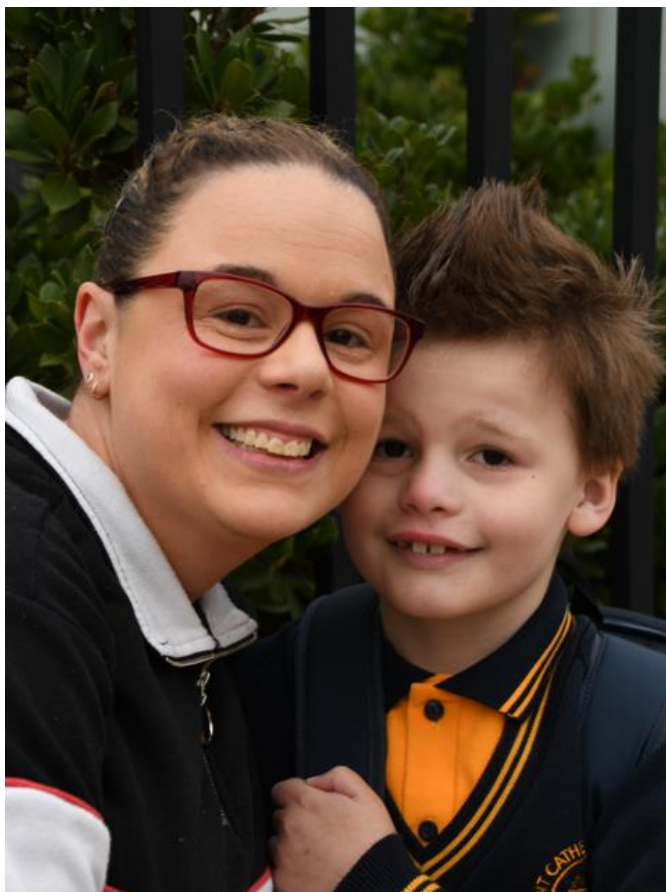
Francis of Assisi is credited with saying, 'Preach the gospel at all times and when necessary, use words!' In every interaction we have we say so much about who we are, what we think of the other person and what we believe – even without opening our mouth. Our actions and attitudes proclaim our beliefs more powerfully than our words ever do. If we claim to be concerned about justice and yet behave unjustly then it is our actions, not our words, that will be heard! When we are called to 'proclaim the Good News' we are called to do this first and foremost in action.

Scriptural context – Acts

Throughout this Easter season, the first reading in the Sunday liturgy is taken from the Acts of the Apostles and so both the first and second readings come from the New Testament. (Normally, the First Reading is taken from the Old Testament.) This week's first reading account of the Ascension is the very beginning of the book of Acts. This book and the Gospel of Luke are now recognised as being by the same author. The book of Acts records the events involving the followers of Jesus after his death and the growth of communities of believers who sought to follow Jesus' ways.

Different View – Snake handlers and Faith healers

There are certainly Christians who interpret literally Jesus' description of the signs that will be associated with believers. We have all seen images of old Revivalist meetings where people were called forth to be healed by touch and have evil spirits driven from them. Much of this practice can be traced to this week's gospel. The many evangelical churches and the tele-evangelists who dominate our early morning television screens operate out of this tradition and generally have a very literal interpretation of scripture. It is based in a belief that God acts in the world through miraculous intervention rather than through the slow and steady presence of individuals like you and me.



*A Mum Teaches Love By
Living It!*



Term 2

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**
- MPSSA Yr 5/6 Girls AFL Tournament

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*
- Exec Team 9.30 – 11.00am
- 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*
- Exec Team 9.30 – 11.00am
- 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*
- Exec Team 9.30 – 11.00am
- 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



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

- Exec Team 9.30 – 11.00am
- 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
- Last Day of Term 2
- Semester 1 Student Reports Sent Home
- **Dismissal Time 3.15pm**

Friday 28/06

- Saint Irenaeus
- **School Closure Day**
 - Positive Behavior For Learning





THE STRESS RESPONSE IN KIDS

FIGHT

Yelling, Screaming,
Using Mean Words

Hitting, Kicking, Biting,
Throwing, Punching

Blaming, Deflecting
Responsibility, Defensive

Demanding,
Controlling

"Oppositional",
"Defiant", "Noncompliant"

Moving Towards What
Feels Threatening

Irritable, Angry,
Furious, Offended
Aggressive

FLIGHT

Wanting to Escape,
Running Away

Unfocused, Hard
to Pay Attention

Fidgeting, Restlessness,
Hyperactive

Preoccupied, Busy with
Everything But the Thing

Procrastinating, Avoidant,
Ignores the Situation

Moving Away From What
Feel Threatening

Anxious, Panicked
Scared, Worried,
Overwhelmed

FREEZE

Shutting Down,
Mind Goes Blank

Urge to Hide,
Isolates Self

Verbally Unresponsive,
Says, "I don't know" a lot

Difficulty with
Completing Tasks

Zoned Out,
Daydreaming

Unable to Move,
Feeling Stuck

Depressed, Numb,
Bored/Apathetic,
Helpless

DE-ESCALATION

techniques
for defusing meltdowns

1. DON'T YELL TO BE HEARD OVER A SCREAMING CHILD
2. AVOID MAKING DEMANDS
3. VALIDATE THEIR FEELINGS, NOT ACTIONS
4. DON'T TRY TO REASON
5. BE AWARE OF YOUR BODY LANGUAGE
6. RESPECT PERSONAL SPACE
7. GET ON YOUR CHILD'S LEVEL
8. USE A DISTRACTION
9. ACKNOWLEDGE YOUR CHILD'S RIGHT FOR REFUSAL
10. REFLECTIVE LISTENING
11. SILENCE
12. BE NON-JUDGEMENTAL
13. ANSWER QUESTIONS + IGNORE VERBAL AGGRESSION
14. MOVEMENT BREAK
15. AVOID THE WORD "NO"
16. DECREASE STIMULATION
17. DEEP BREATHING EXERCISES
18. CALMING VISUALS