



Friday, 31st May 2024
Term 2 Week 7 of 11



We would like to congratulate all the students that applied for the 2024 Student Leadership positions this year.

It can be quite daunting speaking in front of your peers and staff, however, all students spoke with confidence and put forward a great case as to why they should be a student leader.

Congratulations to our newly elected school captains and house captain. They have each demonstrated leadership qualities in the school and we have great confidence that they all will be outstanding role models in the school community. We look forward to working with them to continually improve the school and ensure student voice is a strong contributor to decisions made at St Catherine of Siena.

Being elected to the school leadership team indicates that the school community believes that each of these students has the personal attributes to work hard and represent the school in a positive manner.

Congratulations to all students in our newly elected leadership team. Again, we look forward to working with them over the next seven months to establish what student leadership looks like for the future at St Catherine of Siena.

Next Monday, the remaining Year 6 student leadership positions will be announced.



School Captains

Madison U - 6A
Meyen M - 6B
Nathan M - 6C
Julia T - 6B



House Captains

Green House
Akot A - 6A, Owen M - 6C
Red House
Jed T - 6A - Catherine Z - 6C
Blue House
Luke P - 6A / Lexi S - 6B
Yellow House
Nyaguon J - 6B / Deng N - 6B



Calling all aspiring writers and storytellers! Melton City Libraries Short Story Competition is back for 2024.

Now in its 19th year, our annual Short Story competition is a great opportunity for budding creatives of all ages to showcase their talents and have their work reviewed by popular authors.

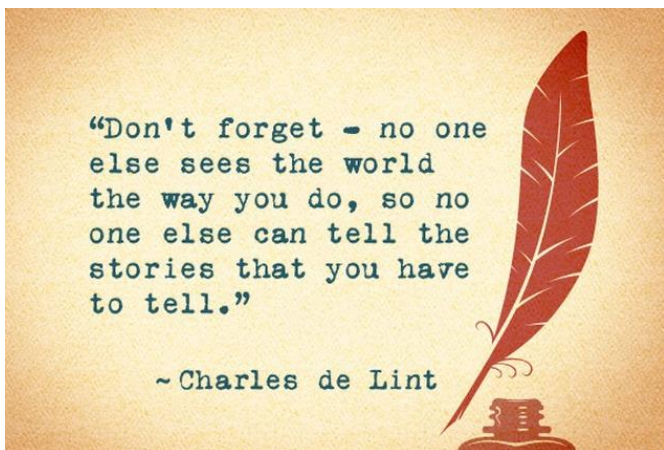
And it's not just for writers! Your short story can be presented in any format including text, illustration, video, verse, voice, or a combination of any of the above. Written entries should be no more than 3000 words for adults or 1500 words for juniors and young adults. For other story formats, aim for something that takes no more than 5 minutes to experience.

Prizes are awarded to the best entries in Junior, Teen and Adult sections, as chosen by our panel of judges. Entries are open for all writers from prep to adult.

Entries close: Midnight, Friday 12 July 2024

All entries must be submitted online.

<https://www.melton.vic.gov.au/Online-Forms/Short-Story-Comp-Under-18>



Term 2

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 @ 9:15am (Postponed)**
- Yr. 2 Toys Over Time Incursion
- Staff Meeting 3.30pm - 4:30pm

Thursday 06/06

- *Saint Norbert*
- *Saint Marcellin Champagnat*
- MPSSA Yr 3/4 Soccer Tournament
- 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 (Postponed)**

Thursday 13/06

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

Friday 14/06

- Parent Support Group Meetings
- Yr. 1 Reptile Encounter (Minibeasts) Incursion

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
- **Year 4 attending mass @ 9.15am (Postponed)**

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 MORE that you
READ, the
you will **KNOW.**
The MORE that you
Learn, the more places
you'll **GO.**

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This Weekend's Gospel

A reading from the holy Gospel according to Mark 14:12-16, 22-26

This is my body. This is my blood.

On the first day of Unleavened Bread, when the Passover lamb was sacrificed, his disciples said to Jesus, 'Where do you want us to go and make the preparations for you to eat the passover?'

So he sent two of his disciples, saying to them, 'Go into the city and you will meet a man carrying a pitcher of water. Follow him, and say to the owner of the house which he enters, "The Master says: Where is my dining room in which I can eat the passover with my disciples?" He will show you a large upper room furnished with couches, all prepared. Make the preparations for us there.' The disciples set out and went to the city and found everything as he had told them, and prepared the Passover.

And as they were eating he took some bread, and when he had said the blessing he broke it and gave it to them. 'Take it,' he said 'this is my body.' Then he took a cup, and when he had returned thanks he gave it to them, and all drank from it, and he said to them, 'This is my blood, the blood of the covenant, which is to be poured out for many. I tell you solemnly, I shall not drink any more wine until the day I drink the new wine in the kingdom of God.'

After psalms had been sung they left for the Mount of Olives.

Gospel Reflection

In the Jewish tradition, blood plays a very interesting double role – being both sacred and impure. As we see from this week's first reading, blood was used as a sign of sealing a covenant and so took on a very sacred significance. Blood was held to be sacred due to its relationship with life and thus God. However, in other circumstances, blood was regarded as forbidden and impure. The Torah forbids the eating of blood and so for meat to be regarded as kosher (ritually proper) it must be drained of all blood at the time of slaughter. This prohibition has to do with an ancient pagan practice of eating blood and was designed to distinguish the Jews from such pagan practices. In the parable of the Good Samaritan we see the two Temple officials avoiding the beaten and bloodied man because to touch him would have made them ritually impure and unable to perform their duties. So we have this interesting contrast that blood was regarded as being both very sacred as well as impure.

It is in the context of sealing a covenant that Jesus used blood at the Last Supper. Jews would have been very familiar with the notion that a covenant with God was sealed with blood and so for Jesus to describe his blood as being 'the blood of the covenant' would have been immediately significant to his disciples and the first audience of the Gospel. Jesus is marking a new covenant between God and God's people – a covenant in blood like the covenants of old. He is making it clear that God is prepared to start over again with the people – a new covenant for a new phase of the ever developing relationship.

Historical Context – Covenant

Covenant is a recurring element throughout the Old Testament writings. A covenant is a formal agreement between two or more parties. In the Biblical context, covenants were made between God and God's people. The first covenant, although not described as such, is the covenant between God and Adam – each promising certain things. After the failure of this covenant, God renewed the covenant promise to Noah and symbolised it with the rainbow. Later covenants were again struck with Abraham, Moses and David – each time initiated by God to give the people another chance to be faithful to their relationship.

Have you thought? You are what you eat

Many religious traditions have rules about what can or cannot be eaten or in what manner certain foods should be eaten. The two with which we tend to be most familiar are the Jewish *kosher* and Islamic *halal* restrictions. Both share common requirements about the way in which meat is to be

slaughtered and drained of blood. Kosher food laws also separate the cooking and eating of meat and dairy products. Certain foods are regarded as being 'unclean' and consequently are forbidden: pork and shellfish are both forbidden to Jews. Prohibitions on foods are a statement about relationship with God and relationship with the world. They often have basic health standards as their basis but have taken on religious significance.

Gospel Focus – Words of Institution

The words of the gospel passage in which Jesus takes bread and wine and blesses them will be familiar. They are the words used at the consecration of the bread and wine during the Mass. The words and actions of Jesus at the Last Supper are regarded as instituting the celebration of the Eucharist. Jesus took an act that was familiar to the Passover meal and gave it a new meaning and a new significance for his followers. What had been a memory of escape from slavery in Egypt became an ongoing reminder of Christ's continued presence in the Eucharist and in the Eucharistic community.



Dear Parents & Carers,

Re: 2024 Semester 1 Student Reports

As part of my role as principal, when commencing at a school, I review all aspects of school processes, with particular attention to teaching & learning, assessment & reporting, school management and student safety. This allows me to identify and prioritise actions that improve the learning and safety outcomes for all our students.

The changes that you have observed, and that have been implemented since I commenced at St Catherine of Siena, are examples of this review.

I am writing to you today to provide information regarding actions the school has and is taking with respect to assessment & reporting. This has been done to ensure that the 2024 Semester 1 student reports, that will be sent to you in hard copy on Thursday 27th June 2024, are a true and correct representation of what has been achieved since the commencement of this school year.

The report, along with opportunities for parents/carers to discuss the school report with teachers and/or school leaders, must include the following:

- Teacher judgement(s) against the Victorian Curriculum standards using data gained over the course of the semester
- An indication of progress since the curriculum area was last reported on (where applicable)
- Indicators of skills developed in curriculum areas using a five-point scale – applicable to Religious Education, English, Mathematics and Specialist learning areas.

At the start of this school year, and again in these last two weeks, students have undertaken testing to identify their learning achievements, strengths and challenges. Teachers, through the process of moderation, have looked at a variety of samples of evidence to support the validation of observational and ongoing data collection that forms part of our learning and teaching cycle at St. Catherine of Siena. This process enables our teachers to, with high levels of accuracy, compare student learning to that of curriculum standards. This then, results in the report(s) you receive, being accurate and a true representation of their learning and progress.

With a greater emphasis on the use of data and the processes implemented from the commencement of this school year, many student reports, when compared to last year's reports, may show a regression or stagnation rather than progression. I must emphasize, at this point, that this is not a reflection upon a student not progressing in their learning, but rather the inaccuracy of the process used last year in reporting a student's achievement against the Victorian Curriculum standards.

As a result, I have asked all teachers to ensure that all Semester 1 reports are verified against our current data. Further, to contact families, prior to receiving their child's report if there is concern regarding progression points that do not show improvement, and to assure them of the learning achievement that has occurred by providing evidence of that.

I have taken this action, so that in moving forward, reports are based upon a broad base of data collection, work samples and informed professional teacher judgement allowing for targeted learning & teaching for Semester 2.

The steps we have taken to review the processes have reinforced for us the importance of accuracy in relation to assessment and reporting. Our desire is to ensure that you, as parents and carers, receive reports that reflect the current abilities and areas for development for your child so that we can continue to work in partnership to enhance learning for all.

I am aware that many teachers have already commenced contacting families and I wish to acknowledge and thank those parents for whom we have received such positive feedback regarding the efforts being made by teachers to address this matter.

Again, I thank you for your support and understanding in this matter and encourage you, if need be, to contact me if you would like to personally discuss this matter further.

With kindest regards,

Des Noack
Principal



Publication of student awards is finally back! Each week, the awards presented at Monday's school assembly will be published in the following Friday's newsletter. In addressing privacy protocols, only the student's first name and initial of their surname will be published in the newsletter. You may have noticed that there are several classes that are not published this week. Unfortunately, due to unforeseen reasons, we were unable to acquire the information needed in time to do so. We have now resolved this issue and as of next week, all classes will be published.

Congratulations to each of these students. We are very proud of your efforts!

Prep A

Yalise O - For excellent knowledge of blending, segmenting and substituting.

Sarah T - For Participation within the classroom discussions.

Prep B

Cody S - Trying your best when working on forming your letters correctly. Keep trying your best.

Prep B- You have all worked so hard this term and I'm so pleased to see you all grow as independent learners.

Prep C

Lillian O - For trying your best to form your letters correctly and using finger spaces when copying sentences. Well done!

Jordan A - For naming, ordering and counting numbers from 0 to 10. Amazing work!

Year 1A

Ayanfe O - For always contributing to class discussions and sharing her thoughts.

Davina A - For segmenting and blending her fluency words with accuracy.

Year 1C

Harper W - for your amazing effort this week in creating your fact file about Tarantulas. Well done!

Year 2A

Quillan G - For reading the text 'Graffiti' with great fluency and being able to clearly articulate his understandings. Fantastic!

Georgia H - For improving her ability to recognise and spell high frequency words when reading and writing. You should be proud of yourself!

Year 2B

Liam D - For continuing to be a great classroom role model for all your peers. Your leadership is fantastic to see!

Lily W - For continuing to use your inferencing skills to answer comprehension questions about the text you read.

Year 2C

Matias M - For showing confidence when solving addition and subtraction facts and sharing your mental computation strategies.

Gracie W - For trying hard to segment and blend sounds in words and for sharing her ideas in whole class discussions.

Year 3C

Reighson F - For demonstrating mastery when applying mental strategies, such as tens facts & doubles, when solving subtraction equations

Guak D - For demonstrating growth when recalling the subtraction mental strategies tens facts & doubles.

Year 4A

Jayden R - For using arrays to represent multiplication problems and moving towards the grid model.

Sifa A - For your persistence and concentration when practising typing the home row on your chromebook.

Year 4B

Alison S - For being a motivated and independent student with a great love of learning, giving 100% to all her tasks.

Gok T - For becoming increasingly confident to contribute to class discussions and attempt tasks independently.

Year 4C

Peyton K - For using animations in a slideshow to create an interesting presentation of a St Catherine of Siena quote.

Faith M - For using information from the text in your answers to literal questions and making sure that you answered in a full sentence.

Year 5B

Chloe D'A - Excellent work ethic. Chloe has taken great effort in her prediction writing. Keep it up!

Ivo J - Your constant efforts in reading and showing great pride in your work. Well done!

Year 5C

Annabelle B - For always staying focused during learning time and managing to complete tasks. Great work!

Majok M - For taking pride in his religion assessment and completing it with great effort and thought. Well done!

Year 6A

Jed T - showing initiative and dedication when solving maths tasks independently.

Olivia S - demonstrating initiative and great work ethic when working on her biography.

Year 6B

Ayen M - For showing accelerated growth in your maths. Well done for working hard in the classroom and at home every week to achieve your goals.

Luke H - For always working hard in all subjects and always willing to challenge yourself to the next level. Keep up the amazing work.

Year 6C

Mario S - For settling well into our school routine and being a positive member of our classroom. Welcome to 6C!

Ayen T - For being a good researcher and writing a biography about a famous Aboriginal person. Well done on having an excellent work ethic!

Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

جمع البيانات المتسق وطنياً (NCCD) حول طلاب المدارس ذوي الإعاقة

ما هو جمع البيانات المتسق وطنياً؟

يجب على المدارس الآن استكمال جمع البيانات المتسق وطنياً حول طلاب المدارس ذوي الإعاقة *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* كل عام. ويتم حصر عدد الطلاب الذين يحصلون على تعديلات إضافية أو "مساعدة" في المدارس بسبب الإعاقة. يساعد جمع البيانات المتسق وطنياً (NCCD) الحكومات على التخطيط لاحتياجات الطلاب ذوي الإعاقة.

من يتم حصره خلال جمع البيانات؟

حتى يتم حصر الطالب في NCCD، يجب على المدرسة أن تفكر في بعض الأسئلة الأساسية:

1. هل يحتاج الطالب إلى الحصول على المساعدة في المدرسة ليتمكن من المشاركة في التعليم على نفس الأساس كالطلاب الآخرين؟
2. هل المساعدة التي يتم تقديمها بسبب إعاقة؟ تأتي كلمة "إعاقة" من قانون التمييز بسبب الإعاقة لعام 1992 *Disability Discrimination Act 1992* والتي يمكن أن تشمل الكثير من الطلاب.
3. هل قامت المدرسة بمخاطبتك أو مخاطبة طفلك بشأن المساعدة التي يمكنها تقديمها؟
4. هل قامت المدرسة بالاحتفاظ بسجلات حول المساعدة التي قدمتها، واحتياجات الطالب، والأسباب التي يحتاج من أجلها الطالب لتلك المساعدة؟ ستحتاج المدرسة إلى الاحتفاظ بنسخ من الاختبارات، أو أعمال الطالب، أو التقويمات، أو سجلات الاجتماعات، أو التقارير الطبية، أو غيرها من الأوراق والمعلومات الخاصة بتطور تعلم الطالب بمرور الوقت.

بمجرد أن تقرر المدرسة أن الطالب ينبغي حصره في NCCD، فسيكون عليها اختيار مجموعة إعاقة ومستوى واحد من مستويات المساعدة الأربعة التي يتم منحها للطلاب.

ما معنى كلمة "إعاقة" في NCCD؟

تأتي كلمة "إعاقة" في NCCD من قانون التمييز بسبب الإعاقة لعام 1992 *Disability Discrimination Act 1992* (DDA). هناك أربعة أنواع من الإعاقة يمكن للمدرسة أن تختار من بينها: الحسية، والإدراكية، والاجتماعية – العاطفية، والبدنية.

يمكن حصر الكثير من الطلاب الذين يحتاجون للمساعدة في المدرسة في NCCD. على سبيل المثال، الطلاب الذين يعانون من مشاكل في التعلم، مثال إعاقة تعلم معينة أو صعوبة في القراءة (والتي يطلق عليها أحياناً ديسلكسيا *dyslexia*)، ومشاكل صحية (مثل الصرع *epilepsy* أو السكري *diabetes*)، وإعاقة بنية (مثل الشلل الدماغي *cerebral palsy*)، وفقدان البصر/السمع، والمشاكل الاجتماعية – العاطفية (مثل الخرس الانتقالي *selective mutism*)، اضطرابات طيف التوحد *Autism Spectrum Disorder*، القلق *anxiety*).

يمكن أن تكون خطابات الأطباء أو المختصين مفيدة جداً للمدارس في التخطيط لكيفية دعم الطلاب في عملية التعلم. لا تحتاج المدارس للحصول على هذه الخطابات قبل أن تتمكن من حصر الطالب في NCCD. يمكن للمدرسين استخدام كل ما يعرفونه حول تعلم الطفل والسجلات التي قاموا بجمعها على مدار الوقت للوصول إلى قرار بشأن ما إذا كان يمكن حصر الطالب في NCCD.

ما نوع المساعدة التي تقدمها المدرسة للطلاب؟

يحتاج الطلاب إلى أنواع مختلفة من المساعدة في المدرسة. يحتاج بعض الطلاب إلى القليل من المساعدة بينما يحتاج طلاب آخرون إلى الكثير من المساعدة طوال الوقت تقريباً. يعتمد نوع المساعدة المقدمة على احتياجات الطالب. يمكن أن تشمل المساعدة تغييرات

Thu Thập Dữ Kiện Nhất Định Trên Toàn Quốc về Học Sinh Khuyết Tật ở Trường (NCCD)

Thu Thập Dữ Kiện Nhất Định Trên Toàn Quốc Về Học Sinh Khuyết Tật ở Trường (NCCD) là gì?

Các trường hiện phải hoàn tất *Thu Thập Dữ Kiện Nhất Định Trên Toàn Quốc Về Học Sinh Khuyết Tật ở Trường (NCCD)* mỗi năm, để đếm/tính số học sinh cần nhận điều chỉnh hay "giúp đỡ" thêm ở trường vì bị khuyết tật. NCCD giúp chính phủ các cấp lập kế hoạch cho nhu cầu của học sinh khuyết tật.

Ai được tính trong thu thập dữ kiện?

Để tính một học sinh trong NCCD, các trường cần nghĩ qua một số câu hỏi chính:

1. Có phải học sinh ấy cần giúp đỡ ở trường để tham gia học tập theo căn bản như các học sinh khác hay không?
2. Có phải sự hỗ trợ này là do bị khuyết tật hay không? Từ "khuyết tật" trích ra từ Đạo luật Khuyết tật [Disability Discrimination Act 1992](#) (DDA) và có thể bao gồm nhiều học sinh.
3. Nhà trường có nói chuyện với quý vị và con về hỗ trợ mà trường đưa ra chưa?
4. Nhà trường có lưu hồ sơ về những hỗ trợ dành cho quý vị, về nhu cầu học sinh và lý do học sinh cần nhận hỗ trợ này hay không? Nhà trường cần lưu hồ sơ những bản sao bài kiểm, bài làm của học sinh, tường trình các buổi họp, báo cáo y khoa hay những giấy tờ khác và thông tin về việc học ra sao của học sinh theo thời gian.

Một khi trường quyết định tính một học sinh vào trong NCCD, họ sẽ chọn nhóm khuyết tật và chọn một trong bốn cấp hỗ trợ cho học sinh ấy.

Từ "khuyết tật" có nghĩa ra sao đối với NCCD ?

Trong NCCD, từ "khuyết tật" trích ra từ Đạo luật Khuyết tật [Disability Discrimination Act 1992](#) (DDA) Có bốn loại khuyết tật mà trường có thể chọn ra: giác quan, nhận thức, cảm xúc- xã hội và thể chất.

Có nhiều học sinh cần giúp đỡ ở trường đều có thể được tính vào chương trình NCCD. Ví dụ như các học sinh gặp khó khăn trong học tập, v.d bị khiếm khuyết khả năng học hay bị khó khăn khi đọc (đôi khi được gọi là chứng khó đọc Dyslexia), bị vấn đề sức khỏe (v.d bị động kinh hay tiểu đường) khuyết tật thể chất (v.d bại não) có vấn đề về thị lực / thính lực hay trở ngại về xúc cảm - xã hội (v.d bệnh tâm nhiệm ý, nhiều dạng Rối loạn Tự kỷ, lo âu).

The Importance of Being on Time

Etiquette has changed a lot in the last decades, but some rules have remained the same, even if many people choose to disregard them. One of the most important rules is being on time. Why does it matter so much? The following provides plenty of reasons.

It shows care

The first thing is that being on time shows care. You respect the person and their time, and you take the trouble to get to your meeting or date or appointment early enough. While it might not always be true, there is the idea that you are late because you don't care, and that's the impression many can walk away with.

It proves trustworthiness and responsibility

Getting somewhere on time is easy, but if you fail to do it, it can show that you lack organization or that you did not take the situation seriously. Being on time might not be enough to establish your reputation as a reliable person, but it can be a strong first step. It proves that you can fulfill a commitment, starting with the basics.

If you don't arrive on time, it will cost you

One of the benefits of arriving on time is that it saves you from facing the negative consequences of being late, and these can be significant. You might be taken less seriously. You might lose some of your ability to influence or convince these people. You might appear unprofessional, disorganized, or irresponsible.

Different people will react in different ways to you being late, but it will be a mark on your character and will leave a lasting impression for some.

It prevents stress

Being late can be stressful. That might affect you first. You will spend your commute worrying and

calculating, thinking up excuses, or expecting the other person to be angry. All of this might change your mindset and shift your focus. On the other hand, you being late can also stress out the other person. If you start out being stressed, you are already giving yourself a disadvantage. It might make you less focused, more prone to distraction and mistakes, and less composed.

It puts you in control of your time

Being late can make you feel like you are not in control of your time. It can put you in uncomfortable situations, force you to apologize, create unexpected negative situations. When you are running late, you put yourself at the mercy of other factors.

Sure, something can always happen, but it feels a lot more infuriating when you are already behind. On the other hand, being on time can help you feel more autonomous, more in control of your decisions. You can manage your time more efficiently by trying to be on time.

It makes you more efficient

Being on time can help you make it to the next task in time and the next one too. While the difference might not be very significant, those minutes do add up. Punctuality can be a value that will make a difference in how productive you are during the day and how much gets accomplished. It is also a value that has accumulative effects, as over time, you are likely to feel more benefits.

For instance, you might develop a reputation for being timely and dependable, which will play in your favor. Even if you are late sometimes, it's much easier to minimize the damage related to this situation when you are usually on time.

Overall, being on time is a simple habit that can make a big difference in your life. It does not require an excessive effort, but it can change how others perceive you, make you more productive, make you feel more in control, and boost the chances for a positive outcome in any given situation.

While you can't always control all the factors involved, leaving earlier, calculating your time, and making the commitment can help you be on-time more often.