



Friday, 30<sup>th</sup> August 2024  
Term 3 - Week 7 of 10

### This Week's Newsletter Items:

- Father's Day Celebration
- 2024 Family School Improvement Survey
- Grade 3 & 4 Camp
- Term 4 Swimming Program
- This Weekend's Gospel
- Upcoming Dates
- Student Awards



This morning, our dads and those who play a father like figure in the lives of our children, enjoyed a hearty breakfast along with the opportunity to visit classrooms. It was fantastic to see so many dads attend. The sense of pride that each child expressed in their huge grins and eyes with dad beside them highlighted just how special it was for them to see dad visit the school and share this special occasion with them.



*Blessed is The Father  
Who Shares His Heart,  
Lives His Faith, Gives His  
Time, And Loves His  
Family!*  
*Proverbs 20:7*



# 2024 Family School Improvement Survey

One of the most powerful ways our families can influence school improvement is through the participation in the School Improvement Survey.

As the new principal to St Catherine of Siena and only 8 months in, I must note my surprise when reviewing last year's survey participation and finding that only 16 families responded. With only 5% of our families providing feedback, the data received cannot be treated as a true reflection of how the school is progressing. This data is also used by Melbourne Archdiocese Catholic Schools to check if the school is meeting parental and student expectations. You can appreciate why, for myself, it is so important to hear the voices and feedback from as many parents as possible.

**An email will be sent to every family this Monday 2<sup>nd</sup> September providing you with your family's personal number (PIN) for completing the survey with further instructions as to how to access the survey site.** Please note that the survey needs to be completed by **Friday 20<sup>th</sup> September 2024**. This survey may only be completed once.

For families with more than one child attending our school, we ask that you focus on the eldest child attending the school when completing the survey. The school has invited all families to respond via this survey and participation is completely voluntary.

There are no 'right' or 'wrong' answers – all responses are completely anonymous and at no point are any of the responses from students, families or staff identifiable by the school.

**The survey is available in English, Arabic, Assyrian, Chaldean, simplified and traditional Chinese, Dinka, Falam, Hakha Chin, Karen, Tagalog, Vietnamese and Zomi.**

If you have any questions or comments, please do not hesitate to contact ORIMA Research on 1800 654 585 or [macsis@orima.com](mailto:macsis@orima.com), or Melbourne Archdiocese Catholic Schools (MACS) via email - [macsis@macs.vic.edu.au](mailto:macsis@macs.vic.edu.au).

**We would really appreciate your feedback.**

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## LET'S GO SWIMMING!

Next term from Monday 21<sup>st</sup> October to the 1<sup>st</sup> November, students from Prep to Grade 2 will be participating in our school swimming program. On the back page of this newsletter, an overview of the school's swimming is provided.

The following is a tentative timetable that has been put forward to the swimming centre. It hasn't been confirmed by them yet but gives our families an insight as to the planning being undertaken for this extra-curricular activity.

Week One: Monday 21<sup>st</sup> October – Friday 25<sup>th</sup> October.

Students attend 1 class each day  
11:30: Prep A (22) & Prep B (21): 43 Students  
12:15: Prep C (23)  
1:00: 1A (23)  
1:45: 1B (20)

Week Two: Monday 28<sup>th</sup> October – Friday 1<sup>st</sup> November

Students attend 1 class each day  
11:30: 1C (22)  
12:15: 2A (25)  
1:00: 2B (24)  
1:45: 2C (25)

Both Grade 5 & Grade 6 will be participating in Lifesaving Education Programs provided by Lifesaving Victoria.

Our **Grade 5's** will be undertaking a (EDU) Lifesaving Education Program (2 Hour x 2 Sessions) on **15 Oct 2024** from 09:45 AM - 11:45 AM & 12:15 PM - 02:15 PM. Students will be transported by bus to the Life Saving Club LSC and meet on the sand at Altona Beach. (127 The Esplanade Street ALTONA, VIC 3018)

**Grade 6** students will be participating in a (EDU) Lifesaving Education Program (2 Hour x 2 Sessions) on **21<sup>st</sup> October 2024** from 09:45 AM to 11:45 AM and 12:15 PM to 02:15 PM. Grade 6 students will be transported by bus to the Life Saving Club LSC and meet on the sand at Altona Beach.

Grade 3 & 4 students will participate in a classroom based program that will be facilitated by professional swimming instructors. The day for this is still to be confirmed.



**Grade 3 and Grade 4 Camp** will be held at Camp Sunnystones, Merrimu from **Wednesday 18th September 2024 – Friday 20<sup>th</sup> September 2024.** (Last week of this term.)

Grade 3's to attend camp on the Wednesday and Thursday with Grade 4's attending Thursday and Friday.

The school camp is a compulsory school event that is designed to support the curriculum and it is expected that all students attend.

The aims of the camp are:

- To provide an appreciation of outdoor adventure experiences and an awareness of the environment.
- To provide opportunities for children to work together cooperatively.
- To build children's confidence in coping with an environment away from home.

Students will be participating in the following activities:

- Bush Art
- Archery
- Bush Cooking
- Low Ropes
- Hut Building
- Campfire - In the event of rain we will have a trivia night or watch a movie (G)

The children will leave by bus at **9.30 am** and will return around **2.30pm** the following afternoon and can be collected from the school hall.



### Mr Noack On Study Leave

Commencing next Wednesday, Mr Noack will be away for the remainder of the term to attend studies on the scriptures of St Paul to be undertaken in Greece and Turkey. In his absence Mrs Lisa McCallin will take on the role of Acting Principal with Mrs Angela Giordimiana supporting her. This is a great opportunity for both Lisa and Angela to apply the skills and knowledge they have in leading the school during this time.



### School Advisory Board Meeting

The School Advisory Board will meet this coming Tuesday 3<sup>rd</sup> September at 7.00pm in the Staff Professional Learning Room (old library space).

Items to be discussed are:

- 2024 NAPLAN Data
- School Enrolment Numbers
- Student Report Format
- MACSSIS Survey – Engaging parental feedback
- 2025 School Fees & Levies



## This Weekend's Gospel

A reading from the holy Gospel according to Mark  
7:1-8, 14-15, 21-23

**You forget the commandments of  
God and hold on to human tradition.**

The Pharisees and some of the scribes who had come from Jerusalem gathered round Jesus, and they noticed that some of his disciples were eating with unclean hands, that is, without washing them. For the Pharisees, and the Jews in general, follow the tradition of the elders and never eat without washing their arms as far as the elbow; and on returning from the market place they never eat without first sprinkling themselves. There are also many other observances which have been handed down to them concerning the washing of cups and pots and bronze dishes. So these Pharisees and scribes asked him, 'Why do your disciples not respect the tradition of the elders but eat their food with unclean hands?' He answered, 'It was of you hypocrites that Isaiah so rightly prophesied in this passage of scripture:

This people honours me only with lip-service, while their hearts are far from me. The worship they offer me is worthless, the doctrines they teach are only human regulations.

You put aside the commandment of God to cling to human traditions.'

He called the people to him again and said, 'Listen to me, all of you, and understand. Nothing that goes into a man from outside can make him

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unclean; it is the things that come out of a man that make him unclean. For it is from within, from men's hearts, that evil intentions emerge: fornication, theft, murder, adultery, avarice, malice, deceit, indecency, envy, slander, pride, folly. All these evil things come from within and make a man unclean.'

## *Gospel Reflection*

No matter how good the intention, sometimes misguided principles can lead to false action. This is what Jesus chastised the Pharisees about. The traditions that had been established through the Pharisees and the Lawyers were certainly based on the Law as stated in the Torah. However, the practices that had been established to try to help people honour the Torah had effectively replaced the Law. In order to maintain spiritual cleanliness, a tradition of physical cleanliness had emerged – particularly around interaction with Gentiles and around eating. However, the purpose of the tradition had become lost. The need for physical cleanliness had replaced the maintenance of spiritual cleanliness.

The Pharisees observe some of the disciples eating without properly washing their hands and challenge Jesus about it. They are upholding the tradition that has effectively become the Law. Jesus reminds them – somewhat forcefully – that these external practices are not the Law; rather the Law is observed internally. Jesus goes so far as to call the Pharisees hypocrites. It is a criticism of them that the gospel writers attribute to Jesus quite frequently. For Jesus, hypocrisy was one of the greatest failings. Because Jesus placed such a high price on integrity of word and action he could not abide those who proclaimed to be just, pious or forgiving and yet acted in ways that were contrary to these claims. His chastisement of the Pharisees – calling them hypocrites – was a challenge to their observation of external practices and rituals instead of seeking to understand the Torah as a call to a change of heart. Jesus points out that no amount of ritual cleansing will make a person clean within. Similarly, evil and uncleanliness come from within a person – one doesn't 'catch it' from contact with strangers.

## Historical Context – Pharisees

Pharisees were mostly lay men (i.e. generally not Priests) who were characterised by a strict observance of the Torah as well as an oral tradition of teaching and interpretation. They believed that the Torah required interpretation – by engaging in this interpretation they participated in God's ongoing revelation. They also had a strong belief that all Jewish people were called to be a priestly people. This belief naturally put them at odds with the Priests of the Temple. After the destruction of the

Temple in 70 CE, the teachings of the Pharisees gained prominence and eventually developed into Rabbinic Judaism that continues today.

## Scriptural context – Mark's Audience

It is widely believed that the Gospel of Mark was written for a predominantly Greek-speaking, Gentile audience. Today's gospel passage is a perfect example of literary evidence that has been used to establish this position. The gospel writer clearly explains the Jewish practice of washing to the elbows before eating and ritual cleansing upon return from the marketplace where they would have encountered Gentiles. Obviously, a Jewish audience would not need this explanation. This practice of looking for information about the author and their audience within the text itself is a form of Literary Criticism.

## Gospel Focus – The things within

We live in a culture that is very quick to lay blame on external factors; some people are very reluctant to accept responsibility for their own actions and look for opportunities to distance themselves from feelings of guilt or even regret.

Jesus makes it very clear that evil intentions – the things that make a person 'unclean' – actually come from within. He presents a confronting list of the things that come from within and we may be able to add others relevant to our own time. In our culture of no personal responsibility, Jesus challenges us to rethink just where the buck does stop.



# Term 3

## Week 8

### Monday 02/09

- Whole School Assembly 2.30pm

### Tuesday 03/09

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

### Wednesday 04/09

- Mr. Noack on Study Leave (Returns Wednesday 9<sup>th</sup> October.)

### Thursday 05/09

- Staff Meeting 3.30pm - 4:30pm

### Friday 06/09

- Instalment 3 - Family Fee Payment Due

### Sunday 08/09

- 23<sup>rd</sup> Sunday In Ordinary Time

## Week 9

### Monday 09/09

- 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

- 24<sup>th</sup> Sunday In Ordinary Time

## Week 10

### Monday 16/09

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

### Tuesday 17/09

- *Saint Robert Bellarmine*

### Wednesday 18/09

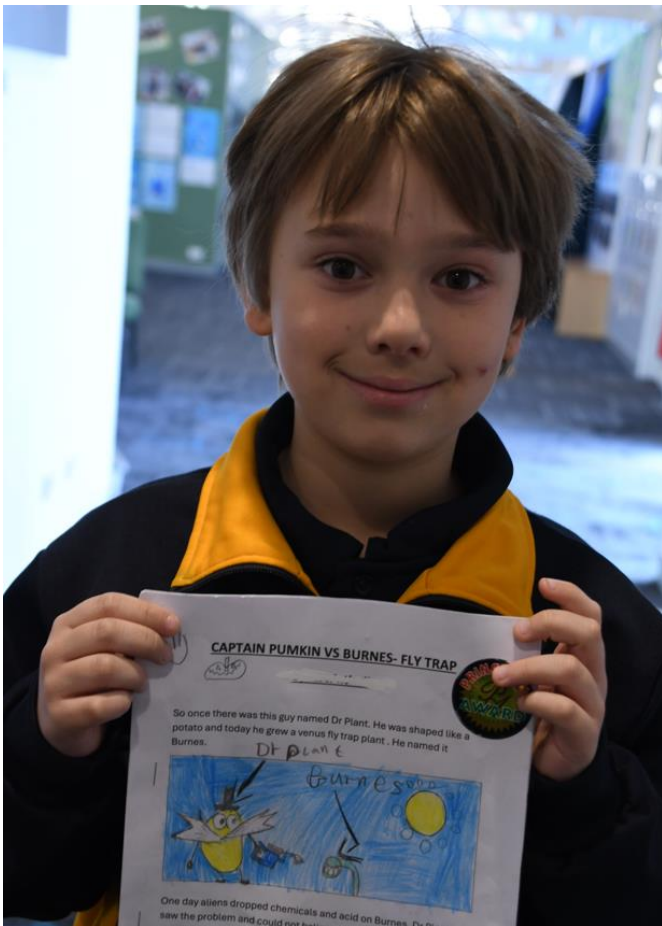
- **Whole School Liturgy 9.15am**
- Year 3 Camp – Camp Sunnystones

### Thursday 19/09

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

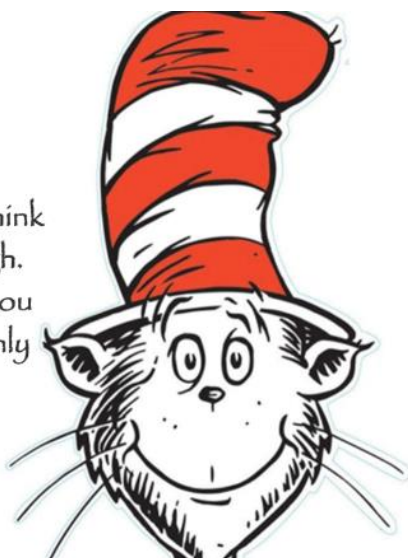
### Friday 20/09

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



Congratulations to Jai M - 3A who entered a short story competition ran by the Melton Library and was formally acknowledged for being in the top selection for his age category. Jai is constantly writing his own version of short comic novels at home and is looking forward to the next opportunity to enter a script. As a school, we both congratulate and encourage Jai to keep pursuing his passion of writing and hope that in years to come, he becomes a published writer.

“Think left and  
think right and think  
low and think high.  
Oh, the thinks you  
can think up if only  
you try”  
– Dr. Seuss



# Great Social Skills Set Our Children Up For Success

Great social skills set our children up for success. The reverse can be said for children who have not learnt how to read, listen for or enact good social skills.

Therefore, it is vital that we, as parents and teachers, do our best to teach children good social skills whilst identifying and addressing problems related to social incompetence.

There are several types of social skills that must be mastered for a child to be socially skilful. 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.

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

Children with social skill shortfalls 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 or she 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 or she 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 a detention. 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-centred.

## 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 new toy 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 speak 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.



# Star of the Week

## Prep A

Kai A - For collecting data using tally marks to answer a yes or no question

Cyrus T - For being a positive member of Prep A and helping your classmates when needed

## Prep B

Thomas B - For being a knowledgeable learner and applying your understanding of sounds to spell unfamiliar words.

Emma M - For being a knowledgeable learner during mathematics and sharing your understanding of tally marks.

## Prep C

Ben B - For having a positive mindset to learning this week when completing your tasks. Keep up the great work!

Tyson L - For showing your understanding of collecting data using tally marks. Amazing work!

## Year 1A

Achucha A - Segmenting sounds to spell new words

Ryan A - Using because in a sentence to extend on your ideas

## Year 1C

Mariah A - Working hard to expand her sentences to demonstrate her understanding of the text Charlotte's web. Well done!

Oscar J - For showing improvement in your reading. You've been working so hard and we are super proud of you. Keep it up!

## Year 2A

Victoria D - For taking responsibility for your actions. Keep it up!

Zakai T - For being able to solve division problems using equal groups, arrays and skip counting. Amazing!

## Year 2B

Vern S - For demonstrating your knowledge to solve division worded problems. Well done Vern!

Michaiah A- For continuing to show enthusiasm in all learning areas. Keep it up Michaiah!

## Year 2C

Matias M - For showing a growth mindset by adding more ideas and details to show the different parts of a narrative. Keep up the great effort!

Liam M - For your confidence when explaining spelling rules to the class and your great attempts at writing new words. You are a super speller!

## Year 3A

Isaac K - For showing emotional growth in your ability to manage conflicts with your peers.

Sienna P - For choosing appropriate vocabulary to reword sentences correctly.

## Year 3B

Abraham T - Having a positive mindset and always working hard in completing classroom activities.

Ivan Dressler - Working well with your partner during writing to successfully write a procedural text. Keep it up!

## Year 3C

Zoey B - For your efforts when learning the double and double again strategy when multiplying by 4.

Dominic L - For sharing your ideas during reading focus groups to demonstrate your level of comprehension.

## Year 4A

John S - For your detailed poster showing examples of good Sportsmanship.

Emma W - For challenging yourself to find the area of composite shapes.

## Year 4B

Ellie Y - For identifying what the measurement of a perimeter could be of a rectangle when it equals 24 in total. Great problem solving skills.

Jayden L - For staying positive and self-regulating his emotions during challenging tasks using his 'Self-Regulating Toolbox'. Well done!

## Year 4C

Isabelle B - For sharing your ideas in the focus reading group. You provided good explanations about events in the text.

Noah King - For being a helpful and considerate member of the class. It is fantastic how you take the time to check in with other students to help them with their learning.

## Year 5A

Ngong A - For successfully applying doubling and halving strategies to solve basic multiplication and division problems

Julian M - For a great effort in ordering numberings with 1's and 10's from smallest to largest.

## Year 5B

Chloe D - For working on your goal in setting time to stay focused on a task. Keep it up!  
Marita M - For taking initiative in your learning and asking for support and clarification when dividing with regrouping.

## Year 5C

Alexis S - Putting in great amounts of effort in your writing, making sure it's the best it can be.  
Luchelle S - Using your researching skills and notes to draft a great start to your explanation text.

## Year 6A

Gabby G - For using your knowledge of multiplication to solve decimal problems efficiently.  
Madeline W - For showing incredible empathy and consistently checking in on your teachers and peers.

## Year 6B

Lexi S - For using multiple examples of text evidence when explaining a theme in your novel.  
Zoe G - For extending yourself in writing through using chapters in your narrative. I look forward to reading the rest of the chapters.

## Year 6C

Dominic T - For demonstrating knowledge in being able to add, subtract and multiply decimals by whole numbers. Well done!  
Lily H - For using a variety of language features in your narrative and listening to teacher feedback to help further improve your work. Great job!

## Maths

Braxton V - For successfully recalling all of the multiplication facts up to  $12 \times 12$ .

Miron F - For successfully recalling all of the multiplication facts up to  $12 \times 12$ .

Yumi N - For successfully recalling all of the multiplication facts up to  $12 \times 12$ .

Jacob D - For successfully recalling all of the multiplication facts up to  $12 \times 12$ .



## Week 1

### Monday 07/10

- Our Lady of the Rosary
- **Students Return To School**
- Exec Team 9.30 – 11.00am
- Whole School Assembly 2.30pm
- Team Leaders Meeting 3.30pm - 4:30pm

### Wednesday 09/10

- *Saints Denis and companions*
- *Saint John Leonardi*
- Staff Meeting 3.30pm - 4:30pm
- **Mr Noack returns from study leave.**

### Thursday 10/10

- Staff Meeting 3.30pm - 4:30pm

### Friday 11/10

- *Saint John XXIII*

### Sunday 13/10

- 28<sup>th</sup> Sunday In Ordinary Time



## Week 2

### Monday 14/10

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



### Tuesday 15/10

- Saint Teresa of Jesus
- Staff Meeting 3.30pm - 4:30pm
- Year 5 ASPIRE 1 incursion

### Wednesday 16/10

- *Saint Hedwig*
- *Saint Margaret Mary Alacoque*

### Thursday 17/10

- Saint Ignatius of Antioch
- Emergency Displan Practice
- Staff Meeting 3.30pm - 4:30pm
- **Northern Region School Improvement Network (All Day)**

### Friday 18/10

- **Saint Luke**
- Year 6 secondary school transition incursion  
120 min session 9:00am -10:45am

### Saturday 19/10

- *Saints John de Brébeuf and Isaac Jogues*
- *Saint Paul of the Cross*

### Sunday 20/10

29<sup>th</sup> Sunday In Ordinary Time

## Week 3

### Monday 21/10

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

### Tuesday 22/10

- *Saint John Paul II*
- Staff Meeting 3.30pm - 4:30pm
- **Parent Advisory Council 7.00pm – 8.00pm**

### Wednesday 23/10

- *Saint John of Capistrano*

### Thursday 24/10

- *Saint Anthony Mary Claret*
- Staff Meeting 3.30pm - 4:30pm

### Friday 25/10

- 360 Leadership Conference

### Saturday 26/10

- 360 Leadership Conference

### Sunday 27/10

30<sup>th</sup> Sunday In Ordinary Time

## Week 4

### Monday 28/10

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

### Tuesday 29/10

- Staff Meeting 3.30pm - 4:30pm

### Wednesday 30/10

- St Catherine of Siena Annual Art Show

### Thursday 31/10

- Staff Meeting 3.30pm - 4:30pm

### Friday 01/11

- All Saints

### Saturday 02/11

- The Commemoration Of All The Faithful Departed

### Sunday 03/11

- 31<sup>st</sup> Sunday In Ordinary Time

## Week 5

### Monday 04/11

- Saint Charles Borromeo
- **School Closure Day**

### Tuesday 05/11

- **Melbourne Cup Day – Public Holiday**

### Wednesday 06/11

- **Interrelate - Tricky Conversations: Years 3 to 6**

### Thursday 07/11

- Staff Meeting 3.30pm - 4:30pm

### Friday 08/11

- Year Level Mass followed by morning tea:  
Grade

### Saturday 09/11

### Sunday 10/11

- 32<sup>nd</sup> Sunday In Ordinary Time



## Week 6

### Monday 11/11

- Saint Martin of Tours
- **2025 Prep Transition Session 1**
- **Remembrance Day**
- Exec Team 9.30 – 10.30am
- Whole School Assembly 2.30pm
- Team Leaders Meeting 3.30pm - 4:30pm

### Tuesday 12/11

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



### Wednesday 13/11

- 

### Thursday 14/11

- Staff Meeting 3.30pm - 4:30pm

### Friday 15/11

- *Saint Albert the Great*

### Saturday 16/11

- *Saint Gertrude*
- *Saint Margaret of Scotland*

### Sunday 17/11

33<sup>rd</sup> Sunday In Ordinary Time

## Week 7

### Monday 18/11

- Exec Team 9.30 – 11.00am
- **Prep Transition Session 2**
- Whole School Assembly 2.30pm
- Team Leaders Meeting 3.30pm - 4:30pm

### Tuesday 19/11

- Staff Meeting 3.30pm - 4:30pm

### Wednesday 20/11



### Thursday 21/11

- The Presentation of the Blessed Virgin Mary
- Staff Meeting 3.30pm - 4:30pm

### Friday 22/11

- Saint Cecilia

### Sunday 24/11

- Solemnity Of Our Lord Jesus Christ, King Of The Universe

## Week 8

### Monday 25/11

- *Saint Catherine of Alexandria*
- **2025 Prep Transition Session 3**
- Exec Team 9.30 – 11.00am
- Whole School Assembly 2.30pm
- Team Leaders Meeting 3.30pm - 4:30pm

### Tuesday 26/11

- Parent Support Group Meetings
- Staff Meeting 3.30pm - 4:30pm
- **Parent Advisory Council 7.00pm – 8.00pm**

### Wednesday 27/11

- Parent Support Group Meetings

### Thursday 28/11

- Parent Support Group Meetings
- Staff Meeting 3.30pm - 4:30pm
- Archdiocesan Celebration of Principalship 2.00pm – 9.30pm

### Saturday 30/11

- Saint Andrew

### Sunday 01/12

- 1<sup>st</sup> Sunday Of Advent



## Week 9

### Monday 02/12

- **2025 Prep Transition Session 4**
- Exec Team 9.30 – 11.00am
- Whole School Assembly 2.30pm
- Team Leaders Meeting 3.30pm - 4:30pm

### Tuesday 03/12

- Saint Francis Xavier
- **2025 Student Transition Day 1 (Prep – Grade 5's) @11:30am -1pm**
- Parent Support Group Meetings
- Staff Meeting 3.30pm - 4:30pm

### Wednesday 04/12

- *Saint John Damascene*

### Thursday 05/12

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

### Friday 06/12

- Saint Nicholas

### Saturday 07/12

- Saint Ambrose

### Sunday 08/12

- 2<sup>nd</sup> Sunday Of Advent



## Week 10

### Monday 09/12

- The Immaculate Conception Of The Blessed Virgin Mary
- **2025 Student Transition Day 2 (Prep – Grade 5s) @11:30am -1pm**
- Exec Team 9.30 – 11.00am
- Whole School Assembly 2.30pm
- Team Leaders Meeting 3.30pm - 4:30pm

### Tuesday 10/12

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

### Wednesday 11/12

- *Saint Damasus I*
- **Carols By Candlelight 6.00pm - 7.30pm**

### Thursday 12/12

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

### Friday 13/12

- Saint Lucy
- **2025 Prep Transition Session 5**
- **Reports sent home**

### Saturday 14/12

- Saint John of the Cross

### Sunday 15/12

3<sup>rd</sup> Sunday Of Advent



## Week 11

### Monday 16/12

- **Grade 6 Big Day Out**
- Exec Team 9.30 – 11.00am
- Team Leaders Meeting 3.30pm - 4:30pm

### Tuesday 17/12

- **Grade 6 Graduation Liturgy & Presentation Night 6.00pm**

### Wednesday 18/12

- **Whole School Mass 9.00am-** Advent Week 4
- **End of Year Award Ceremony @ 2:00pm**
- **Last Day Of Term**



# SWIMMING & WATER SAFETY IS INCLUDED IN THE VICTORIAN CURRICULUM

At St Catherine of Siena, our Prep to Year 6 Program consists of both a practical and theoretical program. This program is facilitated in Term 4 to coincide with better weather conditions, limiting the chance of children catching colds or experiencing chills as a result of the cooler climate

Students in Prep to Year 2 receive a program focussed on practical aquatic swimming skills whilst also receiving basic theoretical knowledge as shown in the scope and sequence chart below.

Students in Year 3 & Year 4 undertake Classroom Based Water Safety learning that allows for swimming and water safety concepts to be taught through land-based activities. These are implemented in the classroom and school gymnasium.

Students in Year 5, with the assistance of Life Saving Victoria, undertake a day's practical training around inland waterways. Our Year 6 students undertake a similar program focussed at swimming and surviving in coastal environments.

Please note that as parents have expectations upon the school to provide their child with swimming and water safety learning, so too do we as a school have the expectation of parents to support the school's curriculum by providing their child/ren with opportunities also to undertake further swimming lessons, be they formal or informal, so as to reinforce what has and is being learnt. Our combined actions provide the best opportunity for ensuring our students, your children are safe around water.

## PERSONAL, SOCIAL AND COMMUNITY HEALTH STRAND

LEVEL	FOUNDATION	LEVELS 1 AND 2	LEVELS 3 AND 4	LEVELS 5 AND 6
<b>National Swimming and Water Safety Framework</b>	<p>By the end of Foundation Level it is anticipated that students can:</p> <ul style="list-style-type: none"> <li>Describe rules and actions to stay safe around water</li> <li>Identify and follow safety symbols used around pools/beaches/rivers/lakes</li> <li>Identify an emergency and actions to help</li> </ul>	<p>By the end of Level 2 it is anticipated that students can:</p> <ul style="list-style-type: none"> <li>Identify a range of aquatic environments (home, inland waterways, aquatic facilities, beaches, ocean, farm)</li> <li>Recognise an emergency and call for help (call 000)</li> </ul>	<p>By the end of Level 4 it is anticipated that students can:</p> <ul style="list-style-type: none"> <li>Identify hazards in a range of aquatic environments (home, inland waterways, aquatic facilities, beaches, irrigation channels, drains)</li> <li>Recognise and support an emergency (call 000)</li> <li>Describe the roles and responsibilities of Lifeguards and Lifesavers</li> </ul>	<p>By the end of Level 6 it is anticipated that students can:</p> <ul style="list-style-type: none"> <li>Understand and respect safety rules and protective behaviours to stay safe around water (life jackets, swim with adult supervision, swim between the flags)</li> <li>Respond to an emergency and perform a primary assessment (DRSAB, recovery position)</li> </ul>