

# Celebrating the Feast of Christ the Priest

## A MESSAGE FROM OUR PRINCIPAL

Dear Parents and Guardians,

### Welcome & Farewell

We have had a great start to Term 2, which is an unusually short term. We are already past the halfway mark! I would like to take this opportunity to welcome new staff members to our community this term:

- Belinda Callahan - Learning Support Officer
- Melissa Buttigieg - Learning Support Officer
- Rebecca Redpath - First Aid/Compliance Officer
- Brian Huynh - Grade 2 teacher replacing Fiona Gradidge
- Alhan Jahola - Iraqi Liaison Officer replacing Afnan Jahola

I would like to take this opportunity to thank Fiona and Afnan for their service at CtP, the love and care that they have shown for our students and their dedication to making CtP a welcoming learning community.

### Feast of Christ the Priest

Today we celebrate the feast of Christ the Priest. It was great to celebrate Christ and his priesthood with Mass and lots of fun activities with Kaboom Kids. In particular, today we give thanks for all we have and the many wonderful experiences that we share together as a community.

**2022  
IMPORTANT DATES**



**Grade 4-6 Swimming Program:**  
Mon 6 - Fri 10 June

**Grade 3 First Reconciliation Spirituality Day:**  
Tues 7 June

**Prep Blue Teacher Student Learning Chats:**  
Wed 8 June

**Grade 3 First Reconciliation Parent Information Session:**  
Wed 8 June, 6:30pm

**Queen's Birthday Public Holiday - No School:**  
Mon 13 June

**3 Green Teacher Student Learning Chats:**  
Tues 14 June

**Grade 4-6 Swimming Program Continued:**  
Tues 14 - Thurs 16 June

**Sacrament of First Reconciliation:**  
Thurs 16 June

**Supernova/Liturgy Assembly:**  
Fri 24 June

**SCHOOL TO FINISH AT 1PM**  
**Last day of Term 2:**  
Fri 24 June

## **School Drop Off Time**

It has been noted that there are a number of children who are once again being dropped at school quite early, before the school grounds are open at 8.30am. I would like to remind families that we do have a before and after school care provider, OSH Club, who provide care from 7am in the morning for those families who need to get to work/commitments early. If you drop your child off at school before 8.30am, you are leaving your child unsupervised outside of school grounds, which is a risk to their safety.

## **Illnesses**

As we head into the winter months, our first one out of lockdown for two years, we are noticing that there are a number of non-COVID related illnesses that are impacting our students. With COVID related illnesses taking priority for such a long time, it is important to remember that even if your child does not have COVID, if they are not well they should not attend school. Coughs, colds, flu are also airborne viruses that are contagious, so I ask that we keep this in mind moving forward.

## **Grade 6 Sacrament of Confirmation**

Earlier this term our Grade 6 students completed the Sacrament of Confirmation. This Sacrament was celebrated by Bishop Martin Ashe and was celebrated most reverently by our Grade 6 students. Well done to all involved and to those who read as part of the Mass. We wish you all well as you realise a full life of faith. May you be blessed in all that you do.

## **Mother's Day**

It was fantastic to celebrate all the mums of the CtP community at the start of May. Our annual morning tea was well attended and a great opportunity for many to catch up after a few years of so many restrictions. We are blessed to have our SCG volunteers who organised the event and the many gifts that were raffled off as door prizes. Thank you to our SCG and all who were able to attend.

## **Annual Report**

The Annual Report to the School Community for 2021 has recently been completed and uploaded to the school website. For any interested families, [click here](#) to view the document which recounts the many achievements and events of 2021.

## **Learning Chats**

Last week our students participated in learning chats with parents and teachers. This was a great opportunity for our students to showcase their learning and the ownership that they are taking for their own achievements. Students are continuously setting learning goals and assessing their progress so that they continue to grow in their learning. Thank you to our parent community for taking the time to share in our students' learning journeys.

## **Grade 4-6 Swimming Program**

Next week our Grade 4-6's will participate in an eight day swimming program at State Swim - Caroline Springs. This program allows students to strengthen their water safety skills and continue to develop independence when preparing for swimming and organising themselves at the pool. Grade's P-3 will participate in their program in Term 3. Thank you to our parent volunteers that make excursions such as these a possibility for our students.

God bless.  
Regards,  
Adele Vesty.  
Principal

Well done and congratulations to our

# Supernova's

We aim to be Stars...

Term 2 - Week 6



Prep Blue - Aria



Prep Red - Mary



Prep Green - Isaac



1 Blue - Aisha



1 Red - Leo



1 Green - Kyros



2 Blue - Eli



2 Red - Sadie



2 Green - Fadi



3 Blue - Zack



3 Red - Liem



3 Green - Bryanna



4 Blue - Dev



4 Red - Mark



4 Green - Abijot



5 Red - Jayce



5 Green - Lucas



6 Blue - Jerome



6 Red - Erika



6 Green - Kayla



Italian - Sienna



Music - Eliana



Music - Elliana



Physical Education - Jake



Visual Art - Ban



Drama- Harrison

# WELLBEING AT CHRIST THE PRIEST

In each newsletter, information about the school's Positive Behaviour for Learning (PBL) approach is promoted so that our parent community enhances their understanding of PBL. This newsletter will explore how we track student behaviour across the school.

Whenever a minor or major behaviour incident occurs, all staff members complete a referral form. This referral form records information such as, name, year level, location of incident, type of minor/major behaviour, time, perceived motivation and the action taken. This information is recorded and the data is used to understand the behaviour trends of individual students, cohorts of children and the general behaviour of our students across the school.

It is through understanding these trends that we put in place proactive adjustments in both the classroom and playground to support children's safety, wellbeing and learning.

PBL REFERRAL FORM		
 NAME: _____ GRADE: P 1 2 3 4 5 6		LOCATION
DATE: _____ TIME OF INCIDENT: _____		<input type="checkbox"/> Classroom <input type="checkbox"/> Toilets <input type="checkbox"/> Shared walkways <input type="checkbox"/> Discovery Centre <input type="checkbox"/> Specialist classroom <input type="checkbox"/> Specialist change over <input type="checkbox"/> Main Oval <input type="checkbox"/> Plover Oval (C) <input type="checkbox"/> Sandpit (A) <input type="checkbox"/> Passive Play area <input type="checkbox"/> Walk of Wonder (B) <input type="checkbox"/> Pick up area <input type="checkbox"/> Basketball Courts
STAFF MEMBER: _____		
MINOR PROBLEM BEHAVIOUR	MAJOR PROBLEM BEHAVIOUR	PERCEIVED MOTIVATIONS
<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology Violation	<input type="checkbox"/> Abusive Language <input type="checkbox"/> Bullying <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Harassment <input type="checkbox"/> Lying and Cheating <input type="checkbox"/> Property Damage <input type="checkbox"/> Technology Violation	<b>Obtain</b> <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Item/Activity  <b>Avoid</b> <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Task/Activity
Details		
ACTION TAKEN		OTHERS INVOLVED
<input type="checkbox"/> Reteach <input type="checkbox"/> Restorative Conversation <input type="checkbox"/> Reflection Sheet <input type="checkbox"/> Refer to Leadership <input type="checkbox"/> Time in office <input type="checkbox"/> Parent Contact <input type="checkbox"/> Detention <input type="checkbox"/> In School Suspension <input type="checkbox"/> Sent home <input type="checkbox"/> Suspension		
<b>TEAR HERE FOR INCIDENTS ON THE YARD:</b> _____ <small>PLEASE GIVE TO CLASSROOM TEACHER</small> STUDENT NAME: _____ <small>incident today.</small> STAFF MEMBER: _____ DATE: _____		

## PBL - Being a Team Worker

The STAR expectation being a Team Worker is the focus that the children will take throughout Term 2. Being able to work collaboratively, showing empathy, taking turns and thinking of others is only a few of the many things that will be taught to the children throughout the term. The children will be working in their house teams for our Feast Day celebration with Kaboom Kids today, which provides an opportunity to use their learned skills.

## Social & Emotional Learning - Kindness Initiative & Positive Problem Solving

During the first four weeks of the term, we focussed on the theme of Kindness. It was through this specific focus that the children enhanced their understanding about what it means to be kind. The children were also set the challenge to identify acts of kindness that occurred around them at school and log these acts. It was amazing to see a total of 1 275 acts of kindness recorded. Well done children for spreading kindness around the school.

For the rest of the term, students will learn what it means to be a positive problem solver.



## **Parenting Ideas - Parent Support Articles**

Children do not come with a manual. While it would be helpful if they did, parenting at times can be a challenge. To support parents of CtP with some of the challenges of parenting and schooling, each newsletter will present a helpful article written by Michale Grose, one of Australia's leading parenting and educational writers and speakers.

### **When kids need a parental push**

*By Michael Grose*

Watching your child or young person manage their nervous moments can be challenging for parents, but it comes with the territory. How you react to an anxiety-inducing moment can influence the way kids approach uncomfortable situations in the future.



Sadly, avoidance is a well-entrenched pattern of behaviour that holds many kids back from experiencing life as they would like. The comfort zone that many crave to stay in can be like maximum security prison where there's no escape. It's incumbent upon parents to make sure participation rather than avoidance becomes the most likely response even when kids feel nervous and tense.

#### **Holding firm in the face of resistance**

Recently, Melanie, a mother of four, told me how she approached her teenage daughter's nervousness about taking a part-time job. Fifteen-year-old Chloe, a quiet, thoughtful, studious girl wanted a job but was too nervous to go for an interview. Melanie took a firm stance with her daughter and insisted that she go for the job interview, despite some incredibly strong resistance.

Melanie said, "I drove Chloe to the interview. She was so nervous that she was shaking. As we got closer Chloe begged me not to make her do it. I felt so sorry for her, but I wouldn't let her off the hook. I knew that if she wouldn't do this then she'd always avoid the things that make her nervous. I told her that there was no option. This is something she had to do."

Chloe was successful with the job interview. The first thing she did when she got home was to thank Melanie for holding her ground and insisting that she go for the interview.

#### **Making decisions in a child's best interests**

There's a natural tendency for kids to avoid doing activities where they may fail, struggle or even risk being laughed at. At such times, parents who can see the bigger picture need to make decisions for their child to prevent the development of negative patterns of behaviour that are so difficult to break. It takes significant parental sensitivity and courage to avoid taking anxiety-inducing activities temporarily away from a child or teenager. But it's the right thing to do if developing a child's confidence, rather than their feelings of helplessness is your goal.

Melanie's daughter still feels nervous before she goes to work, but the nerves are getting less each time. Importantly, her courage account is being filled along with her bank account each time she heads off to work.

You should never underestimate the value of a little parenting push, particularly if anxiety tends to be your child's constant companion.

# MATHS AT CHRIST THE PRIEST

Lots of wonderful Mathematics learning has been happening in term 2 at Christ the Priest. This Term we showcase Maths activities by the "Green" classes.



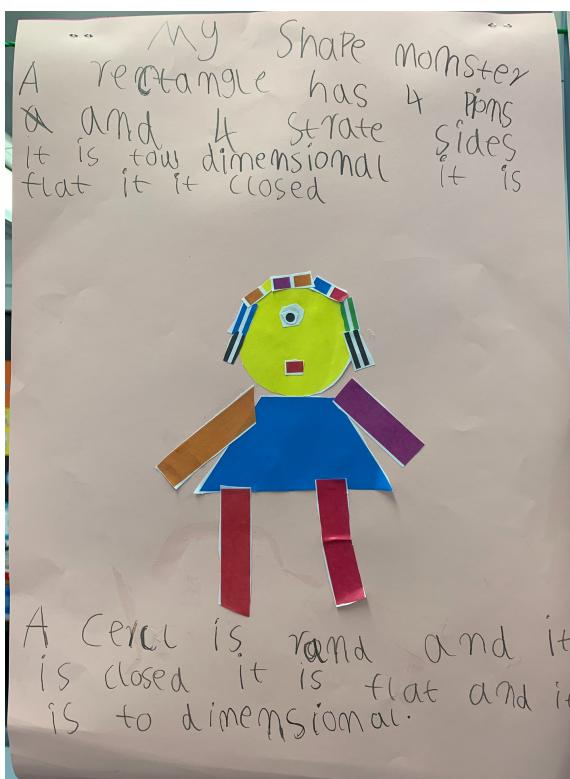
## Prep Green

Learning about the teen numbers.



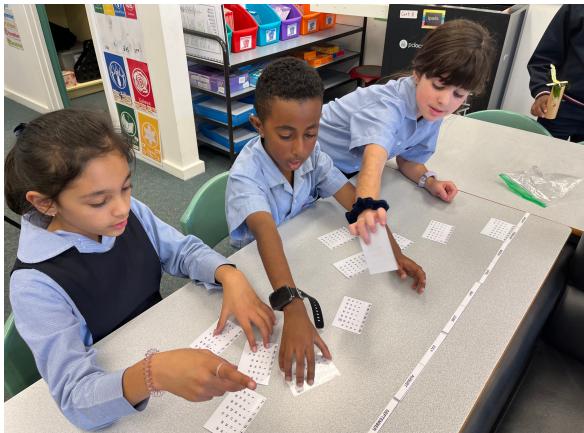
## 1 Green

Exploring two-dimensional shapes.

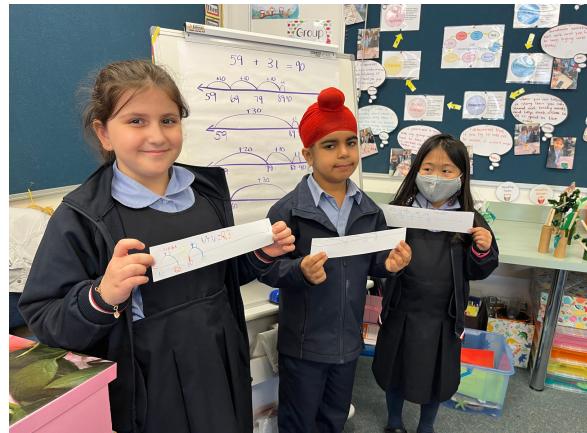


# MATHS AT CHRIST THE PRIEST

## 2 Green



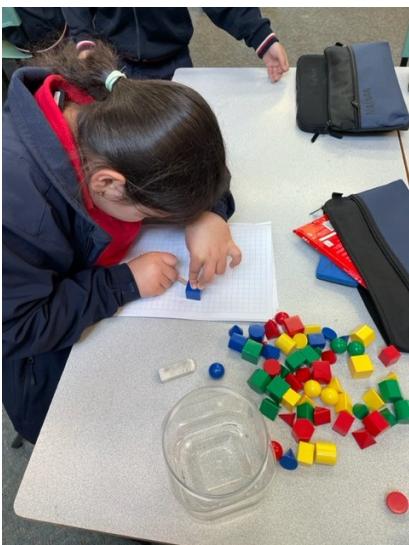
Re-arranging and organising the calendar for the Year 2022



Using a number line to solve addition problems.

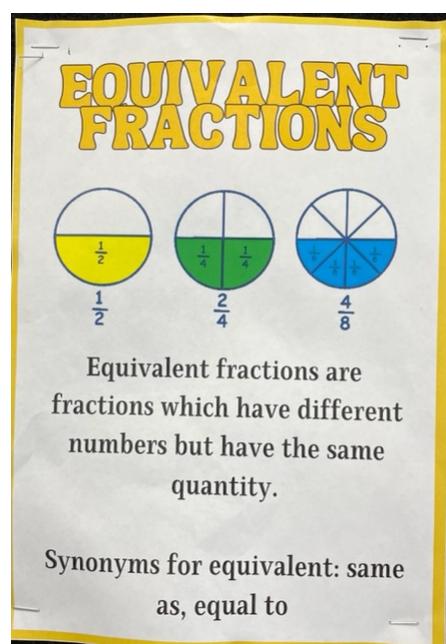
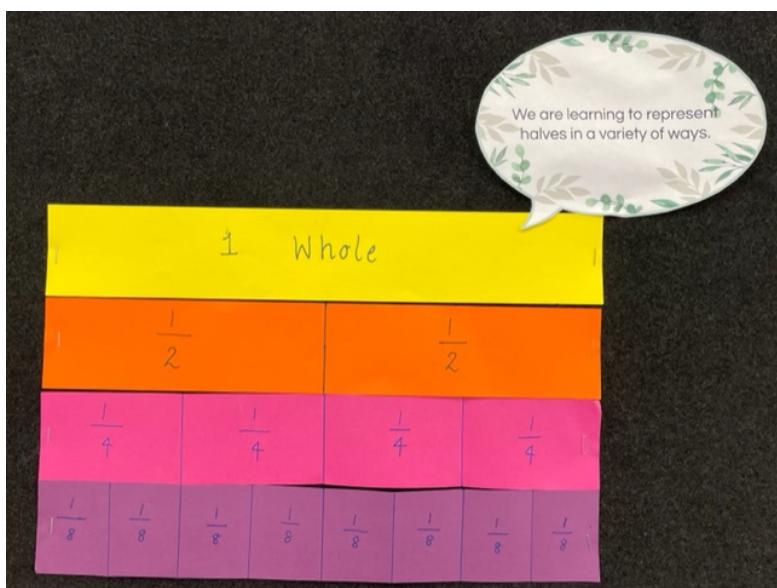
## 3 Green

Exploring the properties of three-dimensional objects.



## 4 Green

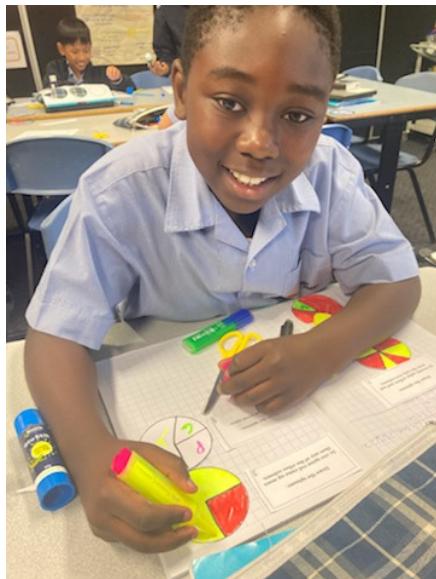
Learning about equivalent fractions.



# MATHS AT CHRIST THE PRIEST

## 5 Green

Exploring probability using spinners.



## 6 Green

Using a range of strategies to solve problems.



# QUICK LINKS



## IMPORTANT DATES

Term 2 - [CLICK HERE](#)



## SCHOOL UNIFORM

PSW Uniform Shop  
Unit 2, 51–53 Westwood Drive, Ravenhall  
Ph: 9768 0337

Store Hours  
Monday to Friday: 9:00am – 5:00pm  
Saturday: 10:00am – 1:00pm

[CLICK HERE](#)



## LUNCH ORDERS

Please place orders by 9am ONLY ON YOUR GRADE DAY (see below). You can order in advance after 2pm the day before.

*Orders made after 9am or on the wrong day will be cancelled and refunded as of 30 May 2022.*

GRADES 3 & 4 - Tuesdays  
GRADES 1 & 2 - Wednesdays  
PREP - Thursdays  
GRADES 5 & 6 - Fridays

[CLICK HERE](#)



## MEDICATION AUTHORISATION FORM

If your child requires medication to be administered at school, please complete this form and submit it to the school office.

[CLICK HERE](#)



## MELTON CITY COUNCIL EVENTS

Some events that may be of interest to you and your family:

- Managing anxiety in children session
- 'Get Activated' - multi sports activities for the school holidays
- Burns awareness month information

[CLICK HERE](#)

# *Christ the Priest's*

# **FOOD DRIVE**

# **2022**

Monday 6th - Wednesday 22nd June



## **LEARNING DIVERSITY**

Dear Parents,

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year in August.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. The word 'disability' comes from the Disability Discrimination Act 1992 (DDA) and it can include many students, not only those who have a formal diagnosis.

Please see attached flyer for more information. If your child is included in the NCCD count this year, you will receive notification of this early in Term 3.

Kind regards,

Shelly Stuart & Courtney Chalmers (Student Diversity) and Adele Vesty (Principal).



## 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

student in NCCD. Teachers can use all that they know about the student's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

### **What sort of help does the school give students?**

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

### **How will the NCCD be different this year?**

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

### **What will the school need to know about my child for the NCCD?**

Schools work together with families to understand the needs of each child. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child's work and learning plans) helps the school to understand and meet your child's needs.

### **What happens to the NCCD data? Who will have the NCCD information?**

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

### **Does the school need me to agree with them about counting my child in the NCCD?**

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

### **Where can I find out more?**

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).



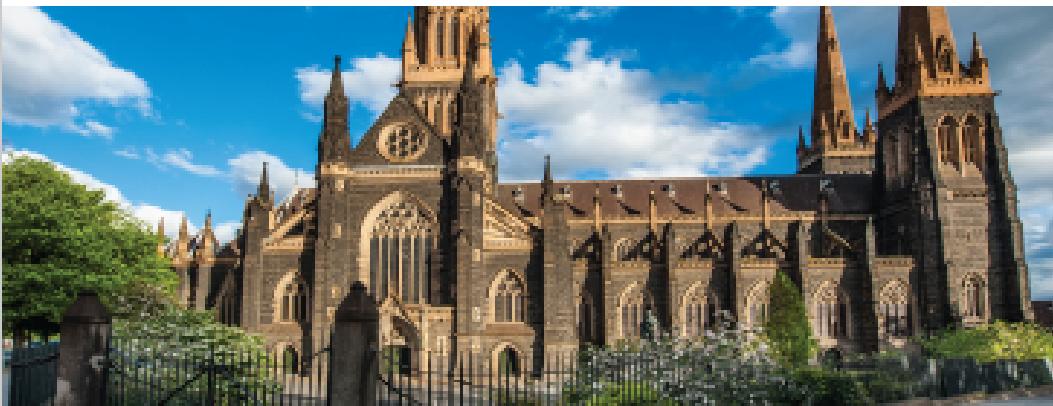
CATHOLIC REGIONAL  
COLLEGE SYDENHAM  
INVITES PAST STAFF  
AND STUDENTS TO

# 40TH ANNIVERSARY MASS

RSVP to  
[principaloffice@crcs.vic.edu.au](mailto:principaloffice@crcs.vic.edu.au)  
by 11 June 2022.

*Every Student  
Every Pathway*

**ST PATRICK'S  
CATHEDRAL | 10:30  
AM**



**WEDNESDAY  
22  
JUNE**



# Marian College

## Year 7 2024 Information Evening

All prospective parents and students are invited to come along to our Year 7 2024 Information Evening at 7pm Tuesday 14 June, 2022.

The evening covers details around our range of extra-curricular and student leadership programs, along with opportunities to ask general questions about your daughter's transition into secondary school.

To register your attendance, please visit the College website  
[www.mariansw.catholic.edu.au](http://www.mariansw.catholic.edu.au)  
or phone our office on 9363 1711

*Strong Futures. Gentle Hearts.*

# St Aloysius College

## YEAR 7 2024

CO-EDUCATION

*Now Enrolling*



### *Key Dates*

Enrolment Applications close  
**Friday, 19th August 2022**

Offers sent  
**Friday, 21st October 2022**

Offer Acceptance Deadline  
**Friday, 11th November 2022**

### ENROLMENT PROCESS

**1** Attend Campus Tour  
Book via [College website](#)

**2** Submit Online Application  
See [College website](#)  
for details

**3** Final Steps  
Interview, offer and  
acceptance process

Limited places remain for Year 8-12 all-girls enrolment to St Aloysius College. If this is of interest, we encourage you to contact the College Registrar at [registrar@aloysius.vic.edu.au](mailto:registrar@aloysius.vic.edu.au) or 9325 9200 as soon as possible.

Book your Tour today



*Be Curious.  
Become Brilliant.*

