



St Joseph's School, Chelsea

Term 3, Week 7 Thursday 26th August 2021

Positive Behaviour for Learning (PBL)

At St Joseph's we value:

- Safety
- Respect
- Responsibility



At St Joseph's our three core values are: **safety, respect and responsibility.**

We thank Mrs Egan for her terrific work to represent these values - we think her initial drawings look terrific!

Dear Families,

Congratulations on your perseverance and all you are doing to support your child's learning with teacher and LSO support. You are learning a lot about your own resilience in the process. Be kind to yourselves and your families during this time. If you all need a break please take one. If you need support let us know. I have attached a short article "not everything is cancelled".

On line learning will continue until next Thursday 2nd September. During next week the state government will confirm if we are returning to face to face learning on Friday 3rd September or continuing remotely. Either way the staff have been planning for both.

We have some Fathers' Day packs available for all the Year 1 and 2 children to pick up from the Argyle Avenue entrance either today or tomorrow.

Keep checking your email and seesaw notifications for updates on google meets and learning arrangements for each day.

Wednesday the 1st of September is Health and PE day. Each level will be planning some special Health and PE activities to do during the day.

Prep families are able to book reading conferences <https://www.schoolinterviews.com.au/> using the code **4pujb**.

Attendance Required Form Friday 27th Aug to Thursday 2nd September

Permits for onsite supervision Parents and carers will only be able to request onsite supervision at school for their children in the below categories.

Category A (Permits Required) Children where both parents and/or carers are considered authorised workers who cannot work from home, work for an authorised provider and where no other supervision arrangements can be made.

Where there are two parents/carers, both must be authorised workers, working outside the home for their children to be eligible for onsite provision at school.

For single parents/carers, the authorised worker must be working outside the home for their children to be eligible for onsite provision at school.

An authorised worker permit is now required for parents in regional Victoria requesting onsite supervision for their child/ren under Category A as an authorised worker.

In rare circumstances, a parent/carer does not need a worker permit. This includes people employed in law enforcement, emergency services or health care workers who carry employer-issued photographic identification. More information is available at Authorised provider and authorised worker permit.

Category B Children experiencing vulnerability, including:

- in out-of-home care
- deemed vulnerable by a government agency, funded family or family violence service, and assessed as requiring education and care outside the family home identified by a school or early childhood service as vulnerable (including via referral from a government agency, or funded family or family violence service, homeless or youth justice service or mental health or other health service)
- where a parent/carer indicates that a student with a disability is vulnerable because they cannot learn from home, and/or informs the school the student is vulnerable due to family stress, the school must provide on-site supervision for that student.
- An authorised worker permit is not required for accessing onsite supervision under Category B.

Take Care and Keep Safe

Gavan

NOT EVERYTHING IS CANCELLED

sunshine is not cancelled
spring is not cancelled
love is not cancelled
relationships are not cancelled
reading is not cancelled
naps are not cancelled
devotion is not cancelled
music is not cancelled
dancing is not cancelled
imagination is not cancelled
kindness is not cancelled
conversations are not cancelled
hope is not cancelled



#keeplookingup
SimpleStencils.com

pbl

Click on the above link to see what PBL means to us....

**Please have a read of our commitment to
PBL....**

Positive Behaviour for Learning

St Joseph's Catholic School has made a commitment to the Positive Behaviour for Learning (PBL) framework for our school community. We are a community of learners and this year we continue to learn and bring together the whole-school to contribute to developing a positive, safe and supportive learning culture.

What is PBL?

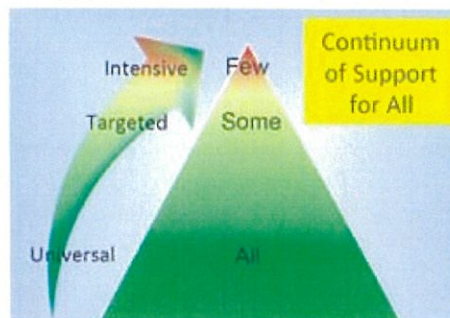
Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments. Schools which implement the PBL framework make sure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school. PBL is an international evidence-based whole school process. St Joseph's is being supported to implement this framework by an external PBL Coach from the Melbourne Archdiocese Catholic Schools (MACS).

What are the core principles of PBL?

The core principles are:

- intervene early
- use a multi-tiered model
- use research-based, scientifically validated interventions to the extent available
- monitor student progress to inform interventions
- use data to make decisions

A tiered intervention framework enables schools to meet the needs of every student, emphasising prevention at each level, therefore reducing the impact of escalating behaviour occurrences.



What does PBL involve?

To begin, schools create clear expectations and rules that use positive language, for example "walk" instead of "don't run". This is done for all areas across the school and all people involved in the school community. Once everyone has agreed to the expectations, a system is designed to acknowledge students for following the expectations.

This clearly defined set of expected behaviours is backed up by teaching procedures and procedures for acknowledging expected behaviours as well as responding to other behaviours. School communities also work together to decide on what

Positive Behaviour for Learning

happens when things don't go according to plan. PBL uses an educational approach so there is the opportunity for students to get back on track. We support students to learn when they find areas of the curriculum challenging and we also aim to provide similar opportunities for behaviours.

What are the benefits of PBL?

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction.

Students and staff benefit from:

- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- reduced inappropriate behaviour
- better support for teachers to teach, model and respond effectively to student needs
- a predictable learning environment where staff and students know what is expected.
- a continuum of support that helps students with diverse academic and social needs.

What is the evidence base for PBL?

PBL has a longitudinal research base in achieving positive outcomes for students and school (and system) improvement.

Specific outcomes are:

- enhanced school climate
- increased student engagement in learning with improved learning outcomes
- lower rates of minor and major inappropriate behaviours
- increased attendance rates
- greater connection with key stakeholders (students, staff and community).



Upcoming FREE webinar - Taming digital distractions

Our school has a membership with Parenting Ideas, one of Australia's most trusted sources of parenting education and support. As part of this membership, all the parents in this school community can attend some fantastic webinars in 2021 at no cost. We're pleased to let you know about an upcoming webinar. Taming digital distractions Technology is an integral part of life for our children – it's the portal for their leisure, learning and connection. However, digital technologies can also disrupt a child's focus, put a dent in their learning and compromise their wellbeing. In this webinar, Dr Kristy Goodwin helps parents and carers understand why children and adolescents are vulnerable to digital distractions. She provides science-backed solutions to help kids and teens develop healthy digital behaviours so that they can focus, learn and thrive online.

Please hit the download button.

[Download](#)

Sex Ed 4 Schools -POSTPONED

We had planned for a family night for Yr 3/6 on Wednesday 25th August for two sessions at 6-7pm and 7.15-8.15pm. This has now been rescheduled to Wednesday 15th September. If we are unable to hold this event in person we will hold it online for parents and children.

Pick up and drop off shuttle bus

The LXR and bus driver have received some great feedback regarding the bus that is currently picking up and dropping off children before and after school. When school resumes the following times will apply:

Morning Pick Up – Monday to Friday (school days only)

Corner of Maury Rd Swansea Lane (Both trips will drop at both schools if needed)

Trip 1 - Leaving at 8.20am

Trip 2 - Leaving at 8.40am (traffic depending)

Afternoon Pick Up – Monday to Friday (school days only)

Trip 1 - Argyle St Bus Stop at St Joseph's – 3.15pm

Trip 2 - Argyle St Bus Stop at St Joseph's – 3.35pm (traffic depending)

Trip 2 - Argyle St Bus Stop at Chelsea Primary School – 3.40pm (traffic depending)

Please note: where you see traffic depending, this indicates the bus may be late if local traffic is heavy. The bus will not leave before this time.

Dad and Kids deadline extension - 10 spots left

IT'S ON AGAIN!!

Dads and Kids

Camp 2021



BACK BY
POPULAR
DEMAND!

Confirm by
15th August



Dad's and Kid's Camp - Please click for details on how to book

Download



Building resilience during the COVID pandemic....

The pandemic continues to bring worry and anxiety to children and young people. Resilience can help kids get through these difficult times, but it is not something they are born with. Resilience is built up over time as kids interact with the environment and each other. Emerging relatively unscathed from a setback or hardship can boost future resilience. On the other hand, if experiences are too overwhelming or stressful, kids can be traumatised, making it difficult to respond with future hardships with resilience.

The Harvard University Centre for the Developing Child depicts resilience as 'a see-saw or balance scale, where negative experiences tip the scale toward bad outcomes, and positive experiences tip it toward good outcomes. The point where the scale balances is called the "fulcrum," and if it is more to one side or the other, it can make it harder or easier to tip the resilience scale to the positive.' Everyone's fulcrum is in a different spot—which explains why hardships impact on people so differently.

Reduce the impact of COVID by reducing stress

During the pandemic there has been a constant build-up of stress and disappointment for many kids. Remote learning, postponement or cancellation of highly anticipated events such as graduations and formals, limited access to community activities and extra-curricular activities are just some of the negative outcomes that kids have experienced.

Most of these stressors are out of parents' control however any efforts to lighten the load on kids and tip the balance to a more positive side will help build resilience. Reducing sources of stress on kids include:

- facilitating visits to recreation areas for play and contact with friends
- ensuring academic expectations are realistic and reflect the circumstances of each child

- back and forth parent-teacher communication responding to pandemic-induced problems
- alleviating unnecessary family conflict such as temporarily loosening digital limits

Build up positive outcomes through supportive relationships

The presence of healthy supportive adult relationships with children and teenagers is a recognised contributor to resilience. Harvard University state, "The one thing that most children who develop resilience have in common is a stable, committed relationship with a supportive parent, caregiver, or other adult. Adults need those supportive relationships, too!"

Parents can build more positive outcomes for kids by strengthening the connections they have with friends, family and members of the community. Relationship-building activities can include:

- increasing family connections through shared mealtimes and enjoyable family activities
- positive one-on-one activities between parents and kids
- encouraging regular digital or face-to-face connection with friends
- maintaining contact with extended family

Strengthening core skills and coping capacities

Children and adults need a set of core skills to manage their daily lives. These skills include planning, ability to focus, self-control, self-awareness and adaptability. When children and young people are under extreme stress it's difficult to apply these core skills so the ability to manage even simple tasks can be compromised.

Parents can strengthen these skills in children and young people by:

- building daily organisational skills at age-appropriate levels including the use of schedules, timetables and other visual organisers

- encouraging children to relax and enjoy regular downtime
- developing anxiety-management tools such as deep breathing and mindfulness
- embedding wellbeing strategies of relaxation, exercise and play into family life

Building resilience in children and young people during the current pandemic is a continuous task for families.

Resilience is best promoted by relieving stressors on kids, ensuring they experience a variety of supporting relationships with adults and other children, and building core executive functioning skills so that they can successfully manage their daily lives during these times of change.

Community News

Team Kids EDITHVALE PRIMARY

7:30AM START / 8:00PM END | PLEASE ARRIVE BY 8:00AM ON EXCURSION DAYS

IN-HOUSE | IN-CURRICULUM | EXCURSION

20 th SEPT MON	21 st SEPT TUE	22 nd SEPT WED	23 rd SEPT THU	24 th SEPT FRI
SMALL'S FEVER A MINDFUL MOVIE ROOM With Tropic Fever in the air, we're celebrating all things SPORTE! In school, please! We've packed the gymnasium to team colours as we jump into a tale of sporting madness, with games galore & more!	MOVIE: THE BOSS BABY BABY, FAMILY BUSINESS! A MILLION HANDS "Lead us, or penny the shoe or the road & we're bringing the pepper!" We're off in the movies to see The Boss Baby, Family Business. What will "lead us on the five lines?" "Along with... "PICKER" please & ground!"	MĀORI WELCOME CEREMONY A BELLY BURNING CEREMONY Did you know that the Pūhoia culture of New Zealand is over 1000 years old? We'll learn all about a traditional New Zealand Pūhoia welcome through song and the Pūhoia in Pūhoia, high-energy interactive ceremony.	THE MYSTERY OF MAGNETICS A 30-MINUTE CLASS You'll never look at a magnet the same way again! In "The Mystery of Magnetics" we're exploring the magnetic field through a series of games & challenges. Will you be able to make something invisible that magnet?	PUBLIC HOLIDAY
Base Fee: \$70.00 Exp Fee: \$10.00 Daily Fee: \$11.00 After Fee 11 th : \$2.00	Base Fee: \$70.00 Exp Fee: \$10.00 Daily Fee: \$11.00 After Fee 11 th : \$2.00	Base Fee: \$70.00 Exp Fee: \$10.00 Daily Fee: \$11.00 After Fee 11 th : \$2.00	Base Fee: \$70.00 Exp Fee: \$10.00 Daily Fee: \$11.00 After Fee 11 th : \$2.00	
27 th SEPT MON	28 th SEPT TUE	29 th SEPT WED	30 th SEPT THU	1 st OCT FRI
CYMMER A MINDFUL MOVIE ROOM TeamKids is starting an all-day with CYMMER! This beginning workshop will have us up on our feet as we learn a range of awesome street dance moves before starting	BOWLING A MINDFUL MOVIE ROOM There's no time to spare! We're off to bowling! We're ready to have our very own bowling tournament & we need you! Help to knock down as many pins as possible! Are you & your friends up for the	LIFF'S A PUZZLE A MINDFUL MOVIE ROOM What's up & down, but never down? "Liff's A Puzzle" today, we'll work together to solve Liff's A Puzzle & make Liff's A Puzzle. We'll make Liff's A Puzzle create	TEAM EXTREME A MINDFUL MOVIE ROOM The starting line is ready for us at Edithvale. It's your turn to get up! We'll have a range of fun with Team Extreme as we play a range of team games & take on wild challenges over	SWING INTO SPRING A MINDFUL MOVIE ROOM The weather is getting warmer & we're ready to swing into Spring! We'll have a range of fun with Team Kids as we play the "Swing into Spring" game!

2021 Term Dates (red indicates additions/changes)

Week 7

Fri 27th Aug - 2.20pm online assembly

Week 8

Thurs 2nd Sep - Last day of lockdown hopefully

Week 9

Fri 10th Sep - 2.30pm Footy assembly

Week 10

Mon 13th Sep - Learning Conference Online - times to be advised

Tues 14th Sep - Learning Conference Online - times to be advised

Wed 15th Sep - Learning Conference Online - times to be advised

6pm Sex Ed 4 Schools, 7.15pm Sex Ed 4 Schools

Thurs 16th Sep - Learning Conference Online - times to be advised

Fri 17th Sep - End of term 3 1 pm.

T3 12th July - 17th September

T4 4th October - 15th December