



St Joseph's School, Chelsea

Term 1, Week 10 Thursday 31st March 2022

Yr 1/2 Visual Arts



Indigenous-inspired Stations of the Cross

Years 1 & 2 Collaboration

St Joseph's School
Chelsea

Religious Art

We were inspired by new and emerging Indigenous artists, as well as the symbolism used in traditional Indigenous art. We created the foreground, depicting the stages of the Stations of the Cross, by tracing the outlines of Jesus' silhouette, his cross and the people he met. The image of the risen Christ was inspired by the work of American artist, Jen Norton. Pencils, fineliners, paints and thick markers were used to complete the artwork.

Dear Families,

Chickens

We are asking for families to look after our chickens during the holidays. If you are available and willing to feed and water the chickens for a couple of days during the holiday break, please contact the office.

Easter raffle

Last minute prizes will be collated on Monday 4th April in the staffroom. If you are free to help put prizes together please pop in at 8.45am.

We thank all the families who have donated to the Easter raffle, if you haven't already done so it is not too late to donate.

Prizes will be drawn on Thursday 7th April.

Enrolments 2023

If you have a child starting Prep in 2023 please complete the enrolment form on our website and hand it into the office. We are currently taking new enrolments for 2023 and welcome new families to book a tour.

Uniform Shop

The uniform shop will be open on Thursday mornings from 8.45-9.10am.

Sacramental Dates 2022

First Eucharist Yr 4's - Friday 17th June at 6pm

- Saturday 18th June at 4pm and 6pm.

Confirmation Yr 6 - Sunday 9th October at 3pm.

Camps, Sports and Excursions Funding

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid directly to the school and receipted against your account to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. The annual CSEF amount per student is:

- \$125 for primary school students

- \$225 for secondary school students

If you meet the above criteria, please submit your application to the office as soon as possible. The application form is available by clicking on the link below.

Musical at St Joseph's ... NEWS

The Musical “**Call of Guadalupe**” will be performed at St Joseph’s Hall at the end of 2022, instead of the previously advertised “John Paul II”.

Expressions of interest for stage roles, backstage and volunteers are still welcome. Rehearsals will begin at the end of April .

Contact raffymazzeo@gmail.com 0424 325005

Take Care and Keep Safe

Gavan

Before School Care Survey

After a successful transition to After School Care onsite at St Joseph's with Kingston council they are looking to see if there is enough interest to run BSC onsite at St Joseph's (BSC currently operates out of Chelsea PS).

Below is a link for a survey the council is asking families to complete by Friday 8th April 5pm.

Before School Care Survey

If you are interested please complete the survey.

Enhancing Catholic School Identity (ECSI) Survey

Catholic Schools in the Archdiocese of Melbourne aim for continuous school improvement. An essential element of this improvement is understanding how staff, a representative selection of parents and Yr 5/6 students perceive the Catholic identity in our school and what they might like Catholic Identity at St Joseph's Chelsea to look like in the years ahead.

Selected parents have been asked to complete the survey online: it may take up to an hour to do so. Try not to get caught up in the questions, simply respond intuitively.

Keeping a record of your individual user code and password will allow you to complete the survey over two or more sessions. Your responses to this survey are guaranteed to be kept anonymous. The randomly selected parents will receive an email tomorrow.

Students also have an important voice in our planning and so we invite all students in Yrs 5/6 to participate in the Enhancing Catholic School Identity (ECSI) Survey.

In the next week each student in Yrs 5/6 will be asked to complete an online survey, access to which is only available through individual user codes and passwords. At no time will students be named or identified in the survey: their responses are guaranteed to be anonymous.

Yrs 5/6 Lightning Premiership



Growing up is not straight-forward

The pandemic has delivered change and upheaval to families on an enormous scale. However upheaval is not new for some children, particularly those who've experienced illness, a loss of a loved one or who've moved home and changed schools. Each change requires acceptance, adjustment and an attitude realignment to help them fit the new circumstances. Every change is an opportunity for a child to grow and develop, if they are supported, and they're not overwhelmed by the experience.

The twists and turns of development

A child's pathway to adulthood, and the accompanying journey of their parents, is generally viewed as linear. Growing up is seen as a straightforward march from infancy, early childhood, childhood, adolescence, post-adolescence to adulthood. If COVID has taught us anything it's that a child's journey is full of twists and turns.

While your child has a developmental clock that keeps ticking over, it's their experiences that determine their maturity and their ability to reach fully-fledged adulthood with the resilience, grit and adaptability needed to thrive. These experiences that develop maturity and coping capacities fit into two broad areas – challenging experiences and positive experiences.

Challenging Experiences

The challenging experiences that a child encounters enable them to build their coping capacities and develop their emotional resources that contribute to their maturity. These challenges include:

Conflict

Disagreements, arguments and rivalry is part of growing up. Whether it's a dispute with siblings or a fallout with a friend, negotiating conflict is a developmental task.

Rejection

Rejection by a friend or group is hurtful and feels horrible, but it also builds a level of social smarts and judgement necessary for navigating relationships in later life.

Loss

This takes many forms including a friend moving away, the death of a pet or the passing of a family member. Loss is the cause of sadness, grief and heartbreak that can feel overwhelming. However, with time and support kids learn to cope and get on with their lives.

Disappointment

Losing a game, not being picked for a team, not receiving a gift they wanted are unpleasant but character-building experiences that help kids develop perhaps the most treasured resilience capability of them all – acceptance.

Failure

Mistakes are seen in three ways. They are activities to be avoided, signs of failure, or opportunities for further learning. Resilient learners know that mistakes, even initial failures, are part of every learning process so the risk of failure doesn't hold them back. Children and young people grow from these experiences as coping and recovery generally build character, confidence and resilience.

Positive experiences

Though children and young people will inevitably experience challenging experiences, positive experiences help to balance the experience ledger by building a child's identity, wellbeing and emotional collateral.

Love

Knowing that a child is loved and loveable is at the core of their self-worth. Self-esteem and identity built in adolescence needs a solid foundation of self-worth.

Friendship

Making and keeping friends is an essential life task linked to many aspects of happiness and wellbeing.

Contribution

The ability to belong to groups through contribution fulfils a basic need. It allows children to experience real gratitude and feel needed, which builds self-esteem.

Excitement

Fun, joy, excitement! Any activity that shifts a child's emotion from unpleasant, low energy to pleasant and high energy is a good thing.

Play

Involvement in enjoyable activities such as hobbies, interests, sports, music, games, creative and performance arts are central to healthy wellbeing. Activities that are fun, freely chosen and create flow (the ability to lose track of time) fit the criteria of play.

In closing

A child's age and related milestones is a recognised marker of their development. However, their life experiences, as much as the number of birthdays they've had, contribute to their maturity, resilience and readiness for the wider world.



SAFETY

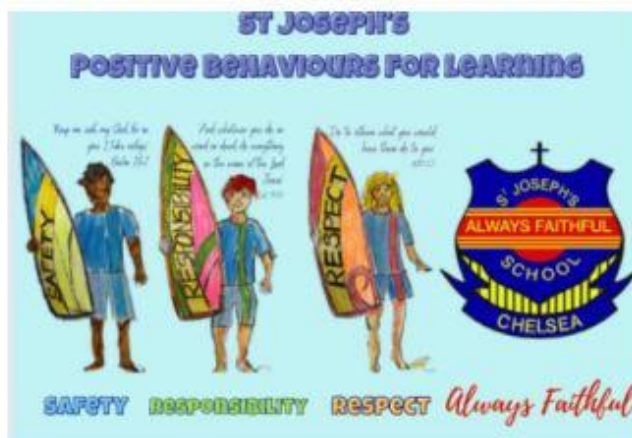
RESPONSIBILITY

RESPECT

'A positive sense of wellbeing supports a base for rich learning that enables young people to flourish.'

(Catholic Education Melbourne 2017, Horizons of Hope: Wellbeing in a Catholic School)

POSITIVE BEHAVIOURS FOR LEARNING (PBL)



We continue to learn and bring together the whole-school to develop a positive, safe and supportive learning culture. Remember we have three core values:

Safety, Respect and Responsibility.

This week we continue to focus on our core value *"Responsibility"*. We are learning how to be responsible when we use the calm corner in our learning spaces.

The calm down corner is a designated space in all our learning spaces with the sole intent of being a safe space for a child to go to when they feel their emotions are running too high and they need to regain their emotional and physical control.

Our classroom calm corners include:

- a safe space
- a bean bag/cushion
- basket of sensory tools
- timer so that our students can monitor how long they are in the calm corner, usually five minutes should be enough.

The calm corner will allow our students to:

- notice how they are feeling
- notice the thoughts they are having
- name their feeling or zone they are in
- choose a strategy that helps regulate their emotions
- set a timer (5 minutes)
- use the appropriate strategy
- check in with their body and thoughts
- Decide if they are ready to return to their learning and resume
- or whether they require some assistance



LUNCHTIME CLUBS

Do not forget our lunchtime clubs that run throughout the week.

| Lunchtime Clubs At St Joseph's | | | |
|--------------------------------|--|--------------------|----------------|
| Day | Activity Prep -Year 6 | Where | Leaders |
| Monday | Computers | Computer Lab | 5/6BC |
| | Chickens | Sustainable Garden | Garden leaders |
| Tuesday | LEGO, mindful colouring, card games, reading, drawing | Wellbeing Hub | 5/6RW |
| | Garden/chickens | Sustainable Garden | Garden leaders |
| Wednesday | Reading, Drawing Club, Script writing group, World Peace Project | Library | 5/6B |
| | Garden/chickens | Sustainable Garden | Garden leaders |
| Thursday | LEGO, mindful colouring, card games, reading, drawing | Wellbeing Hub | 5/6RW |
| | Chickens | Sustainable garden | Garden leaders |
| Friday | Chickens | Sustainable garden | Garden Leaders |
| | Computers | Computer Lab | 5/6BC |



This week, the biggest news event wasn't war in Ukraine, floods on Australia's East Coast, or even COVID surges. Instead, it was a story of an angry celebrity (Will Smith) storming the Oscars stage and hitting the comedian (Chris Rock) who made an ordinary joke at the expense of the angry mad man's wife (Jada Pinkett Smith). And everybody is talking about it. Including our children.

How do we talk to our children about this incident?

What to talk about with your children

The Smith/Rock saga offers an amazing opportunity to have real conversations with your kids about big questions we all face. But I think we can go a little deeper. Rather than talking to your kids, now's the time for some really fascinating and important questions.

One of the most powerful ways that we build resilience in our children is by helping them to discover their *identity*. And we do that *by asking them questions*. In the wake of this incident we could ask questions so our children can learn about the kinds of people they are.

We can ask them questions about violence, like:

- "Why do you think Will Smith hit Chris Rock?"
- "Should he have done that?"
- "When is it ok to hit someone and when is it not ok?"
- "Should anyone ever hit anyone?"

We can ask them questions about humour, like:

- "Is it ok to tell jokes at someone else's expense?"
- "How should we respond when someone tells an unkind joke?"
- "What kind of humour is really funny, and what kind of humour isn't?"
- "Why do you think so many comedians make jokes at the expense of other people?"

We can even ask questions about honour, and feminism, like:

- "Does a man have a responsibility to defend his wife or those close to him if someone offends them?" "How might he defend them best? With fists? With words? Or in some other way?"
- "What does this tell us about gender stereotypes? Women have to have beautiful hair? Men are strong and can hit people they disagree with or are offended by? Women are helpless?"
- "Why is it more offensive to joke about a woman who has lost her hair than it is to joke about a man who has lost his hair and is bald?"

How counterfactuals can help

You may have heard of *counterfactuals*. A counterfactual is simply something that didn't happen, but could have. It's kind of like saying, "if koalas had wings, they could fly." And counterfactuals provide us with all the tools we need to have quality conversations about tricky topics with our children.

Some fascinating counterfactuals you can ask your children (that will help them disentangle their feelings about violence, race, gender, and more) are:

"What if a white man (like Seinfeld) told the joke and Will Smith (a black man) hit him?"

"What if Chris Rock (a black man) told the joke and a white man (Hugh Jackman) hit him?"

"What if Jada Pinkett Smith got off her seat and hit Chris Rock? Is it ok for a woman to hit a man?"

Teaching empathy and humanity

Regardless of your views, or the views of your child, this incident also gives us the chance to teach empathy for both Smith and Rock.

For example, if you or your child think Smith did the wrong thing, ask, "Have your emotions ever gotten the better of you?" "Was he trying to ruin the night for everyone?" "Why did his brain flip its lid?" (Smith has said that "when I was nine years old I watched my father punch my mother in the side of the head so hard that she collapsed... I saw her spit blood... that moment in the bedroom, probably more than any other moment in my life, has defined who I am.") Without excusing Smith, that moment and his inability to stop his father has probably played a part in what he did.

Empathy is feeling someone's emotion in your heart. This conversation allows us to have compassion for the perpetrator and the victim.

And Chris Rock was just doing what decades of comics have done before him – picked on rich, successful people in the room. In poor taste, but can we have a sense of the humanity of both people without excusing them?

When we ask these kinds of questions, with curiosity and openness, we do a few important things for our children:

1. We build trust into our relationships. Our children know we are interested in them, their views, and their values. They see that we're not trying to impose ideas. We're real conversation partners. They belong with us, are safe sharing with us, and can learn with us.
2. We show them we believe in them. This fosters a sense of competence and capability. They learn to articulate their views, feelings, and reactions. Moreover, if we take our time and respond with gentle questioning, they learn that challenging topics can be broached respectfully, and ideas can be shared, even if the people in the conversation don't completely agree with one another.
3. We teach them, specifically, about who they are. This happens because as they share their ideas, they're tapping into their values. They're shaping what they believe as they speak their words. It empowers them to continue talking, and continue discovering values that build identity.

Importantly, asking these questions of our children – and hearing their responses – opens them up to hearing our reactions, our values, and the ideas that make us who we are.

And finally: Will Smith apologised. Eventually. Via his publicist. Talking with your children about what makes a good apology might make for a very useful family discussion.

This week as you talk with your children about the Smith/Rock saga, withhold judgment, invite ideas, and watch your child grow in character right before your eyes.



Dr Justin Coulson

Dr Justin Coulson helps families be happier. His Goalcast and TEDx positive parenting videos have been viewed by more than 80 million people. He is the author of 6 parenting books and the cohost and parenting expert on Channel 9's Parental Guidance. He hosts Australia's #1 podcast for parents: Dr Justin Coulson's Happy Families. Justin and his wife, Kylie, are the parents of 6 daughters.

Library helpers needed

The library needs helpers every Wednesday and Thursday from 2:45pm and Friday morning from 8:45am. We shelve over 500 books a week so any help is much appreciated. No regular commitment is needed, just pop in if you can. If you have a current working with children card, please bring this with you. Don't forget to sign in at the office.

Thanks,

Sarah and Mandy

2023 Enrolments

St Joseph's School

Enrolments at St Joseph's Parish School for children entering Prep in 2023 are open.

OPEN DAYS Thursday 3rd March & 29th April

School open for viewing 9-3pm

Open Day Principal Address at 9.30am and 12.30pm



Call 8773 1111 Anytime to book a tour

School Tours run for 45 min by our Year 6s

Tours are run at

Tours are run at
9.30 and 12.30pm

Principal is available to talk to after the
tour

Please contact the school office to book
your preferred time or further information

362 Station Street, Chelsea
☎ 8773 1111
✉ info@sjchelsea.catholic.edu.au
💻 <http://sjchelsea.catholic.edu.au>




St Joseph's OSHC 2022

- Name of Program: St Joseph's Catholic Primary School OSHC
- Enrolments for 2022 please visit <https://www.kingston.vic.gov.au/Services/Family-and-Children/Before-and-After-School-Program> to enrol.
- The Before School Program will remain onsite at Chelsea Primary School unless demand increases. Please complete this form in regard to finding interest for Before School Care onsite at St Joseph's. Before School Care Use in 2022 at St Joseph

St Joseph's Dads Football team

Happy new year and welcome to all parents and friends of the St Joseph's School Community.

My name is Patrick Donnellan, and I am one of the many proud fathers that has helped establish the St Joseph's Dads Football team. Each year (since 2017) the St Joseph's dads, in conjunction with Dads from local schools, embark on an annual match against the Dads from St Louis Primary School.

This yearly match of (AFL code) Football is a modified rules football game with no tackling to suit our experienced bodies. We are a mixed demographic of parents ranging in ages from 30 – 50 years plus and welcome Dads of ANY AGES!!! We have some dads that have played football their whole lives and we also have parents that have never played before which speaks to the welcoming culture of our group where our ethos for everyone is “Who can you bring along”? This ethos has been fully embraced and has seen our group grow from strength to strength.

Our commitment to skills and fitness is almost non-existent however, our focus on comradery and forming new friends is paramount!

So, we especially would like to welcome the new Fathers of St Josephs to the School and invite you to come down to one of light hearted training sessions. The first 4 scheduled training sessions dates (subject to ground availability) for the start of 2022 are:

- 4/4/2022

Training will take place at the Chelsea Football Club, 13 Beardsworth Avenue, Chelsea at 6:00 PM.

Naturally training will be followed by a couple of refreshments that fall under the banner of relationship building.

For those that would like to be involved from a non-playing perspective please reach out to myself as there are many other useful aspects in which others can contribute.

Should you have any question please feel free to contact myself or one of the other listed Dad's as outlined below.

- Patrick Donnellan – 0438 757 850
- Rohan Anstey – 0402 327 511
- Trevor Clancy – 0405 109 321
- Martin O'Donnell – 0407 666 116
- Taylor Irish – 0418 519 878
- Andrew Ferguson – 0415 956 366
- Patrick Campion – 0412 479 185
- David Sheehan – 0435 623 296

Kind Regards

Patrick Donnellan



CSEF Application form

[Download](#)



PSW new price list

Please find PSW's current price list attached.

[Download](#)



Canteen Price List

Please find the current Canteen price list. The canteen has reopened today and is open each Thursday and Friday.

[Download](#)



HOLY WEEK AT ST JOSEPH'S



PALM SUNDAY

9 – 10 APRIL

6 pm Saturday Vigil Mass
9 am Mass with procession
11 am Mass

RECONCILIATION (CONFESSION)

Saturday 9 April 8.30 am & 5.30 pm
Sunday 10 April 8.30 am & 10.30 am
Tuesday 12 April 8.30 am & 7 pm
Wednesday 13 April 8.30 am & 7 pm

HOLY THURSDAY

14 APRIL

8.30 am Reconciliation (*Confession*)
7.30 pm Mass of the Lord's Supper
10 pm Night Prayer

GOOD FRIDAY

15 APRIL

8.30 am Reconciliation (*Confession*)
10 am Way of the Cross
3 pm The Lord's Passion

HOLY SATURDAY

16 APRIL

8.30 am Reconciliation (*Confession*)
8 pm The Vigil of Easter

EASTER SUNDAY

17 APRIL

8.30 am & 10.30 am Reconciliation
9 am Mass 11 am Mass



ST BEDE'S COLLEGE
MENTONE CAMPUS OPEN DAY
WEDNESDAY 18 MAY 2022

Enrolments open to all Year 5 students who will be entering Year 7 in 2024.
 Everyone welcome to view the College.
 Bookings: www.stbedes.catholic.edu.au
 Tour bookings are essential.

 St Bede's College

Mentone Campus: 2 Mentone Parade, Mentone VIC 3194
 Bentleigh East Campus: 156 Bignell Road, Bentleigh East VIC 3165
 P: 03 9562 5999 E: stbedes@stbedes.catholic.edu.au



START PLAYING

LEARN THE NETBALL BASICS, FIND YOUR FEET AND MAKE A BUNCH OF NEW FRIENDS.

 **PLAY NETBALL**

woolworths 
net set go 

2022 Term Dates

Red indicates a change from last week

TERM 1: 31st January - 8th April 2022

Week 10: Collect fifth pack of RATS per child (twice a week in WK 10&11)

Week 11

Mon 4th Apr 8.45am Wrapping of Easter prizes-volunteers needed

Tues 5th Apr Year 1/2 Olden Day Dress Up and celebration

Wed 6th Apr P-Yr 6 Athletics Carnival

Thur 7th Apr Paraliturgy Easter 2.30pm, Easter raffle is drawn

Fri 8th Apr 1pm finish end of term.

Fri 15th Apr Good Friday

Term 2: Tuesday 26th April-Friday 24th June

Week 1

Tues 26th Apr Term 2 begins

Fri 29th Apr Open Day

Week 2

Fri 6th May School Closure Staff Professional Development Day

Term 3 Monday 11th July-Friday 16th September

Term 4 Monday 3rd October - Friday 16th December