



# St Joseph's School, Chelsea

Term 2, Week 8 Thursday 16th June 2022

The Yr 3/4 students enjoying their enquiry day....



Dear Families,

Please note next Friday is the end of term with a normal time of 3.15pm finish.

Reports are slowly being emailed out today (It takes time to create them etc). If you have not received by tomorrow please call.

This weekend we will be celebrating the Year 4's First Holy Communion. We congratulate them as they continue their faith journey. A special time for them all:

Tyson Abdullah, Jakob Benvenuto, Lachlan Cahir, Judson Cahir, Eliza Camilleri, Jude Conway, Georgia Dean, Millie Donnellan, Olivia Fairlie, Jennifer Gutierrez, Violet Hegarty, Rydah Krishnan, Beau Mills, Alexander Niemoeller, Emily Sheeran, Isla Stevenson-Smith, Max Taranto, Harper Waddell, Mitchell Ward, Lulu Williams, Noah Alves, Nicholas Ball, Tahlia Benton, Amelie Black, Max Burton, Riley Drew, Maeve Dunne, Alexander Hannon, Madeleine Herbert, Alexa Issa, Stella Jhoomun, Mabel Martin, Daniel Mastrocola, Xavier Mendis, Evie Murrphy, Chloe Myers, Jonah Pantano, Sophia Pintar, Sienna Ragany, Harrison Reed, Beau Spalding, Alana Stainthorpe, Charlie Toomey Wise, Leon Vasilaras, Harrison Wardlaw, Daisy Wellard, Archie Didus, Tennyson Dimalanta, Heidi Flanagan, Calie Gillioz, Anton Hanigan, Suki Hanlon, Isabella Lau, Sebastian Malcomson, Logan Merkus, Kobe Moore, Massimo Muleta, Giuseppe Muleta, Liam Nannery, Jacob O'Donnell, Sebastian Shewan, William Smrk and Sam Waddell.

**Statements** were sent home via email last week. If you are having financial difficulty please contact Gavan via email on [principal@sjchelsea.catholic.edu.au](mailto:principal@sjchelsea.catholic.edu.au) or call 8773 1111

**Learning Conferences** will be held in the last week of term, next week. Please book online at [schoolinterviews.com](http://schoolinterviews.com) and use the code 6qy9y. Bookings are open. Please check which nights your teacher is available. If none of the times suit please contact your child's class teacher to organise another time. See the attached flyer below.

### **Fundraiser for St Joseph's Woodburn in Lismore**

The children here at St Joseph's Chelsea had a free dress day today to support St Joseph's Woodburn in Lismore that has been devastated by floods. Thankyou for your gold coin donation.

### **St Vincent de Paul Winter Fundraiser**

Our annual collection for St Vincent de Paul is currently in progress. Each class has a basket for children to donate non perishable food items, blankets etc for the needy at this cold time of the year. The St Vincent de Paul supports over 300 local families each week. Every donation is gratefully

accepted. Please bring along items by next Wednesday 21st June. Money donations can be put in an envelope and left at the office clearly labelled St Vincent de Paul donation.

### **Enrolments 2023**

Enrolments are officially open! If you have a child starting Prep in 2023 please complete the enrolment form on our website and hand it into the office as soon as possible.

### **Uniform Shop**

The second hand uniform shop is open Thursday mornings from 8.45-9.10am. Thank you to Wendy and Nidal their help in the running of the shop.

### **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 - Applications close 22nd June 2022.**

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.

### **Sponsors for the Musical The Call of Guadalupe WANTED**

Do you own a business and would like to advertise your activity?

The Musical Call of Guadalupe offers special sponsorship packages to business owners of St Joseph's Parish & School.

The musical will be performed at Chelsea Town Hall in November, aiming at 5 shows and a wide audience from the South-Eastern suburbs.

For more info please contact St Joseph's Parish Office 9772 2211 or [Chelsea@cam.org.au](mailto:Chelsea@cam.org.au)

Gavan







# NCCD Information Sheet for Parents

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 NCCD Information Sheet for Parents, Carers and Guardians CECV NCCD Information Sheet for Parents, Carers and Guardians Page | 2 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.

[Download](#)



## **Learning Conferences 2022**

Please click on the download link

Semester One Learning Conferences 2022 for St Joseph's Primary School Chelsea will be available for Prep to Year 6 in **Week 9** on **Monday 20th June, Tuesday 21st June, Wednesday 22nd June and Thursday 23rd June starting at 3.30pm.**

The Learning Conferences can be in person or online.

When booking online you will be able to select online or in person.

If you are unable to find a suitable time please contact your child's class teacher to organise another time. You can book a time that suits YOUR FAMILY BEST.

**Go to [www.schoolinterviews.com.au](http://www.schoolinterviews.com.au) and follow these simple instructions.**

**Booking CODE:** 6qy9y

**BOOKINGS OPENED at 7.30am on Friday 10th June**

**BOOKINGS CLOSE at 10am on 21st June**

[Download](#)



## Season's for Growth - Learning to live with change and loss

***Every family will receive an Operoo notice in the near future with more details about the Seasons for Growth program. If you think your son or daughter would benefit from Seasons for Growth we would encourage you to talk to him/her about participating in the program.***

Change and loss are issues that affect all of us at some stage in our lives. At St Joseph's we recognise that when changes occur in families through death, separation, divorce and related circumstances, young people may benefit from learning how to manage these changes effectively. We are therefore offering a very successful education program called Seasons for Growth which will commence in term 3.

This program is facilitated in small groups and is based on research which highlights the importance of social support and the need to practise new skills to cope effectively with

change and loss. The program focuses on issues such as self-esteem, managing feelings, problem-solving, decision-making, effective communication and support networks.

St Joseph's is pleased to be able to offer this important program and we are confident that it will be a valuable learning experience for those who request to be involved.

If you require further information please contact Kate Cronin or Lisa Kniesse.



*A positive sense of wellbeing supports a base for rich learning that enables young people to flourish. This holistic view recognises that the sacredness, dignity and giftedness of each person is grounded in the belief that each person is made in the image and likeness of God (Genesis 1:27)*



## Peaceful Kids Program

At St Joseph's this term we facilitated 'Peaceful Kids' and look forward to continuing this program next term. This is a Mindfulness and Positive Psychology based program to lessen anxiety and stress and increase resilience in children. The program has been created to fulfill a need in schools to offer all children a developmentally appropriate program that gives children the skills, practice and support to utilise coping

strategies that lessen the symptoms of anxiety and stress. It does involve parental involvement and commitment to supporting the strategies at home.

### **Outcomes of the Peaceful Kids program**

- Lessen symptoms of anxiety and stress in children
- Teaches children to self-calm
- Empowers children to manage their own anxiety and stress symptoms
- Builds emotional resilience
- Develops emotional intelligence skills
- Teaches children life-long skills to manage stress and prevent stress build up
- Supports children so they know that they are not alone with suffering from anxiety

Peaceful Kids is based on evidence based therapies and research

- Mindfulness Based Stress Reduction program (MBSR)
- Mindfulness-integrated Cognitive Behaviour Therapy (MiCBT)
- Positive Psychology
- Acceptance and Commitment Therapy

### **Program structure**

- Peaceful Kids is a 8 week program for children
- Sessions are for approximately 1 hour each week. (40-50 minutes for Prep and Year 1's)
- Sessions include learning a range of mindfulness strategies and meditations and positive psychology exercises.

- Children are guided through meditations daily online via the Peaceful Kids website: [peacefulkids.com.au](http://peacefulkids.com.au)

### **Parental involvement**

Each week the children learn a new mindfulness meditation and positive psychology strategy that they can share with you at home.

### **Children learn about**

- Basic theory on Mindfulness and how it affects the brain and lessens stress and anxiety
- The different ways to practice Mindfulness and integrate it into their lives
- Their feelings and how this relates to anxiety and stress levels
- Understanding stress and how it relates personally to them
- Understanding triggers for stress and how to calm down when feeling stressed
- Physical symptoms of stress and learning to identify when they need to take time out to calm themselves
- Worrying and how it affects their happiness
- Different types of thinking that increase anxiety or lessen anxiety
- Noticing their own self-talk and how this affects worrying and stress levels
- Creating a balanced lifestyle including lots of chill out time and being in the flow

### **Children learn life skills of**

- A range of Mindfulness meditations
- Positive psychology exercises
- Techniques to lessen worrying

- A variety of coping strategies
- A variety of problem solving strategies
- Journaling and expressing their worries
- Facing challenges and fears step by step
- Preventative strategies to help prevent stress build up
- Being attuned to their own bodies and minds
- Being in the flow more regularly and enjoying more of the present moment

### **Podcast**

Host Jo Stanley and Psychotherapist and Director of Wellbeing for Kids, Georgina Manning discuss what Mindful parenting looks like and the benefits for both the parent and the child.

Podcast Link [Jo Stanley talking to Georgina Manning](#)

# POSITIVE BEHAVIOURS FOR LEARNING (PBL)



This week the students at St Joseph's continue to learn about our core values. This week we have been focusing on:

*"Respect: I speak and act kindly"*

Acts of kindness have the potential to make the world a happier place. An act of kindness can:

- boost feelings of confidence, being in control, happiness and optimism
- encourage others to repeat the good deeds they've experienced themselves - contributing to a more positive community
- enhance positivity
- help children feel good about themselves as it increases serotonin levels. This important chemical affects learning, memory, mood, sleep, health, and digestion.

So remember it is cool to be kind!

IN A  
WORLD  
WHERE YOU CAN BE  
ANYTHING  
BE KIND



# Building and maintaining school belonging

by Dr Kelly-Ann Allen

Though there have been a few positive effects of the COVID-19 pandemic, the loss of traditional school routines has not been one of them. Lockdowns and remote learning over the past couple of years contributed heavily to a decline in physical school connection, but the continued experience of often unpredictable isolation periods continues to challenge a sense of belonging for many students.

Studies have shown a positive sense of school belonging among adolescents can increase life satisfaction, self-confidence, well-being, and other positive emotions. The lack of a sense of belonging can contribute to higher levels of anxiety, depression, stress, and overall negative feelings. Critically, a strong sense of belonging at school can be a protective factor for mental health, reducing the likelihood of mental illness well into adulthood.

Among the many variables found to help build a student's sense of belonging, there are three key relationships: teachers, parents, and peers; and parents can have a role in safe-guarding all three.

## Student-teacher relationship

It is well-known that a positive student-teacher relationship is essential for fostering a sense of belonging at school. When teachers provide academic and personal support to students and show they care for them, they can promote a sense of belonging in their students. It may be no surprise that teachers who are approachable, likeable, and have a sense of belonging to the school themselves are teachers who are more likely to grow or maintain a sense of belonging for students as well.



Whether in-person or online, school staff can positively impact students' sense of belonging and connection. In fact, students emphasise that the same strategies that help their belonging face-to-face are also helpful online. Each interaction is a chance to build relationships with students, reach out, and identify potential vulnerabilities in belonging and school connection. Young people want to be noticed and known by their teachers.

Parents can help the student-teacher relationship by keeping communication channels open, attending school events that might allow opportunities to meet teachers, and encouraging their children to ask their teachers for help when needed. Parents could reflect on their own school experiences, share information about their favourite teachers when at school, and help their children identify a teacher's positive aspects, especially for those teachers their child is struggling to build rapport with.

#### Student-parent relationship

We know from research that different parenting styles significantly impact how a young person copes with stress and perhaps even grows from the experience. During the COVID-19 pandemic, many parents reported spending more time with their kids but we also saw increased mental health problems and experiences of stress among many adolescents.

Parents who can easily recognise and work with children's inherent strengths and abilities are more likely to have children who are better equipped to manage their emotions and cope with challenges.

Parents can use a strength-based approach to build school belonging in their children by:

- Identifying their children's strengths
-

Teaching their children to be able to harness their strengths within their learning contexts, particularly when challenges and stress arise

- Showing an interest and support for their child's learning
- Having expectations and trust that your child can meet their goals at school
- Strength-based parenting is one of the most recommended and effective ways to maintain or rebuild child-parent relationships by supporting and nurturing children's character strengths.

#### Peer relationships

Many large-group and extracurricular activities were eliminated due to COVID-19 restrictions, thus preventing students from forming positive relationships with their classmates. And remote learning and online groups, despite some benefits, did not have the same scope of effectiveness as face-to-face interactions for many students. This may have impact student's social identity, but also important connections for social support.

Many young people, following COVID-19, have identified that they want help making connections with peers and friends.

Parents can organise "play" dates (outdoor or virtual) and facilitate interactions through helping their children find opportunities to mix with others and build friendships. Parents might have a role in helping to break the ice with other kids or helping their kids to initiate the first steps to reconnecting.

Other strategies that build belongingRecognise that some children may have a slower pace in reconnecting.

This past year, some children and young people experienced a wide range of experiences. Reconnecting can take time.

Be a role model

Endeavour to maintain your own social needs and connections. Was there a hobby or group you dropped during lockdown? What can you do to make sure you are feeling a sense of belonging as well?

In closing

Taken together, the most important messages to remember are that belonging is important, it can take time to grow, and the relationships your child builds through school are key to them building a sense of belonging.

[Click here](#) to view a quick tip video by Dr Justin Coulson related to this Insights article

Dr Kelly-Ann Allen, PhD FAPS, is an Educational and Developmental Psychologist, a Senior Lecturer in the Faculty of Education, Monash University, and an Honorary Senior Fellow at the Centre for Wellbeing Science, University of Melbourne. Her research underscores the importance of a sense of belonging as a universal human need and she has built an international reputation for her work in the area of school belonging.

## 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 - 15 or 30 mins, whatever you can spare. 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

# 2023 Enrolments

## St Joseph's School

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



**Call 8773 1111 Anytime to book a tour**  
School Tours run for 45 min by our Year 6s

**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](mailto:info@sjchelsea.catholic.edu.au)

🌐 <http://sjchelsea.catholic.edu.au>

## UNDERSTANDING THE RULES

Kiss & Go zones are for your child's safety, your convenience and to minimise congestion and confusion.

### Kiss & Go rules

- The Kiss & Go zones operates under the same conditions as 'No Parking' zones. You may stop in this area for up to 2 minutes to drop off or pick up children.
- The driver may not leave the vehicle unattended. This means no more than 3 metres away from the vehicle.
- This zone applies only during the hours of operation as indicated on the sign.



### Remember

- **Do not leave your vehicle**  
To assist with traffic flow, drivers should remain in the car whilst children get in and out.
- **Be timely**  
If your child does not get in or out of the vehicle within 2 minutes you must leave and re-enter the Kiss & Go zone.
- **Child safety**  
Please ensure children get in or out of the vehicle on the kerb side. The back seat is the safest seat for children to travel in. Ensure children have their restraints securely fastened before driving off.
- **Stay in sequence**  
Drop off or pick up your child close to the top of the zone, as far forward as possible. This allows vehicles following you to enter the zone in an orderly manner.
- **Driver duty of care**  
Observe traffic when entering or leaving the zone. Use your indicator to advise when moving into or out of the zone.
- **No U-turns**  
Do not do U-turn in busy school zones. They are dangerous and put children at risk.

## Kiss n Go

We have put this flyer in as a refresher

for the rules of the Kiss n Go area

for before and after school.

Please have a read and keep this in mind

when you are using the Kiss n Go area.

The flow of the Kiss and Go area works well

when we all use it correctly.

## 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.

Thankyou for completing the online form. We are hoping to start operating Before School Care from the beginning of Term 3. More details to follow shortly.



## 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](#)



# Longbeach Place Community News

Download



*Spark* your curiosity!  
*Spark* your interest in STEM!  
*Spark* your passion!

Join us for Kilbreda College's **GIRLS IN STEM** Holiday Program.  
Open to all girls in Grades 4, 5 and 6. Friday 8 July from 9.00am - 3.30pm.  
Ten workshops to choose from! Hurry! Limited places available.

## 2022 Term Dates

Red indicates a change from last week

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

### Week 8

Thur 16th June Reports go home

Free dress day/gold coin for floods St Joseph, Lismore

Fri 17th June Yr 5/6 Lightning Premiership, No Assembly, 1st Communion 6pm

Sat 18th June 1st Communion 4pm and 6pm

### Week 9

**Collect RATS**



Mon 20th June Prep - 6 Learning Conferences

Tues 21st June Prep - 6 Learning Conferences

Wed 22nd June Prep - 6 Learning Conferences

Thurs 23rd June Prep - 6 Learning Conferences

Fri 24th June Sacred Heart mass 12.30pm - donations for St Vinnie's due

**End of Term 2 at 3.15pm**

**Term 3 Monday 11th July-Friday 16th September**

**Week 1**

Mon 11th July Students return

**Week 3**

Wed 27th July Preps 100 days celebration

**Term 4 Monday 3rd October - Friday 16th December**