



St Joseph's School, Chelsea

Term 4, Week 1 Thursday 5th October, 2023

My Camino Reflection...



Dear Families,

My Camino Reflection

As I began my penultimate day (day 6) of my 120 km walk I was reflecting on the wonderings and wanderings of my journey. As I walked the Camino listening to the constant sounds of footsteps crushing the gravel and poles hitting the ground I was transcended into a place of calmness as I took in the scenery around me.

The rise of the seemingly never ending climbs.

The clip clop of the poles.

The view of the towns as I walked towards my destination (are we there yet?)

The greetings of Hola and Buen Camino and the smiling faces make me think why are they here walking this trek? We all had one common goal for many different reasons.

Many of my fellow walkers shared the joy, the connections, the kindness that has developed a bond between us during our journey. Opening our eyes, ears, lips and hearts to our God. I am in search for my spiritual place.

I have always in life put others first and do to others as I would have them do to me has been a driver for me.

I have carried my family close in my heart during my walk.

God speaks to me with a gentleness about being kind to myself as the saying "the greatest love of all is learning to love yourself" continues to be a focus for me.

What would Jesus ask me if I was to walk up to him on the Camino.

"Gav you have got it all wrong as you have to take care of yourself first?"

I would respond but there has to be a balance doesn't there?

For this reason I am grateful for this opportunity to stop, reflect and seek a greater purpose for my own life. As a husband, father, principal how can I fulfil my purpose in life? What does God ask of me? Continue to be questions I ask of myself.

I will take many things away from my time on my walk. The laughter, the connections with my fellow Peninsula principals, the opportunity to find out some more about myself and my colleagues.

I am grateful for the opportunity to walk the Camino.

I am grateful for the laughter.

I am grateful for the silence.

I am grateful for the joy.

I am grateful for the kindness.

I am grateful for the connection.

I am grateful for these moments. Santiago in the distance

As I embarked on the final stage of my walk I let God fill me with his love and was in the moment and grateful.

100 Year Anniversary of St Josephs School

Students will celebrate with activities at school. If you have any ideas or would like to be a part of a group to float ideas please email info@sjchelsea.catholic.edu.au

On 29th July 2024 St Joseph's will be officially 100 years old. We are looking for ideas and volunteers to help co-ordinate a celebration.

At the last meeting we have decided on Saturday 27th July and Sunday 28th July 2024 we will be holding Open school days and events. Please save these dates. If you have any ideas, memorabilia or you are happy to help please email info@sjchelsea.catholic.edu.au

Canteen

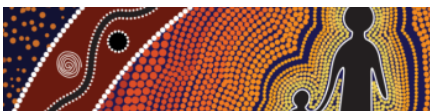
Just a friendly reminder that we encourage students to bring no more than \$5.00 to spend at the canteen for over the counter purchases at the break. We also ask that parents and carers talk to your children about not giving money or food to other students. Thanks so much for your support.

School Hats

School hats are now compulsory and must be worn to and from school and during any outside activities. Hats are available to purchase at the school office.

Kindest Regards,

Gavan



How to talk to your kids about the referendum

On the 14th of October, Australians will have the opportunity to decide if an Aboriginal and Torres Strait Islander Voice to Parliament should be enshrined in the Australian constitution.

Given the extensive media coverage as the voting day draws ever closer, our kids are likely to hear about the referendum and want to understand what is going on.

This is a wonderful opportunity for us to have values based discussions with our children about culture, community, democracy, and history. Here's some tips on how to frame those conversations in a positive way, whichever way you plan on voting.

1. Lean in to what you don't understand

Getting our heads around politics can be difficult at the best of times, let alone working out how to explain political processes to children! And then add to that discomfort the fact that many of us grew up without a solid understanding (or even a complete misunderstanding!) of First Nations history and culture.

Start by acknowledging the gaps in your own knowledge. It's great for our kids to hear us admit that we don't have all of the answers. Demonstrate for them the process you're going to take to find answers to questions or concerns you might have.

2. Get clear on the basics

What is a referendum?

For younger children

Imagine the Australian Constitution is like a big rule book for the whole country. It tells the people who run the country, called the government, what they're allowed to do and what they're not allowed to do. It's super important because it helps keep everything fair and organized.

Sometimes the government wants to change the rules in this big book. But they can't just change it all by themselves. They have to ask the regular people, like your mum and dad and other grown-ups, if they agree with the change. And that's where a referendum comes in.

A referendum is like a special vote where all the grown-ups in Australia get to say 'yes' or 'no' to the government's idea for changing the rules in the big book.

If most of the grown-ups say 'yes,' then the change can happen. But if most of them say 'no,' then the rules stay the same. So, it's like a big decision that all the grown-ups make together to decide if they want to change the important rules in the country's rule book or not. It's a way to make sure everyone's voice is heard.

What is this referendum about?

Right now, in our big set of rules called the Constitution, it doesn't say anything special about the Aboriginal and Torres Strait Islander people. But some people think it should.

They have an idea called 'The Voice.' The Voice would make a group that speaks for the Aboriginal and Torres Strait Islander people.

This group would tell the government what they think about things that affect these people. Now, there's going to be a big vote, like when we vote for our favorite things, but this time it's about changing the rules. People will say 'yes' or 'no' to this idea of making The Voice part of our important rules, the Constitution. If more people say 'yes,' then it will happen. If more people say 'no,' then it won't change.

So, on a special day, people will decide if we should have The Voice in our rules or not. It's like a big decision we all make together."

Why might someone vote "yes"?

- The Voice would mean that the First Nations people get to talk about things that are important to them.
- People who vote "yes" think that the Voice will help First Nations people and the government make better rules. They also think it will bring all Australians closer together.
- If we put the Voice in our important rules (the Constitution), it can't be taken away or stopped by a different government. It stays there but can change a

little bit.

- Lots of First Nations people like the “yes” vote idea, and it came from a special message made by Indigenous Australians called the Uluru Statement of the Heart.
- The Voice would make sure the First Nations people are remembered in the Constitution.
- It shows that Australians want to keep being friends and making things better together.

Why might someone vote “no”?

- Some people are saying “no” because they don’t think the Voice will be good enough to help Indigenous people. They think the government might not listen to the Voice, and there might be better ways to help.
- Other people are voting “no” because they worry that the Voice might make people feel different because of their race. They want everyone to be treated the same.
- Some people say “no” because they think the Voice will cost a lot of money and make it harder to make new rules.
- Finally, some people think a Voice isn’t needed because there are already Indigenous people in the government who are supposed to speak for everyone, including First Nations people.

“Yes” or “No”, not “Right” or “Wrong”

It’s highly unlikely that all the adults in your child’s life will vote the same way on the referendum. Emphasize to your children that people on both sides of the argument care very much about First Nations people.

Consequently, it’s important to frame the discussion so that there are no “goodies” and “baddies”. (Even First Nations people are not unanimous on how to vote in the referendum, so clearly there is no right answer.)

3. Give context

Many First Nations people in Australia don't have as good a life as others. They face challenges in their health, happiness, and how long they live.

This happens because of things that happened a long time ago, like when people from Europe came to Australia and didn't treat Indigenous people fairly.

The government makes a report called 'Closing the Gap' each year to show how they're trying to make things better for Indigenous people. But some people say the government isn't doing it quickly enough.

The Voice is an idea that some people think could make the government work harder to help Indigenous people and close this gap faster.

4. Model Values Based Voting

The referendum will be a big lesson for Australians. It's a chance to learn about Australia's history, how our government works, and how we make important decisions together. But the most important thing to learn is that it's okay to have different opinions, even if we care a lot about something. Everyone thinks differently based on their own feelings and ideas, and it's ok to be different.

More resources:

The topics discussed in this article are heavy, but there are many books suitable for children and teens that can be used as a springboard for engaging in discussions about these moments in history.

Somebody's Land: Welcome to Our Country address the mistaken belief of Terra Nullius,

Stolen Girl talks about the Stolen Generation, and

Say Yes: A Story of Friendship, Fairness and a Vote for Hope talks about the 1967 referendum that finally saw Aboriginal and Torres Strait Islander peoples recognized as Australians.

Finding Our Heart explains the Uluru Statement from the Heart in a way that even young children can understand. More resources for learning about the history of First Nations people and important Indigenous topics can be found at AIATSIS.gov.au , ulurustatement.org/history , and abc.net.au/education.

This term....

YEAR 5/6 LEADERSHIP ACTIVITIES

These are the activities for week 2&3.

Day	Activity	Where
Monday	Wk 2 SJs Got Talent 5/6s Wk 3 Movie Aladdin Wk 3 Obsatcle	Hall Library Hall
Tuesday	Wk 2,4,6 Table Tennis P-2 Wk 3 Movie Aladdin	Hall Library
Wednesday	Wk 2 SJs Got Talent 3/4s Wk 2,4,6,8 Soccer 1/2s Wk 3 SJs Got Talent 5/6s Finals Wk 3 Movie Aladdin	Hall Grass Hall Library
Thursday	Wk 2,4,6 Table Tennis 3/4 Wk 3 SJs Got Talent 3/4s Finals	Hall Hall
Friday	Wk 2 Crazy Hair Day & Casuals - Gold Coin for Cancer Council	

FRIDAY 13th OCTOBER



CRAZY HAIR DAY

**Bring a gold coin donation for
the Cancer Council Victoria**

You can wear casual clothes

There will be 4 prizes to win:

- Most Creative Hair
- Tallest Hair
- Most Colourful Hair
- Craziest Hair



The Science of Reading

At St Joseph's we are learning more about what research says about how children learn to read, how to make sure every student learns to read, and what to do when students struggle with learning to read. The

research we are exploring is referred to as the 'science of reading'. On Monday all staff were involved in Professional Development on this topic.

The term "Science of Reading" refers to more than two decades of research that reading experts, especially cognitive scientists, have conducted on how we learn to read. It provides robust insight into what skills are involved, how those skills work together, and which parts of the brain are responsible for reading development. It has helped inform an evidence-based approach for teaching foundational literacy skills.

The science of reading says five essential components are necessary for effective reading instruction:

- Phonological awareness – awareness of the sound structure of words
- Phonics* – correlating sounds with letters or groups of letters
- Fluency – accuracy, rate and expression while reading
- Vocabulary – the body of words a child has learned
- Reading comprehension – the understanding and interpretation of what is read

*The real differentiator with the science of reading is phonics; learning to read by "sounding out" words. This is a practice we have used at St Joseph's for many years.

Cognitive science explains how the brain learns skills that are not innate or 'biologically primary'. Speaking is a biologically primary skill that humans have evolved to learn or 'pick up' naturally, whereas reading, while closely associated with speaking, is primarily a cultural

invention of the last 6,000 years, which requires repetition and external motivation to be mastered (Geary 2008; Sweller 2008). When a child is taught how to read, neural networks that have evolved to specialise in language and visual recognition are re-purposed for the process of reading and writing (Dehaene 2010; Snow 2021). Reading must be explicitly and systematically taught in a structured way. A more structured approach to the teaching of phonics is how we are now approaching the teaching of reading.

Although the scientific evidence base for effective reading has existed for decades, the term “the science of reading” has gained traction in the last few years, potentially leading to misunderstandings. As a result, we believe that a common definition is useful for the field. The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how

proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

The “science of reading” is not a program but a body of research from many related disciplines. As a visible learning school, this aligns with what we believe at St Joseph’s, we use best practice, not just one program.

You might hear us talking about reading differently than the way we have in the past. We are committed to improving our teaching and learning so we can be the

best possible teachers for your children. “Do the best you can until you know better. Then when you know better, do better.” — Maya Angelou

During term 4 our year Prep to year two teachers will be using some of this new learning in the teaching reading to help our children be the best they can be.

We will continue to keep you informed as we move forward in our reading journey and committed to achieving the best outcomes for all of our students.

Teeth on Wheels

Final Reminder

We have Teeth On Wheels visiting our school for dental check-ups and oral health education starting the 09/10/2023.

Click the link below to sign your child up - IT MIGHT BE FREE!

<https://teethonwheels.com.au/consent-forms/consent-eform/>

Please note: if you have already completed a form for 2023 this does not need to be done again, unless your contact information or child's medical history has changed.

Please complete your form today and the Teeth On Wheels team will be in contact to schedule your child's appointment and notify you if your child's eligible for **FREE** dental care through the Child Dental Benefit Schedule.

CUT OFF DATE FOR COMPLETING YOUR CHILDS FORM IS ON THE 08/10/2023.

Any further questions, please contact the Teeth On Wheels team on (03) 9338 1191.

One hour of your time per week volunteering could make a huge difference in someone's life.

The Aged Care Volunteer Visitors Scheme is funded by the Australian government and plays a vital role in providing companionship for older people living in Aged Care Homes or living in their own homes and receiving or waitlisted for a home care package.

MS Plus is one of several community organisations funded to deliver this service.

A volunteer visitor and their recipient usually share stories, share a hobby, interests or an activity, have a cuppa and chat, take a walk or go on an outing, enjoy a TV show together, take family pet or children to visit.

Volunteers are the backbone of this program and beautiful friendships flourish.

Information & applications: ACVVSadmin@msplus.org.au

Or call 0429 003 524

PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



It's everyone's responsibility.

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

Further information & resources
www.education.vic.gov.au/protect



Child Safety and Wellbeing

St Joseph's, Chelsea is committed to providing a safe environment for all students and young people and will take active steps to protect them against abuse.

St Joseph's is resolutely committed to promoting the inherent dignity of children and young people and their fundamental right to be respected and nurtured in a safe school environment. This is particularly so for the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with disabilities.

When allegations of abuse concerning children and young people are raised, St Joseph's will take prompt action to have these appropriately referred and investigated. The fundamental issues of understanding effective practices in child safety and identifying and responding to child harm are paramount for our school. We will strive for continual improvement that is responsive to emerging thinking, evidence and practice, so as to eliminate the possibility of abuse occurring in the first place.

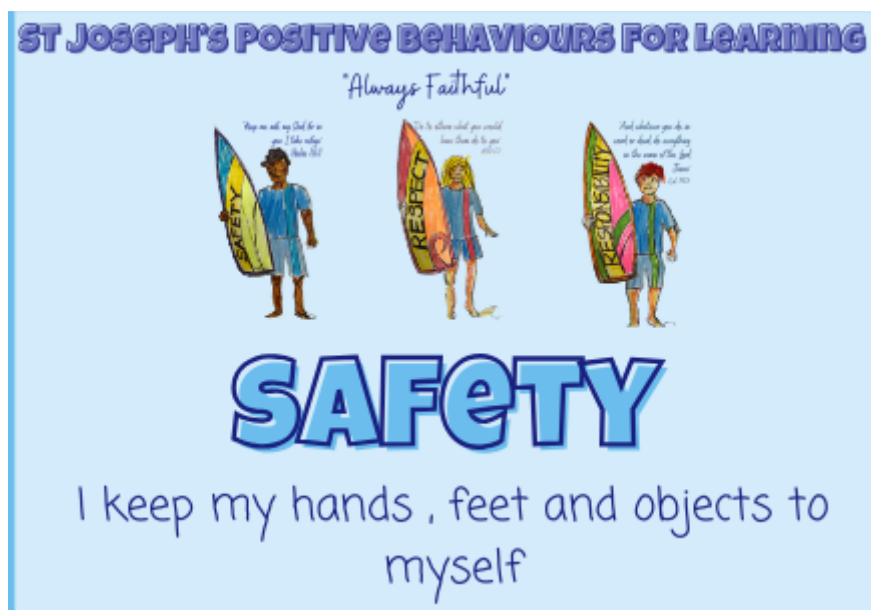
Creating a child-safe school environment is a dynamic process that involves active participation and responsibility by the school, our families and our community. It is marked by collaboration, vigilance and proactive approaches across policies, procedures, curriculum, and practices.

Every person involved at St Joseph's has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people are at the forefront of all we do and every decision we make.

In accordance with requirements of the Victorian Government's Ministerial Order No 1359, St Joseph's, Chelsea maintains a culture of 'no tolerance' to child abuse.

You will find our policies and procedures related to the eleven standards on our website. We welcome and encourage continued discussion and collaboration from our families to support the young people in our care.

Our School Expectations: Safety, Responsibility and Respect



At St Joseph's, we continue to learn and bring together the whole school to develop a positive, safe and supportive learning culture.

This week our focus has been on our expectation: "Safety: I keep my hands, feet and objects to myself."

WALT: keep my hands, feet and objects to ourselves

Success Criteria: I can:

- use safe hands
- use safe feet
- use objects for their intended purpose
- keep hands and feet to myself
- stay out of other people's personal space (do not be a space invader)
- stop and take a deep breath if I am having big feelings
- walk away
- ask a trusted adult for help
- do not hit or make contact with a person using my hands or another object

WHY IS THIS IMPORTANT?

- To keep everyone safe
- Students need to demonstrate understanding of personal space
- For students to be able to use their words to express their feelings
- For students to demonstrate respect for their teachers and classmates
- So that students learn to manage emotions, empathy and establish and maintain positive relationships

School Fees

Fee statements are emailed each month to your nominated email address. If you have not received your statement please contact the office. If you have no other payment arrangements in place and have not made a payment this year your account is now overdue. We ask that a minimum of 3 payments are made throughout the year with all fee accounts to be finalised by the end of Term 3. If you wish to set up a payment arrangement please download the direct debit (cheque or savings account) or credit authority form (see the links below) and submit to the office.

Camps, Sports and Excursions Funding

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

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 to the school 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 contact the school office for the application form.

Applications close June 2023.

St Joseph's Concessional Fee Policy

Please read the new Concessional fact sheet information for those families who qualify and meet the criteria. It offers significant savings to families.

Concessional School Fees are available to any family that meets the below eligibility criteria:

- of Aboriginal or Torres Strait Islander heritage
- holding an HCC (Dept of Health Concession Card) and eligible for CSEF
- experiencing severe financial hardship
- holding a DVA Gold Card (Dept of Veterans Affairs Health Card)
- identified as refugees and holding an ImmiCard is strongly encouraged to apply for concessional school fees.

To see St Joseph's School Fees Concession policy please click on the link below.

Students of eligible families are entitled to concessional school fees.

The school fees for eligible students are:

- 1 child: \$15 per child per week, direct debit (\$780 per annum or \$195 per term)
- 2 children: \$23 for the family per week, direct debit (\$1196 per annum, or \$299 per term)
- 3+ children: \$30 for the family per week. direct debit (\$1560 per annum, or \$390 per term)

If your family meets the criteria please click on the application form below and return the completed form to the school office.

Before and After School Program

<https://www.kingston.vic.gov.au/services/families-and-children/before-and-after-school-care>

St Joseph's OSHC 2023

Name of Program: St Joseph's Catholic Primary School OSHC

If you wish your child to attend please book a place on 9581 4867. The sessions start from 6.45am and conclude at 6.00pm. Entry will be from Woodbine Grove gate each morning and afternoon.

The only children allowed onsite before 8.30am will be those booked into Before School Care.

To enrol please click on the link above.

Contact Our School hours Care for further information:

W: kingston.vic.gov.au/beforeandafterschoolprogram

E: beforeandafterschoolprogram@kingston.vic.gov.au

Ph: 9581 4867



Credit card authority form

Credit card authority form is for the payment of school fees. Please fill in and return to the school office if you wish for us to make the payment arrangement on your behalf

[Download](#)



Direct debit form

Direct debit form is for the electronic transfer of funds from your cheque or savings account for the payment of school fees

[Download](#)

Community News



2023 Term Dates

Red indicates a change from last week

Term 3 Monday 10th July - Friday 15th September, 2023

Term 4 Tuesday 3rd October - Friday 15th December 2023

Week 1

Thur 5th Oct Learning Conferences 3/4E

Fri 6th Oct 2.30pm Assembly Yr 5/6 performing

Week 2

Mon 9th Oct Teeth on Wheels visiting, Sgt Sensible visiting

Tues 10th Oct Yr 5/6 Lightning Premiership-JPC

Fri 13th Oct Crazy Hair Day & casual clothes gold coin donation for Cervical Cancer of Victoria, Assembly 2.30pm 1/2 performing

Week 3 PE WEEK

Fri 20th Oct Big Green Conference, Assembly 2.30pm PE

Week 4

Wed 25th Oct Yr 5 Reconciliation 9.30am

Thur 26th Oct Yr 5 Reconciliation 9.30am

Week 5

Tues 31st Oct Yr 7 2024 Kilbreda Testing

Thur 2nd Nov Preps excursion-Werribee Zoo, Yr 3/4 Excursion-Scienceworks

Fri 3rd Nov School Closure-2024 Planning