

St. Mary's Primary School is committed to the safety and welfare of all children, within a secure environment. All children have a right to be treated with respect and to be protected from abuse and harm. This school supports the Child Safe Standards (Ministerial Order 870) and actively seeks to ensure that all students are kept safe from all forms of harm at all times.



St. Mary's School Newsletter

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Term 3 - August 4th 2022 No.11

PRINCIPAL'S REPORT

Dear Parents, Families and Friends,

Over the last few weeks, we have surveyed our community members - students, staff and parents. A special thankyou to families who took the time to complete the survey. Further on in this newsletter, we will share a snapshot of the student Social-Emotional Wellbeing survey results. They certainly highlight how supported and caring the St Mary's children are.

Can you help?

As our Production date of Friday 9th September inches closer, Mrs Murray is on the lookout for any community members who can sew. If you're able to help out Louise with some sewing projects, could you please contact her on a Tuesday or Friday.

We're also putting a call out for donations of old stockings. If you have an old pair laying around (doesn't matter the condition), could you please drop them into the Office.

Child Safe Standards - Photographing, Filming and Recording:

As mentioned in our last newsletter, the new Child Safe Standards were enacted on the 1st July 2022. New policies can be accessed on our school website. As a part of the CES Child Safety Policy - Photographing, Filming and Recording (Students), we ask that parents consider the 'risks of publishing the photographs or videos/recordings/films and how to best

CALENDAR

August

Fri 5th	2.30pm - Cuppa Catch Up
Fri 12th	2pm - P&F Meeting 2.30pm - Cuppa Catch Up 3pm - Assembly
Mon 15th	Feast of the Assumption Mass - 12pm
Thur 18th	Gr 5/6 Kinder Reading Session
Fri 19th	PUPIL FREE DAY - Staff PD
Mon 22nd	School Council Meeting
Thu 25th	Book Week Parade with Kinder (Pyjama Dress Up Day)
Fri 26th	2.30pm - Cuppa Catch Up



protect the students' safety and privacy'. As such, we ask that parents be mindful that they do not include other student's in any photos they take, as much as is practicable and that they consider the privacy of their own and other's children, when sharing photos taken at school events. We are also asking for our Jungle Book Production to be an "unplugged" event... Let us take the photos and video for you!

Upcoming Pupil Free Day:

A reminder to families that staff have a professional development day scheduled for Friday 19th August. This will be a pupil free day as staff focus on learner diversity support for children.

This Saturday marks the Feast Day of the Transfiguration of the Lord. It is the time that we remember the day Jesus was transfigured in front of Peter, James, and John on Mount Tabor. This mountaintop became a place where humanity met God. Like being on a mountaintop, there are times when we can feel the presence of Jesus strongly in our lives. Each day can have a little bit of the mountain in it, if we remember to invite Jesus into our daily activities.

Kim Carter
Principal

CATHOLIC IDENTITY

MASS TIMES

St Peter's, Bridgewater
1st Sunday of the month, 8.00am

St Mary's, Inglewood
Each other Sunday of the month, 8.00am
Wednesdays, 9.15am



ABLAZE Reflection:

On Monday, our Grade 5/6 children went to the Ulumbarra Theatre for ABLAZE led by Father Rob and Catholic Education Sandhurst. The day included lots of singing and dancing, reflections and prayer relating to the parable of the prodigal son and the 2022 CES theme "Tell the Good News". We also spent time in prayer and adoration in Jesus' presence whilst the monstrance was present.

“My favourite thing today was how Fr Rob was trying to include everyone because he was trying to get us to dance and sing with him. I also really loved how the lighting matched the beat of the music. I enjoyed this because I like feeling included and he made me feel like we were all on the stage together and enjoying the time we had with him. The lights were amazing because they made you want to get up and dance”. ~ Brooke



Friday Community Catch up
Each Friday afternoon at 2.30pm
we join together as a community
at St Mary's Primary School
for a cuppa and a chat.



If you are available, please come along and join us.

SCHOOL NEWS

Grade 5 / 6 Football

On Wednesday 26th of July our Grade 5/6 boys competed in the Sandhurst Football Carnival at Kennington Primary School. The boys joined with Grade 5/6 students from Inglewood Primary School, Bridgewater Primary School and Lockwood South Primary School. We played in 7 round robin games. We won 2 games, one against California Gully P.S 13-2 and against St Peter's P.S 32-7. We also drew 1 game against Holy Rosary Heathcote. Our team worked well together and welcomed students that were new to the sport with open arms.



A special congratulations to Tyler who kicked a goal in our second game against Kangaroo Flat Primary School and Cruze who kicked 2 goals in our third game against Holy Rosary Heathcote and kicked another 2 in our 6th game against St Peters.

Thank you to everyone who participated in this day and helped out, our boys had a fantastic day out!

Tayla Fenwick



What's happening this fortnight in PREP - GRADE 2

Religion	Our Special Book
English	Writing: Procedure structure Reading: Comprehension of information within the text
Maths	2D & 3D shapes
Personal Learning	Critical and Creative Thinking: Shapes of Australia
RRRR	Positive Gender Relations: Experiencing put downs in the school yard
Performance Arts	THE JUNGLE BOOK: We are learning the choreography & script to three more songs. If any parent/carer can sew could they please contact me via the Office on Tuesday or Friday.
Visual Arts	MacKillop Art Exhibition preparation
Health	Social Skills-What are some of the problems we have on the playground? What is the difference between a big and little problem
Sport	Soccer Skills and Hockey
Indonesian	Wayang kulit

What's happening this fortnight in GRADE 3 - 6

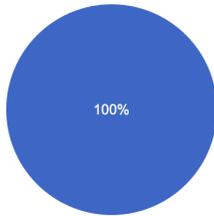
Religion	The First Australian Catholics
English	Adjectives & Visualisation
Maths	Fractions and Decimals
Personal Learning	Consumers and Resources
RRRR	Positive Gender Relations
Performance Arts	THE JUNGLE BOOK: We are learning the choreography & script to three more songs and now at the pointy end of our Production Rehearsal. By now all Main Characters need to be learning their parts of the script every night as part of their reading routine. Olivia, Suzie, Jimmy, Addie, Ruby, Brooke, Jenson, Abby & Ciara If any parent/carer can sew could they please contact me via the Office on Tuesday or Friday.
Visual Arts	MacKillop Art Exhibition preparation
Health	Social Skills: What steps can we take to solve a social problem on the playground? How can we be peaceful problem solvers?
Sport	Soccer Skills and Hockey
Indonesian	Wayang kulit

STUDENT NEWS

Student Survey Results:

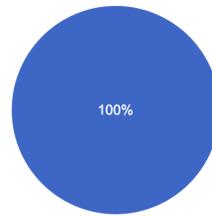
The St Mary's children completed the ACER Social-Emotional Wellbeing Survey. Here is a snapshot of the results.

I feel safe and free from danger.



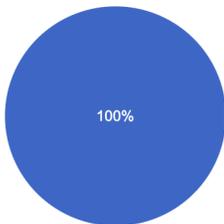
● Agree
● Disagree

I get along well with my teacher.



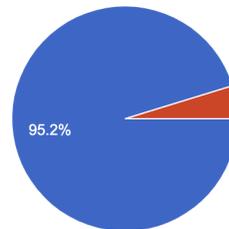
● Agree
● Disagree

I like being at school.



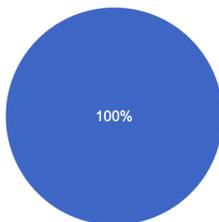
● Agree
● Disagree

I love to learn.



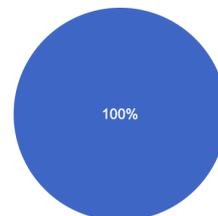
● Agree
● Disagree

I think it is important to treat all people with respect.



● Agree
● Disagree

I am a happy person.



● Agree
● Disagree

Kindergarten Reading Program

At the start of this term the Grade 5/6 students began their Kindergarten reading program. We walk down to Inglewood Kindergarten on a Thursday to read to some of the Kindergarten students. It has been great to see our school leaders interacting within our community and it has been a lovely chance for some of them to step out of their comfort zones and interact with children they do not know. We cannot wait to continue attending the Kindergarten and read with their students. The Grade 5/6 students have written what they enjoy about attending the reading program, what they have done with the students and what they are looking forward to every time they attend.



Ruby:

What did we do? I liked how we got to read to them.

The best part of the tip . After we read to them we get to play with them.

What are you looking forward to? Getting a new partner every week.

James:

My favourite thing: Reading to the kindergarteners.

What did we do?: We read to the kindergarteners and they enjoyed it.

What am I looking forward to?: Seeing the kindergarteners again and meeting the ones who are coming to this school.

Xander:

What did we do? We read two books to the kids and they really liked listening to us read the books.

What was the best part? The best part about this trip was that we got to meet new friends.

What am I looking forward to? I am looking forward to reading to a lot of different kids.

Introducing some of our Jungle Book Characters...



	Character:	Kaa the Snake
	Character Description:	An orangutan, the raucous King of the Monkeys
	Actor:	Ruby
	What's your favourite part about our Jungle Book production?	'I like singing in front of everyone because last year I didn't even like reading in front of people'
	Why should people come and see our production?	We have been working on it for a long time



	Character:	Mowgli
	Character Description:	A trusting and playful child known as the "Man-cub"
	Actor:	Olivia
	What's your favourite part about our Jungle Book production?	I get to be the main main character
	Why should people come and see our production?	So they can learn about the Jungle Book

	Character:	Mowgli
	Character Description:	A trusting and playful child known as the "Man-cub"
	Actor:	Suzie
	What's your favourite part about our Jungle Book production?	King Louie, as there is more dancing and our motivation levels are high.
	Why should people come and see our production?	We have practised for over two terms and it took a lot to get everything right.



	Character:	The Elephant Herd
	Character Description:	The faithful troops who follow Colonel Hathi
	Actors:	Harry Jordan Cruze Braxton
	What's your favourite part about our Jungle Book production?	Harry: The marching of the elephants Cruze: The song 'The Bare Necessities' Jordan: The monkeys Braxton: When the elephants crash into each other
	Why should people come and see our production?	Harry: There are a lot of songs Cruze: It will be entertaining Jordan: It is going to be a lot of fun Braxton: Some parts are really funny

	Character:	Baby Elephant
	Character Description:	Colonel Hathi's youngest recruit
	Actor:	Edmund
	What's your favourite part about our Jungle Book production?	The marching of the elephants
	Why should people come and see our production?	Your family will love it



	Character:	Sassy Monkey Silly Monkey Grumpy Monkey Old Monkey
	Character Description:	The subjects of King Louie
	Actor:	Tyler (Grumpy) Lucy (Silly) Kiarah (Sassy) Xander (Old)
	What's your favourite part about our Jungle Book production?	Grumpy: We get to have fun and everyone is included Silly: Most people get to be different characters Sassy: You have fun and you don't get upset Old: You get to spend time with your friends and have fun
	Why should people come and see our production?	Sassy: Your child is having a go at something and they are not getting left out. Silly: There are a lot of silly moments within the show. Grumpy: Let people see what you can do when you work together. Old: You get to see your child involved in our production.

CHILDREN'S CHATTER MATTERS

In order to prepare for the language & learning demands of the school environment, children need ample time and opportunity to engage in meaningful interactions with their family.



Expressive Language

These resources will promote students' use of longer and more complex sentences. There are activities that focus on elements of grammar, how sentences work and how to make them more interesting for both spoken and written language.

Activities:

5. Tell me more...

Begin with a simple sentence such as "I see a horse." Take turns to add information to this sentence to increase its length and complexity.

One way to add interest to sentences is to use adverbs and adjectives.

Adjectives provide more information about the noun or describe something and are words like black, tiny, smooth, round ...

Adverbs provide more information about the verb or about how, where, when, how much or how often you do something and are words like happily, above, yesterday, entirely, always...

You could also add a conjunction which would allow you to join another idea to the sentence. Conjunctions join ideas in sentences and are words like because, but, so, although...



**HAPPY
BIRTHDAY**

August

6th ~ Suzie



EARN \$150

Attention: FARMERS and FARM MANAGERS

Do you have children (10 yrs+) living with you on a farm, or perhaps grandchildren who visit regularly?

We are currently undertaking research on behalf of **WORKSAFE Victoria**.

TOPIC: SAFETY OF CHILDREN PARTICIPATING IN FARM ACTIVITIES.

The aim of our project is to develop an approach to keeping children safe on farms and your input is important. Confidentiality is assured. No comments will be attributed to any individual. We are looking for input throughout Victoria.

We are organizing 75 minute **ONLINE Teams interviews**, so you will need a computer/laptop/tablet with a working camera and good internet connections.

All participants will receive a \$150 Giftpay eVoucher which can be used at many stores include Coles and Woolworths. The eVoucher emailed within 3-4 business days of interview.

PLEASE CALL ABIGAIL 0413871367 to participate in Interviews - Monday 1/8 to Friday 13/8.



COOPER SYMONS & ASSOCIATES
2/637 Inkerman Road, Caulfield North,
Victoria, 3161
03 95330522

Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

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

What sort of help does the school give students?

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

How will the NCCD be different this year?

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

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

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

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

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

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

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

Where can I find out more?

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



CECV Statement of Commitment to Child Safety

A safe, nurturing and empowering culture for all children and young people in Catholic schools.

This statement has been updated in light of the revised Child Safe Standards coming into effect from 1 July 2022 and the supporting Ministerial Order No. 1359.

Every person, created in the image and likeness of God, is unique and has an intrinsic and inalienable dignity (Pontifical Council for Promoting New Evangelization 2020, n. 379).

The Catholic Education Commission of Victoria Ltd (CECV) holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic education. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

This statement is intended to reaffirm the central focus on child safety across Catholic education in Victoria, built around a unified understanding of the moral imperative and overarching commitments that underpin our drive for continual improvement, and embedding a culture of 'no tolerance' for child abuse in our schools and organisations.

The characteristic element of the Catholic school, in addition to pursuing 'cultural goals and the human formation of youth', consists in creating 'for the school community a special atmosphere animated by the Gospel spirit of freedom and charity'. To this end, the Catholic school aims ... 'to order the whole of human culture to the news of salvation so that the knowledge the students gradually acquire of the world, life and [humanity] is illumined by faith'. In this way, the Catholic school prepares pupils to exercise their freedom responsibly, forming an attitude of openness and solidarity (Congregation for Catholic Education 2022, n. 16).

The CECV has a universal expectation for the protection of children. It is resolutely committed to ensuring that all those engaged in Catholic education in Victoria promote the inherent dignity of children and young people, and their fundamental right to be respected and nurtured in a safe school environment.

Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments, where all children and young people are respected and have agency, their voices are heard, and they are safe and feel safe. The CECV recognises that some children and young people are more vulnerable than others, and commits to providing the care and services required to support them and their families, and to ensure their safety within all Catholic schools.

Catholic schools will take prompt action to have any allegations of abuse concerning children and young people appropriately referred and investigated when raised. While the context and reality at each Catholic school will differ, the fundamental issues of understanding effective practices in child safety, and identifying and responding to child harm remain the same. All schools must strive for continual improvement that is responsive to emerging thinking, evidence and practice, so as to eliminate the potential for abuse to occur.

Creating child-safe school environments is a dynamic process that involves active participation and responsibility by school governing authorities, schools, families and their communities. It is marked by collaboration, vigilance and proactive approaches across policies, procedures, curriculum and practices.

Every person involved in Catholic education has a responsibility to understand the important and specific role they play individually and collectively to ensure that the safety and wellbeing of children and young people is at the forefront of all they do and every decision they make.





The CECV commits to providing a safe, nurturing and empowering culture for all children and young people in Victorian Catholic schools through:

Upholding the primacy of the safety and wellbeing of children and young people

At all times, the ongoing safety and wellbeing of children and young people will be the primary focus of care and decision-making. In addition to the universal focus on safety and wellbeing, schools need to pay attention and attend to the needs of their students who are most vulnerable.

To create and maintain a safe and nurturing culture, schools will actively and continually develop and review all policies, processes and practices, informed by their governing authority, emerging thinking and evidence.

Empowering families, children, young people and staff to have a voice and raise concerns

Schools, in partnership with families, will ensure children and young people are informed of their rights, and are engaged and active participants in decision-making processes, particularly those that have an impact on their safety.

This means that the views of children, young people and families are taken seriously, and their concerns are addressed in a just and timely manner. Children and young people are also taught to raise concerns, gaining the necessary skills and knowledge to understand and maintain their personal safety and wellbeing, and the safety and wellbeing of their peers, through educational approaches and programs.

Implementing rigorous risk management and employment practices

Schools will systematically and continually identify and assess risks to child safety, and will eliminate (where possible) or reduce all potential sources of harm in both physical and online environments. Effective risk management is embedded in school life through effective, transparent and well-understood policies, procedures and practices.

Schools will employ highly competent and professional staff who are formed and challenged to maintain the safety of all students. The high quality of staff appointments will be upheld through rigorous employment and review processes and practices, which include a demonstrated knowledge of child safety.

Catholic education will stay abreast of legislation, and will meet the legislative duties to protect the safety and wellbeing of children and young people in its care, including meeting the minimum requirements for compliance with the Child Safe Standards for schools and school boarding premises as set out in Ministerial Order No. 1359. This is in addition to ongoing work to support child safety, including mandatory reporting, reportable conduct, information sharing and complaints management.

References

Congregation for Catholic Education 2022, *The Identity of the Catholic School for a Culture of Dialogue*, The Holy See, accessed 30 May 2022
https://www.vatican.va/roman_curia/congregations/catheduc/documents/rc_con_catheduc_doc_20220120_istruzione-identita-scuola-cattolica_en.html
Pontifical Council for Promoting New Evangelization 2020, *Directory for Catechesis*, St Pauls Publications, New South Wales.



School Certificate of Appreciation

presented to

St Mary's School Inglewood

**In recognition of your outstanding efforts
in Jump Rope for Heart.**

You raised \$ 374.93 which will help fund research
into the prevention and treatment of heart disease.

Lachlan Stewart

Lachlan Stewart
Program Manager, Jump Rope for Heart
Heart Foundation

JR-CER-00-22

The Great Book Swap.

On the 17th August St Mary's will be holding a Book Swap. We ask that each student brings to school a gold coin and a book from home they have read and would like to swap. All monies raised will go the Opening The Doors Foundation.

BOOK FAIR

Tomorrow Friday 5th August is your last chance to purchase from Book Fair. Thank you for your support.

