



SCHOOL NEWSLETTER

Term 3 Week 8 2020
Tuesday 8th September

Rosary Park Catholic School

Station Street, Branxton NSW 2335

P: (02) 4938 1541 E: admin@branxton.catholic.edu.au

Website: www.branxton.catholic.edu.au

We acknowledge the Wonnarua people-the first custodians of this land

Built on Faith, Knowledge, Respect

IMPORTANT DATES

Weekly Mass Times: 6pm Saturday Branxton; 8am Sunday Greta.

Thursday 10 September: Year 6 Interrelate sessions and Year 5 Leadership activities
Thursday 15 October: Amazing Vocabulary Day – see note in Newsletter
Friday 23 October: Year 4 Mercy Fundraising
Tuesday 24 November: Pupil free day. OOSH care available 0448 751 549 Our end of year school awards scheduled for this evening will not proceed
All Kinder 2021 orientation visits in Term 4 will not go ahead. Parents have been notified.

Principal's Message

In every age O Lord, you have been our refuge. Psalm 89:3-6.

Dear Parents/Carers,

This week is **National Child Protection Week** across Australia.

This is the 30th year celebration with the theme "Putting Children First". We will focus on Protective behaviours during our PDHPE lessons this week and will acknowledge White balloon day this Friday 11 September.

White Balloon Day is Australia's largest and longest-running campaign dedicated to preventing child sexual assault. It unites communities to commit to protecting kids.

Father's Day

I hope that families took the opportunity to spend some precious time together with their dads and grandads recently on Father's Day. The children delighted in choosing some great gifts at the stall. Thank you to Natalie Samaras for organising the gifts and stall.

Rosary Park Bushfire Survival Plan

Our school is in a bushfire prone area. As a result, we have a clearly defined bushfire survival plan, attached to this newsletter. The plan has been developed in consultation with NSW Fire and Rescue, NSW Rural Fire Services, local Police and the Safety and Wellness team from the Catholic Diocese. Copies of this plan have been provided to these organisations.

As the plan outlines, it follows these principles in the event of a bushfire:

1. Evacuate
2. Shelter onsite in the hall.
3. Evacuation to St Nicholas Centre Branxton if we cannot remain in hall
4. Evacuation to Branxton Golf Club

It is important that you consider as part of this plan, how you would collect your child from Rosary Park at short notice, if this plan was to be enacted.

As part of this plan, the school follows a strict maintenance plan where surrounding scrub (Asset Protection Zone- outside of the school boundaries) is cleared annually as well as the guttering and downpipes. Arborists monitor trees on site on an annual basis as well as ongoing grounds maintenance to reduce undergrowth fuel load on the site.

Our school practices regular lockdown and evacuation procedures (every term), as well as visits from the local fire brigade. Children are also familiarised with fire safety through lessons in the Personal Development Health Physical Education Syllabus.

Thank you for taking the time to familiarise yourself with this document to prioritise the safety of all in our school community. It is important, in particular, that you give consideration as to how you would collect your child in the event of a bushfire evacuation.

Daily Roll Marking

As we no longer have a morning assembly (aside from Mondays) we are now in classrooms marking class rolls on Compass earlier as we begin our learning for the day. So, it is important that your child is at school on time or that you mark them absent via Compass promptly in the morning. Otherwise you will receive the automated unexplained absence text message by 9:30am. Several of our children are absent from school without an explanation.

The NSW Education Act (1990) and the Catholic Schools Office, Maitland-Newcastle, require Parents/Carers to ensure that children of compulsory school age attend school on each day that the school is open for instruction. If children are absent from school, Parents/Carers are **required to provide the school with an acceptable explanation, in writing, within seven days of the absence.**

Mobile Phones at School

As our Mobile phone policy states, if children need a mobile phone at school for safety when travelling to/from school, it is to be kept in their school bag for the entire day. Our policy remains that if you need to get a message to your child about travel arrangements, you are to do this via the office staff. Once again, our preference is that smart watches are left at home, however, if your child must wear one to school, the mobile phone facility must be de-activated or on 'do not disturb' for the duration of the school day. Thank you to the parents whose children are wearing these devices and have already done this. Your cooperation is appreciated.

Bring Your Own Device (BYOD) Program 2021

On two occasions across this year, I have shared with Year 4 parents the Bring Your Own Device (BYOD) requirements for year 5 in 2021.

Early in term 4, we always offer year 4 parents the opportunity to attend a meeting with myself, year 5 and 6 teachers and the Catholic Schools Office IT Education officer to explain the philosophy and educational benefits behind this approach to learning.

During COVID restrictions we will need to hold this meeting via Zoom on **Wednesday 28 October from 5:30pm.**

The meeting will only go ahead if we have sufficient parents who wish to attend. Please email **the number of attendees from your family to** admin@branxton.catholic.edu.au titled BYOD Parent Meeting by Monday 21 September at 3pm.

Fees

Term 3 fees are now due and payable. If you are paying fees off on a regular basis, please ensure it is enough to have them paid prior to the end of November 2020.

Class Structures for 2021

In 2021, we will have two classes per grade Kindergarten to Year 5 in 2021 and a straight year 6 class, as this is our only remaining 'single' grade in the school. As is normal Diocesan practice, 2021 teaching jobs will be advertised for all schools in the upcoming September holidays.

Sport

In week 9-10 of this term we will have our last two gymnastics sessions that we had to abandon when COVID restrictions began back in March.

Please note the days that your child will need to wear their sports uniform:

Wednesdays: Years 3, 4 5/6

Thursdays: Kinder, Year 1, Year 2

Kind regards,

Sallyanne Stanbridge (Principal)

Assistant Principal's Message

Collaborative Team Meetings

In 2020 the learning focus at Rosary Park is to apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement. Teachers will collaborate together, to develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of all students across the full range of abilities.

Throughout each term, teachers have been released from class to work in Collaborative Learning Teams. Learning Provocations have been introduced in Kinder and Year 1 in alignment with the Early Learning Framework and in Year 2-6 Critical and Creative thinking/questioning strategies are

being embedded in learning opportunities. Throughout staff meetings in Term 2 to 4 staff will be deepening their knowledge and discussing strategies to embed these thinking routines across all Key Learning Areas. In Week 9 staff will be released from their class to analyse and discuss together in a Professional Learning Team Meeting, data collected and discuss the learning of all students and set future goals. These meetings allow teachers to engage in professional discussions and set goals for the learning of their students leading into Term 4.

Expanding Vocabulary

Vocabulary

The development and expansion of vocabulary is important as it is closely connected with writing and reading. It is important that all children can understand the words to enable them to develop understanding of what they are reading. Children need to understand words in order to grasp the content when they are learning in other subject areas of Maths, Science and Geography.

Developing Vocabulary at Home.

Have fun with words-play word games to build interest in words and to strengthen your child's word learning skills.

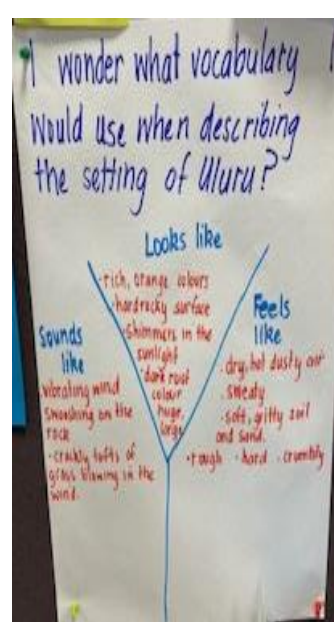
When talking about words make comments about the words rather than questions. Use new words in interesting sentences e.g. I really like that word shimmered, then put it in an interesting sentence

For example-The moon shimmered on the lake in the dark forest.

Vocabulary that is sent home use it to create sentences and enable children to locate nouns, adjectives verbs and adverbs in these sentences.

When reading with and to your child focus on vocabulary. Choose words from the book that might start with a particular letter, choose powerful words and explain why it would be powerful.

These are examples of vocabulary walls. We are using these at Rosary Park to expand children's repertoire of word knowledge, encouraging them to use more Tier 2 words.



Reading

Reading is our targeted area in 2020. There are five essential and interdependent components of effective, evidence-based reading instruction — the five 'keys' to reading are-

- Phonemic awareness: Knowledge of, and capacity to manipulate, the smallest distinct sounds (phonemes) in spoken words.
- Phonics: Learning and using the relationships between sounds and letter-symbols to sound out(decode) written words.
- Fluency: The ability to read accurately, quickly and expressively. Fluent readers are able to focus on reading for meaning.
- Vocabulary: The words children need to know in order to comprehend and communicate. Oral vocabulary is the words children recognise or use in listening and speaking. Reading vocabulary is the words children recognise or use in reading and writing. (Read About It: Scientific Evidence for Effective Teaching of Reading)
- Comprehension: Extracting and constructing meaning from written text using knowledge of words, concepts, facts, and ideas.

What is reading fluency?

Reading fluency is the ability to read accurately, quickly and expressively. Why is speed so important? Fluency in any activity is achieved largely through practice. Listening to fluent readers reading aloud a passage for the first time, one first notices an easy speech rhythm, with few errors or regressions to prior words to assist self-correction. A listener can detect changes in their volume and pitch and be aware of inserted grammatically appropriate pauses and emphases that help to guide both reader and listener towards the author's intended meaning.

Oral reading fluency refers to reading text passages aloud. When students first begin to read, their efforts at decoding consume most of their attentional resources, and their reading will be tentative rather than smooth. As their familiarity with written words increases, their reading rate increases. When students reach about 80 words correct per minute (wcpm) on an age-appropriate text, they are considered to have achieved 'automaticity' and be classed as independent readers. By about Year Three, an average reader's fluency will approach the average speech rate of 120-150 words per minute. Year 2 to 6 are implementing strategies to develop oral reading fluency for all students in their English blocks.

Some students will bring home decodable texts to read daily which is aimed at increasing their fluency. It is vital that all students are all being read to or complete some read aloud reading daily if possible, for a minimum of 10-20 minutes. This is a focus area at Rosary Park for 2020 in our School Improvement Plan.

For fluency, as with development of most skills, practice is the key. As they progress with their understanding of the function of the alphabet, students begin to appreciate that each time they decode an unfamiliar word its recognition subsequently becomes easier and faster. 116 Practising decoding enables them to become adept at storing letter-patterns — orthographic information that can dramatically hasten word recognition of these and new words.117 These are not simply visual images, as are pictographs, but are alphabetic sequences. It is in reaching the stage of automaticity that the apparent magic of skilled reading becomes evident – whole words are

recognised as quickly as are individual letters. (Read About It: Scientific Evidence for Effective Teaching of Reading, Kerry Hempenstall Edited by Jennifer Buckingham 2016)

As a parent/carer how can I support my child and improve their Oral Reading Fluency?

The best thing you can do to assist your child/children is to take time to listen to them read aloud daily. It is not about the difficulty of the word, the type of book or the size of the print, it is about your child's reading fluency. Time them with a stopwatch and get them to read the same book or page daily to improve their speed and accuracy. Record and check for improvement. Ask them questions -Who, What, where, when, why, how questions about what they are reading. Ensure they answer in a sentence to your question, this develops vocabulary also. If your child brings home a text to read aloud please remember the focus is on the fluency and increasing it, not the difficulty of the text.

Wishing you all a wonderful week,

Louise Kevin

Religious Education Coordinator's Message

Spring Prayer

With all the beautiful weather we have had recently, it encourages us all to be thankful for Spring. This prayer comes from the Benedictine Abbey in Jamberoo on the South Coast of NSW.

God, we celebrate spring's returning and the rejuvenation of the natural world. Let us be moved by this vast and gentle insistence that goodness shall return, that warmth and life shall succeed. Help us to understand our place in this miracle. Let us see that a bird now builds its nest bravely, with bits and pieces, so we must build human faith. It is our simple duty, it is the highest art, it is our natural and vital role within the miracle of spring. Amen.

Mass at St Brigid's 6pm Saturday evening:

The Parish Office will be operating at normal hours Tuesday to Friday, 9am-3pm each day. Please phone or email your name and contact phone number to register for Mass by 12pm Friday. There will be Reconciliation offered at 5.30pm and then Mass at 6.00pm at St Brigid's Branxton.

Rose Garden Expertise:

I would love advice from someone who knows about roses. I'm particularly interested in planting a yellow rose garden but need to learn from someone's expertise. Please get in touch with me via the office if you can help out. Many thanks.

Fr Anthony visits Kindergarten and 5/6

It wonderful to have Fr Anthony visit the children at Rosary Park. He meets the children outside. Two weeks ago he spoke with Kinder about the inside of the Church. Last week he met with Y5/6 and discussed Sacraments, which linked to what they children have been learning in class. Many thanks to Fr Anthony, his warmth and charisma is such a joy to be around.

Date for the diary:

Year 4 are working toward a fundraising day Friday 23rd October in Term 4 Week 2. They are currently learning about Mercy Works and the great work this organisation does in vulnerable communities in Australia and Timor Leste! Please mark this date in your diary because there will be a Meal Deal offered in the Canteen and the children will be invited to come in colourful, creative socks to also celebrate Socktober. More details to come.

Sending blessings to you and your families,

Kate Levido

Acting Religious Education Coordinator

Gifted Education

This term, the Tournament of Minds team has been busily preparing for their Super Challenge. This year, the children have been given a challenge that they have had to answer and have had 6 weeks to prepare their response. The children have had to prepare a script, create props from a limited list of items, memorise lines, rehearse and deliver a play that answers the question given. The children have taken time out of their own lunch and/or recess breaks to prepare for this challenge. In the past week, the children have filmed their play and are editing their video ready to be submitted for judging this week. When the challenge is over, the children will be able to share their final challenge video with their classmates. I would like to congratulate the team for all their hard work and dedication this term. The team members are:

- Sophie Murrell
- Amy Crick
- Amira Mueller
- Samuel Ramsay
- Charli Cole
- Ella Mathewson
- Oliver White

In week 5 some children sat the Newcastle Permanent's yearly Maths Competition. These tests have been sent off for marking and we hope to receive these results early next term. In weeks 6 and 7, some children in Year 2 to Year 6 sat the English and Maths ICAS assessments. This year was slightly different as it was the first year the test has been completed online by our students. We hope to offer these tests again next year. It is important to know that as this is an international assessment the content of the assessments do not always align with the NSW Syllabus documents used in our school. Teachers at Rosary Park do not use the data provided as a record of student progress for that reason. We hope to receive the results by the end of this term or early next term.

This term I have been able to visit different classes and witness the wonderful learning that is happening at Rosary Park. The teachers have been setting learning intentions for their lessons and

working with the children to create a co-constructed success criteria. The children help create the success criteria and know what they need to do to be successful in their work. At Rosary Park, the teachers have adapted the success criteria so that all students can be successful in their learning. The students work with their teacher to divide their success criteria into different parts e.g. must haves, could haves and it would be amazing. Doing this, gives the children clear expectations in their learning and they are able to get constructive feedback from their teachers, classmates and themselves about their own learning. It has been great to see the children challenging themselves to produce pieces of work that meets their class' success criteria.

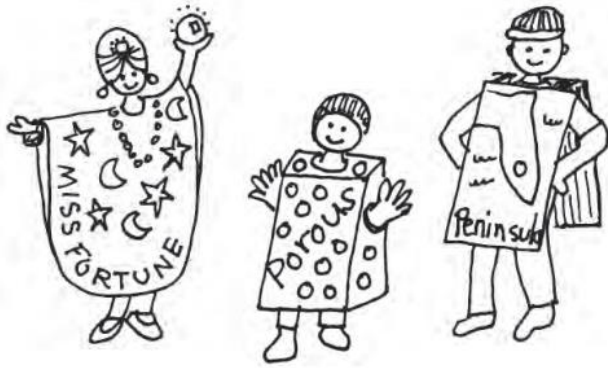
Jessica Mead

Gifted Education Mentor

Some new playground equipment we have at Rosary Park!



Rosary Park's Amazing Vocabulary Day



Dear Parents,

This year we will be having our **Amazing Vocabulary Day** on Thursday 15th October (Term 4 Week 1). We ask all students to come to school dressed as a word. This day will provide a great opportunity for students to expand their vocabulary and learn from their peers. Students will be sharing their word with their grade as well as defining it and giving an example in a sentence. Additionally, students will be engaging in fun

vocabulary activities throughout the morning to compliment the focus of the day.

Weather permitting we will have the students do a small parade around the school, so that all students will have a chance to show off their fabulous costumes.

Prizes to be won.....All students that participate (have a costume) on the day will have their name placed into a hat and **one** name from each grade will be drawn during our Friday assembly.

The **Learning Intention** for the day is "I know my word, I understand what it means and I can use it in a sentence".

The **Success Criteria** is as follows:

All students **must** have a card that has their word clearly written, a definition and a sentence.

In addition to the card...

It would be **amazing** if your costume reflects the word and you have the word written somewhere on your costume.

It would be **great** if part of your costume reflects the word and you have the word written somewhere on your costume.

It would be **nice** to have an accessory (such as a hat) that reflects the word and has the word written somewhere on it.

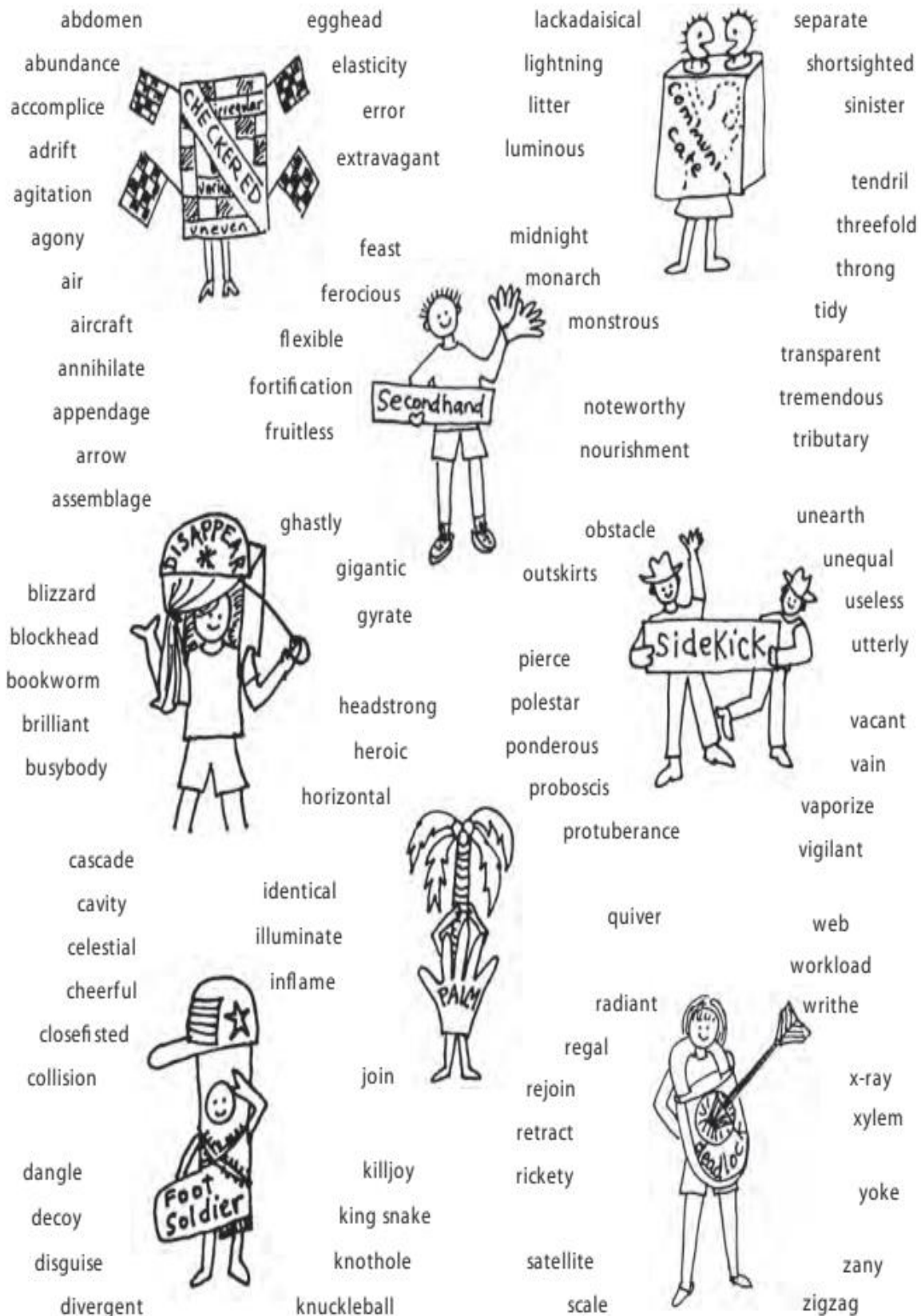
For some marvellously inspirational ideas Google "Vocabulary Parade" or click on the following link:

<https://www.pinterest.com.au/search/pins/?q=vocabulary%20parade&rs=typed>

We look forward to seeing your vocabulary costume.



100 Vocabulary Words to Spark Costume Ideas!



What's happening in

Kindergarten



This term Kinder have been exploring *Living Things*. In Science we have been investigating the needs of plants. For this experiment we have been observing and tracking the changes in plants when they do and don't receive water and sunshine.

Before



After



As part of this study we have been reading, writing and talking about insects. Here are a few writing samples that we would like to share with you:

Levi – Snails have 4 antennas. They are black. Snails are slimy and have big shells.

Elke – Grasshoppers have white wings and 2 feelers.

Noah R – Snails move by using a foot and slimy trails.

Hannah – Grasshoppers can jump really high and fly really high.

We have even been exploring insects in our Art lessons by looking at the very creative Eric Carle. Our butterfly collages are inspired by the butterfly illustration in *The Very Hungry Caterpillar*.



Year 4 Sandpit fun



Weekly Awards

Congratulations to those children who have received awards this past fortnight.

Week ending 28 August, 2020

Class	Class Award One	Class Award Two	MJR Award
Kinder Blue	Jackson Adney	Addison Saxby	India Bailey
Kinder White	Noah Roessler	Max Kummeling	Ellie Ayscough
Year 1 Blue	Kendra Collier	Charles Cooper	Isla Charker
Year 1 White	Ellie Young	Charli Fox	Lilly Schneeweiss
Year 2 Blue	Jaegar Davies	Brooklyn Johansen	Aria Brenton
Year 2 White	Jonah Martyn	Tyler Standen	Lilly Mikisch
Year 3 Blue	Henry Jackson	Indy Young	Ebony Manning
Year 3 White	Ava Jacka	Xavier Redden	Olivia Libreri
Year 4 Blue	Emily Armstrong	Lilly Allgood	Brock Wishart
Year 4 White	Leah-Rose Clifton	Skarlett McLaren	Charlie Rockley
Year 5/6 Blue	Charles Wilson	Abigail Parkes	Oscar Thomas
Year 5/6 White	Taylem Grieve	Oliver Upward	Zavier Van Wyck
Year 5/6 Gold	Kiara Hedger	Eddie Walters	Ruby Carter

Week ending 4 September, 2020

Class	Class Award One	Class Award Two	MJR Award
Kinder Blue	Hunter Bondin	Noah Linton	Mason Hamson
Kinder White	Kurtis Fitzsimmons	Leah Wishart	Emmert Collier
Year 1 Blue	Emily Allgood	Kyson Crossman	Zane Slomka
Year 1 White	Parker Samaras	Darby Thomas	Taylah Bishop
Year 2 Blue	Eadie King	Anouk Findlay-Egerton	Tayla Menchin
Year 2 White	Rae Killick	Logan Knodler	Riley McLaren
Year 3 Blue	Lina Poje	Robert Cambell	Will Ledingham
Year 3 White	Jamie Russell	Lisa Olive	Cade Little
Year 4 Blue	Ari Samuelson	Harper Wilton-Huggett	Chloe Fisher
Year 4 White	Jeremy Campbell	Will Hanlon	Ella Mathewson
Year 5/6 Blue	Darcy Burgess	Annika Marr	Ruby McLaren
Year 5/6 White	Oliver Upward	Troy Jackson	Miley Young
Year 5/6 Gold	Maddison Cavanagh	William Heggart	Hugh Dilley

Principal's Awards

Congratulations to those children who have received Principal's Awards this past fortnight.

Week ending 28 August, 2020



Aden Pople, Tahlia Gillings, Kiran Olive, Charlize Lott, Charlie Fox, Mikayla Gillings and Liam Dobos.

Week ending 4 September, 2020



Mikayla Vella, Bryce Bogacz, Lucy Smith, Emily Allgood, Jamie Russell, Ava Brenton, Jackson Adney, Henry Jackson, Leo Ramsay, Karmichael Armstrong, Aubree Carter, Tom Drever, Lewis Drever and Rose Drever.

Uniform Information – As of 14 September we are wearing FULL SUMMER UNIFORM.

Children are expected to wear the correct uniform to school each day. The general appearance of a child is an outward sign to others of the pride and respect one has in oneself and reflects pride in the school.

As well as wearing the correct school uniform, children are to be neatly groomed and wear polished shoes (**black leather only: no boots, Mary Jane style or joggers**). Socks must cover the ankle.

Jewellery must be kept to an absolute minimum e.g. one pair of ear studs (studs only, for safety), one flat signet ring and wristwatch, plain wrist bangle (silver/gold). Neck chains and bracelets are not encouraged due to safety concerns e.g. when playing sport.

Hair must be neat and tidy. In keeping with the school tone, hairstyles should not be outlandish- no Mohawks, tracks or rat tails. Extremes of style and colour are not appropriate. Children with long hair should have their hair tied back.

A note explaining any variations in school uniform is encouraged.

NOTE: Please ensure all clothing/shoes/hats and bags are clearly marked with your child's name. As well as marking the label, it is a good idea to also write your child's name on the inside fabric.

School Hat/Library Bag

There is one style of hat and library bag available. Library bag only available from the school, hats can be purchased from the school or Flanagan's. **All uniforms are purchased from Flanagan's Menswear (Vincent St Cessnock)**

Summer Uniform – Girls

TUNIC	Blue & white check summer dress
SHORTS/SHIRT	Blue shorts, white emblem shirt with Peter Pan collar
SHOES	Black Shoes (lace up or Velcro) with white socks, to be worn above the ankle



Summer Uniform – Boys

TOP	School blue shirt with embroidered logo.
SHORTS	Navy shorts, not cargo.
SHOES	Black Shoes (lace up or Velcro) with navy socks to be worn above the ankle.



School Sports Uniform: Summer

TOP/ PANTS	Blue and White Sports Polo with school logo Navy microfiber shorts with school initials
SHOES/SO CKS	Predominately-white joggers. Plain white socks (no sport logo such as Puma, Adidas), worn above the ankle





This year National Child Protection Week will celebrate its 30th year with the theme:
Putting children first...

This week is **National Child Protection Week** across Australia. It is the 30th year celebration with the theme "Putting Children First". 'Putting children first' was front of mind when the National Child Protection Week campaign

was launched in 1990, with the aim of bringing abuse and neglect out of the shadows and putting child wellbeing on the national agenda.

Since then, the need to put children first has been recognised time and time again as an important pillar for boosting the wellbeing of all children in Australia.

We will focus on providing opportunities for students to increase their awareness of protective behaviours during our PDHPE lessons this week and will acknowledge White Balloon Day this Friday 11 September. White Balloon Day is Australia's largest and longest-running campaign dedicated to preventing child sexual assault. It unites communities to commit to protecting kids.

Last year's National Child Protection Week campaign was based on research that shows the importance of putting children first when talking about parenting, and continued the message that conversations are a key part of engaging the whole community in caring for children. Under this year's theme of 'Putting children first' we invite all Australians to look at how they can prioritise children in their lives and communities and to engage in National Child Protection Week – as individuals, and as part of families, organisations, communities and society.

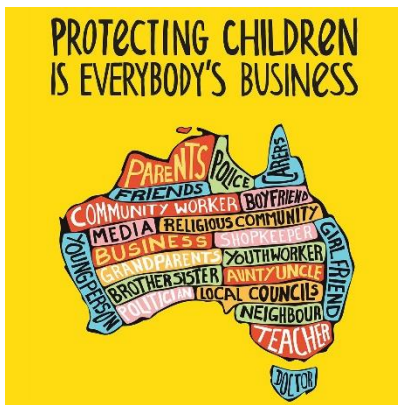
Putting children first means prioritising the safety and wellbeing of children. To grow up well children need to feel safe and loved, have a chance to play and explore, have a say in decisions that affect them, and access to essential things like food, shelter and healthcare.

For children to thrive we need to come together as a community and put children's needs first during National Child Protection Week and every week.

Please feel free to use the theme in the way that resonates best for you.



- This might mean promoting the things we are already doing (or can do) right now to put children's safety and wellbeing first.
- It might mean reflecting on the past 30 years of how our communities have been putting children first.
- It might mean looking ahead and thinking about where we need to focus our attention into the future.
- Or perhaps a bit of 'all of the above'.



Most of us recognise that child protection is key to ensuring that children in our communities, families and schools are safe, nurtured and protected. Sometimes this means acknowledging that children are neglected or harmed in these same places. That is hard to acknowledge. As such, children continue to experience child abuse and neglect in our society.

In order to stop child abuse and neglect and ensure child protection in our society, we all need to play our part by assisting families who struggle and by speaking out about abuse when we see it or hear about it. Often children tell us what is happening to them through

either very clear statements or in subtle ways. Our role as adults is to pay attention regardless of the way children tell us what is happening for them. Another role we can play is in hearing parents when they say they are finding their role of parenting difficult and offer assistance.

When children speak out or adults speak out on behalf of children they need those involved in the wider child protection system to be well trained and available to pay attention to what they are saying. This includes the Queensland Police Service, professionals such as Social Workers, Psychologists and Psychiatrists as well as Teachers who are often in the key position of being able to note difficulties for children and their families. Family members and friends also play a crucial role in such disclosures in terms of hearing what is stated and offering support and friendship. When unable to offer such support or when such support isn't accepted, family members and friends can contact community organisations of the Department of Communities, Child Safety and Disability Services to seek further assistance for the child/ren and family.

Who to contact? Child abuse and neglect only continues when those able to do something, do nothing. There are resources listed below

Resources below

<http://www.communities.qld.gov.au/childsafety/protecting-children/what-is-child-abuse>

Responding to disclosures of child sexual abuse: https://bravehearts.org.au/wp-content/uploads/2016/06/Counselling_RespondingtoDisclosuresofChildSexualAssault_2014.pdf

Children and Young people's rights:

Charter of rights books describe the core rights that apply to every child and young person who is subject to the custody or guardianship of the Department of Communities, Child Safety and Disability Services. The Charter of rights books are distributed to all young people entering care in Queensland and include:

Bravehearts

<https://bravehearts.org.au/what-we-do/education-and-training/for-professionals/educators/early-learning/>

Support Services and resources for Schools and Communities working with children who have a disability:

My Future My Life www.myfuturemylife.com.au/_or
www.communities.qld.gov.au/disability/support-and-services/our-services/my-future-my-life

further resources and information go to the information and resources for **Adults**

Support Services for children, young people and parents:

The Family Relationship Advice Line: 1800 050 321

Kids Help Line: 1800 55 1800 <https://kidshelpline.com.au/>

Lifeline: 13 11 14 <https://www.lifeline.org.au/>

Parentline: 1300 30 1300 from 8am-10pm, 7 days a week.

Headspace: <https://headspace.org.au/headspace-centres/>

<https://headspace.org.au/schools/headspace-in-schools/>



Junior Blasters
Ages 5-7
Saturday Morning 9am – 10:30am
\$119
Includes T-shirt, hat, bat & ball

Junior Competition
Ages 9-17
Saturday Morning 2-4 hours
Season Starts Late October
\$220 Registration Fee
(Includes all game fees and shirts)

Senior Cricket
Saturday Afternoons
Season starts Mid October
\$120 Registration and \$15 per game
Multiple options for registration with Training Gear, Playing Shirt, Club Shirt

Master Blasters
Ages 7-10
Monday Afternoon - Time 5:30pm – 7pm
\$109
Cap and equipment provided.
Personalised shirts can be ordered during registration process.

Senior Comp

play cricket
com.au

Sydney 6ers

GRETA - BRANXTON CRICKET CLUB

Please register by 25th September 2020
To assist in preparation for the upcoming season

To register visit playcricket.com.au click on 'Where can I play?' and enter 'Branxton NSW'
Contact gbucricketclub@hotmail.com
or Sean Wright 0429 578 322 and Mark Bercini 0408 429 710

To claim Active Kids Voucher go to <https://www.service.nsw.gov.au/transaction/apply-active-kids-voucher>

Dads Tuning in to Kids

a free six session program just for DADS!

Would you like to learn how to:

- Help your child manage feelings such as worry, frustration and anger?
- be better at understanding your child?



DADS Tuning in to Kids teaches you how to help your child understand and manage feelings, (*"emotional intelligence"*). Children with good emotional intelligence:

- have greater success with making and keeping friends
- have better concentration at school
- are more able to calm down when upset or angry
- are more able to manage conflict with peers

Where:

This program will be via **ZOOM**

When:

Six Tuesdays from **13th October 2020** to **17th November 2020**

Time:

10am to 12pm

How to be part of the program

Please contact Cessnock Family Support on 4990 4507 to register

Dads need to have their kids in their care to be able to attend the program



If you are unable to attend this program, but wish to register for **future** programs, please contact

Cessnock Family Support Service on 49904507 to express your interest.

Funding for this program is provided by NSW Department of Communities and Justice.

MANAGING CHILD ANXIETY AND CHALLENGING BEHAVIOURAL RESPONSES TO COVID-19

The Covid-19 pandemic has impacted all of us in some way. Our children and young people may be experiencing anxiety for the first time as a result of these challenging times. Join with other parents and carers from the comfort of your home via Zoom to hear Natalie Pittman – Education Officer (Behaviour Support) talk to you about ways you can support your child.

WHEN: Tuesday 15th
September

TIME: 7.00pm

RSVP: cath.garrett-jones@mn.catholic.edu.au
for a Zoom invitation
link.



St Nicholas Early Education's newest service is

now open at Branxton!

St Nick's Branxton offers a range of natural and man-made play spaces, purposefully designed so children can experience, explore, discover, take risks, derive meaning and solve problems.

Some of Branxton's key features include its immersive natural outdoor play spaces with large sandstone sandpits, mud kitchen, bicycle tracks and garden beds; open-plan classrooms with plenty of natural light and well-equipped to cater to children of all different interests; and co-location with Rosary Park Primary School, offering a convenient one-stop drop-off and pick-up for parents with children attending both services.

In line with St Nicholas' commitment to supporting working parents, the service also offers long daycare hours (6am – 6pm), with meals, snacks, nappies and cot linen all included with daily care.

We'd love to give you a personalised tour to share more about how we can help support your family needs, and hear your thoughts.

Call 0491 200 578 or email
branxton@stnicholasmn.org.au
 to book in your tour.


St Nicholas Early Education
 DIOCESE OF MAITLAND-NEWCASTLE


www.stnicholasmn.org.au

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