



## SCHOOL NEWSLETTER

**Term 1 Week 6 2021**

**Tuesday 2<sup>nd</sup> March**

Rosary Park Catholic School

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*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.**

March		April	
<b>Tue 2<sup>nd</sup></b>	Kinder 2022 enrolments open	<b>Thur 1<sup>st</sup></b>	<b>Holy Thursday</b> <b>LAST DAY OF TERM 1: Easter Liturgy</b> <i>Out of uniform (gold coin donation)</i>
<b>Wed 10<sup>th</sup></b>	P & F Meeting	<b>Mon 19<sup>th</sup></b>	<b>SCHOOL RETURNS TERM 2</b>
<b>Tues 24<sup>th</sup> – Thurs 26<sup>th</sup></b>	NAPLAN Practice Tests Year 3 and 5	<b>Fri 23<sup>rd</sup></b>	ANZAC DAY Ceremony

### Principal's Message

Dear Parents/Carers,

Pope Francis: **"Love of God and love of neighbour are inseparable. They are two sides of the same coin: lived together they are the true strength of believers."**

### Parent Teacher Conversations

The beginning of each school year is such an important time and one whereby teachers are working hard to formulate positive relationships with their students. A learning environment based on trust, where students feel safe to share their ideas and comfortable to make mistakes can set the scene for a successful school year, for each child.

Our teachers have been forming these positive relationships over the last few weeks by getting to know your child; finding out their strengths as learners, their passions, hobbies, challenges and goals they have for the year ahead. It has been a joy to watch Kindergarten begin their journey of primary school. The provocations set up by our Kinder teachers (as part of Successful Foundations) has created a wonderful space for our little ones to play.

Research has shown that students achieve more in school when their parents are actively involved in their education. Parental involvement not only enhances academic performance, but also has a positive influence on a child's attitude and behaviour. A parent's interest and encouragement in a child's education can influence the child's attitude towards school, classroom conduct, self-esteem, absenteeism, and motivation in a positive manner.

In weeks 9 and 10 (from Monday 22 March), teachers we will be holding parent/teacher interviews where parents **are encouraged** to make an appointment with their child's teacher to discuss their child's start to the academic year and their goals for 2021. Further details about how to book a time are contained later in the newsletter.

### **Assemblies**

Last Friday, we started our whole school awards assemblies for 2021. We remain COVID bound by a 15-minute time frame with these, so we cannot have a class sharing time nor have the band play as we still cannot sing as a whole school. We will continue to film these occasions and share with families.

### **Cultures of thinking**

This is a major focus of our approach to learning at Rosary Park. It features prominently in our School Improvement Plan.

Cultures of thinking is defined as *"places where a group's collective as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all group members"*. The concept draws on the research of Ron Ritchhart at Harvard University, which shows that when schools become cultures of thinking, the learning of all members improves.

For teachers at Rosary Park, cultures of thinking means we value the thinking of every child in our classrooms, from Kinder to Year 6, knowing that thinking leads to learning. We value thinking by making time for thinking, using language that values thinking and prompts deeper thinking, making our own thinking and that of the students visible, and using classroom routines that encourage thinking.

As cultures of thinking is not an add-on to the curriculum, just a better way of engaging children in their learning, teachers come away from professional learning in this area ready to improve their classroom practice immediately. I look forward to us continuing to evolve thinking in the classroom.

### **Gifted Education**

We are now in our fourth year of the CSO (Catholic Schools Office) key initiative that promotes and supports gifted students in our school. An integral component of this initiative is the role of the GEM (Gifted Education Mentor) who supports students and teachers in our school. Jessica Mead is the GEM at Rosary Park.

### **Parent Interviews in Weeks 9-10**

Interviews can be scheduled with your child's teacher to discuss their progress and set goals for them for the academic year during weeks 9 and 10 this term. Interview appointments with your child's teacher are to be made via Compass.

#### **Booking on your phone**

Parents can book an interview by clicking the 3 bars on the top left-hand side and selecting the 'Conferences' button then selecting 'Parent Teacher Interviews 2021'. You will then be led through to select your child, their teacher and will then be shown the available time slots. You can then choose the most suitable timeslot and book your interview with the teachers.

The online Compass parent interview system will open this **Monday 8<sup>th</sup> March** at 9am and will close at 9am **Thursday 18<sup>th</sup> March**.

After 18th March you will no longer be able to make or change a booking with a teacher via Compass. You will need to contact the admin email. Likewise, if you are no longer able to keep the interview time, it is your responsibility to contact the school directly and make another time.

### **Our Commitment to Learning**

It is extremely important that children are at school every day and they are there for the whole day. As you know we have a brief Monday morning assembly only as we make a school wide commitment to commencing literacy teaching promptly each morning- that is Spelling Mastery Years 3-6 and Initial Lit in Kindergarten -year 2. If your child is late, they are missing vital and explicit learning in spelling and reading.

Similarly, their learning continues until 3pm. Normally our afternoon timetable consists of HSIE, Science and Creative Arts activities which are also a very important part of a child's learning with creativity, collaboration and problem solving forming key aspects of these lessons.

I would discourage you from continually taking your child early as not only is it disrupting your child's learning, it interrupts other children's learning and the class teacher's focus on teaching with constant phone calls to the classroom. If there are extenuating circumstances as to why your child needs to leave early, please write to your child's teacher giving reasons why. Our staff and children thank you in anticipation for your commitment to learning for all our children.

Please ensure that you explain your child's absence from school preferably via Compass. You have seven days to do this. The Education Act mandates that we as a school and system are to monitor children's attendance at school.

Children with excessive days off school may be asked to provide medical certificates and attend a school meeting to improve attendance.

### **Online Safety**

Office of Safeguarding eSafety Schools are often asked how to safeguard children in terms of "digital safety", our advice is always to monitor very closely what your child is doing when using technology. Every year new social media sites become popular, which then results in issues for students who may have negative comments made about them, in some cases cyberbullying also occurs.

The Australian Government has excellent information on the following website around safety, I encourage parents to visit this site whenever you are unsure how appropriate content is for your child <https://www.esafety.gov.au/parents>.

The comments we often hear from parents are "I don't want my child to miss out", "everyone else is online", "my child has a tantrum if I refuse them screen time" and so on. Rather than worrying that our child will be left out, focus more on what you believe to be in their best interests. All social media sites have age limits for good reasons, such as inappropriate content and reduced security.

Your digital footprint can **NEVER be erased**.

### **Mobile Phone Policy**

Rosary Park School Executive team and staff have been developing a Mobile Phone Policy as we understand that there are times when a student may require a mobile device or smart watch at school to use in some circumstances for afterschool use.

Personal Technology refers to any device of a technological nature that students are able to bring to and from school. It includes, but is not limited to, mobile phones/smart phones, Apple/Android Smart watches, iPods, iPads, tablet/slate devices and electronic gaming devices.

For the purpose of this policy, it **DOES NOT** refer to current laptop computers/tablets a part of the 1:1 Device Program respective Program Participation Agreement.

Rosary Park Catholic School, Branxton recognises the important role that Personal Technology does, and can, play in the lives and education of our students.

Our expectation is a mobile phone device is brought to school for parents to communicate with their child on their way to/from school. It is not brought to school for any other purpose. The expected method regarding changes in travel arrangements is that parents contact the school office informing them of any changes which will then be communicated to the child.

Students and staff will adhere to the following expectations in reference to the use of a Personal Technology Device (PTD) at school:

1. As a rule, if a student has a PTD at school, it must be switched off at all times, on aeroplane mode or ideally left at home. It must be out of sight. This specifically includes before school, recess, lunch, on bus duty and during classes.
2. Apple/Android smart watches must be on **Do Not Disturb mode** at all times. It is preferred that these are *left at home*. If a child uses the device to communicate or call someone whilst at school, the device is no longer permitted at school.

Whilst permitting students to access PTD for the above mentioned purposes, **the school accepts no responsibility for the loss, theft, damage or misuse of any device.**

### **NAPLAN**

This year the National Testing for year 3 and 5 students will be online again this year **11-21 May** (except for writing). Please be aware of these important dates.

### **Catholic Schools Week**

Our diocese has moved this date to 3-7 May.

Kind regards,

Sallyanne Stanbridge (Principal)

## **Assistant Principal's Message**

### **Reminder FRIDAY 19<sup>th</sup> March-wear something orange!**

Friday 19<sup>th</sup> March marks the 11<sup>th</sup> National Day of Action against Bullying and Violence and we will celebrate Harmony Day also on this day, as this celebrates Australia's cultural diversity. It is about inclusiveness, respect and a sense of belonging for everyone.

Children are asked to wear something **orange** (an orange t shirt, socks, hair band, hat) **on Friday 19<sup>th</sup> March, 2021** as we will be celebrating Harmony Day and the National Day of Action against Bullying and Violence.



The National day of Action against Bullying is an important day to mark Australian school communities standing together against bullying and violence and School communities across the nation are the key drivers of the NDA and proudly represent eleven years of positive action. (<https://bullyingnoway.gov.au/>).

The definition below is taken from <https://bullyingnoway.gov.au/understanding-bullying> and presents a clear explanation of what bullying is.

Bullying is an **ongoing** and **deliberate misuse of power** in relationships through **repeated verbal, physical and/or social behaviour** that intends to cause physical, social and/or psychological harm. It can involve an **individual or a group** misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen **in person or online**, via various digital platforms and devices and it can be **obvious** (overt) or **hidden** (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have **immediate, medium and long-term effects** on those involved, including **bystanders**. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

This link <https://bullyingnoway.gov.au/resources/fact-sheets/fact-sheets-for-families> will provide you with parent fact sheet on this topic.

## Harmony Day

Harmony Week is a time to celebrate Australian multiculturalism, and the successful integration of migrants into our community. Australia is one of the most successful multicultural countries in the world and we should celebrate this and work to maintain it. The message of Harmony Week is everyone belongs. It is about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values.

Wishing you all a great week,

Louise Kevin

Assistant Principal

## Religious Education Coordinator's Message

Rosary Park is a Mercy school, which means we were founded by the Sisters of Mercy.

### Catherine McAuley

Catherine McAuley was an Irish woman who founded the Congregation of the Sisters of Mercy on 12 December 1831 in Dublin. Within ten years, twelve convents were established in Ireland along with another two in England. Catherine who had known both wealth and poverty, had encouraged so many others to dedicate their lives to helping the sick and poor as she herself did before she died in 1841. Mother M. Vincent McMahon led a foundation group to Ennis in County

Clare in 1854. It was this congregation that Dr James Murray, who prioritised the education of children of his Parochial districts, invited some of the sisters to come to Australia to assist in Parish work. These same sisters arrived in Braxton in 1886.

In 2020, part of our school's improvement plan was to revise our current vision and mission statements and develop and implement programs to enrich the Mercy Charism at Rosary Park.

Late last year we met together as a staff and renewed our Vision and Mission statements to better reflect our school's ethos and tradition.

**Vision Statement:**

In the light of Christ we love, serve and learn as a caring faith community.

**Mission Statement:**

Founded on the Mercy tradition, Rosary Park educates and nurtures the faith and well-being of all through:

- service
- respect
- hospitality
- compassion
- justice
- courage

Our school's mission statement includes the six Mercy Pillars. This term, teachers are working together creating lessons to develop student's knowledge with these pillars to ensure our school's ethos continues. In the following Newsletters, I will introduce each of the six Mercy Pillars and provide a definition. Hopefully this can help encourage conversations at home.

**Weekend Mass Times**

It is always lovely for children and their families to attend Mass in our Parish. Currently Mass is celebrated at 6:00pm Vigil (each Saturday) at St. Brigid's Braxton and at St. Catherine's Greta at 8:00am.

Have a lovely week and may God bless you always,  
Amber van Duuren  
Acting Religious Education Coordinator

An education in the Mercy tradition  
invites us to take up a challenge –  
one that encourages us to develop fully  
our own God given talents.

At the same time, it enkindles  
within us a desire to assist others,  
so that they too 'may have life, and  
have it to the full.' (John 10:10)



## Primary Coordinator's Message

### Student Leadership Model

At Rosary Park we have recently made changes to our Leadership Policy. In Year 5, children are asked to nominate a service team they would like to be a part of. The children are encouraged to think of their interests and skills and join the group that best suits them. The 4 teams are:

- Mercy Team
- Environmental Team
- PBL (Positive Behaviours for Learning) Team
- Active Lifestyle Team

Towards the end of Year 5 the students are asked to nominate someone in their team to be the team leader. The children who are nominated are able to prepare a speech to present in front of the school and children from Years 2-5 vote in one leader from each team to become the 4 school leaders.

The teams meet each term to set goals and organise how the team will achieve them. These meetings are directed by a staff member, but the students need to devise the plan and then meet with the principal, Sallyanne Stanbridge, to discuss their goals and their plan for achieving them. The initial meetings for 2021 have been held and the leaders are ready to meet with Ms Stanbridge in the next fortnight to put forward their plans.

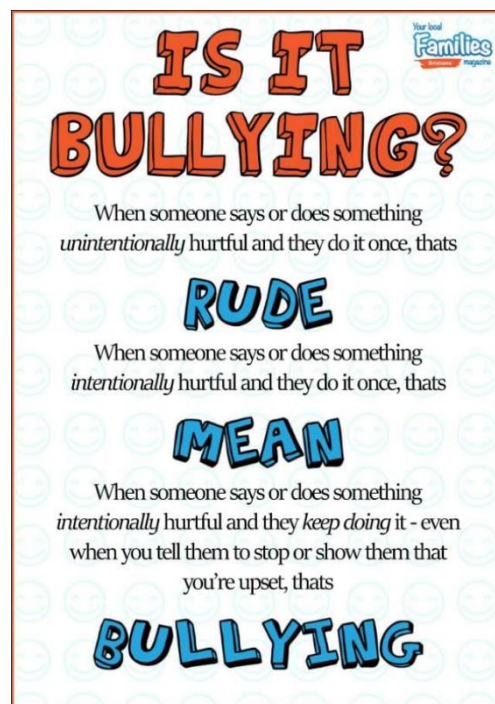
It is exciting to see what promoting student voice in our school might achieve. We look forward to witnessing students working responsibly and collaboratively to achieve goals they are passionate about. Keep your eye on the newsletter later in the term to read about some of these initiatives.

### Words on Bullying

The word "Bullying" is often misused in society by the media, on social media and by children. When discussing bullying behaviours, it is important that we understand what bullying is and what it is not.

Rosary Park has an "Anti-Bullying Handbook" that defines bullying as follows:

- *Bullying is deliberate – there is an intention to cause physical and/or psychological pain or discomfort to another person.*
- *Bullying involves the intentional misuse of power in a relationship – there is an actual or perceived unequal relationship that may be based on physical size, age, gender, social status or digital capability and access.*
- *Bullying is ongoing and repeated – bullying behaviour is usually not one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety. Repeated acts of bullying may involve single acts with different targets, as well as multiple acts with the same individual.*
- *Bullying involves behaviours that can cause harm – there is short or long-term physical or psychological harm on those involved, including bystanders. Conflicts or fights between equals, or single incidents are not defined as bullying. These matters are dealt with according to the Wellbeing and Pastoral Care Policy, Conditions of Enrolment and the School Community Code of Conduct.*



*Bullying behaviour is not:*

- *Children not getting along well*
- *A situation of mutual conflict such as teasing or disagreement*
- *Single episodes of hurtful words or actions, or random acts of aggression or intimidation.*

### Roles in Bullying

Our school Anti-Bullying Handbook defines the different roles in bullying. It can be helpful as a parent to discuss these with your child to gauge their involvement in, or knowledge of, bullying behaviours in or around the school.

*Bullying behaviour involves three parties: those that engage in bullying behaviour, those being bullied, and bystanders (those who witness the bullying).*

*Students who bully others often do so to gain status and recognition from their peers. Their bullying behaviour is reinforced when they intimidate their targets and when the peer group fails to challenge those engaged in bullying or reporting the bullying to staff.*

*Students of all ages can be at risk of being bullied for a whole host of reasons, including:*

- *being unassertive or withdrawn.*
- *differing from the majority culture of a school in terms of ethnicity, cultural or religious background, sexual orientation, gender identity, or socio-economic status, having a disability, special education needs or mental health issues.*
- *academic achievement (perceived as a high or low achiever).*
- *having recently transitioned into a school (through natural progression through schools, changing to a new school because of behavioural issues at a previous school or moving to the area).*

*Bystanders (i.e. witnesses to bullying behaviour) can have a powerful effect on either encouraging or inhibiting bullying behaviour. There are three main types of bystander:*

- *followers/assistants – do not initiate but take an active role in the bullying behaviour.*
- *supporters/reinforcers – support the bullying behaviour (overtly or covertly, e.g. by turning a blind eye) but do not take an active role in the bullying behaviour.*
- *defenders – dislike the bullying and try to help the target by intervening, getting teacher support or providing direct support.*

### How can you support your child?

Helping your child to be resilient enough to stand up for themselves or tell another child that their actions have been hurtful is a great place to start. Having regular discussions about the benefit of being a “defender” can help empower your child if they find themselves or their peers in a challenging social situation. It is important to listen to your child and encourage them to speak with a teacher or trusted adult at school if they experience or witness bullying incidents. This is a great first step towards reducing or eliminating these incidents in the future.

At Rosary Park we take all reports of Bullying very seriously. Each incident will be investigated thoroughly. If you have any further questions regarding bullying or our Anti-Bullying Handbook for Schools, please do not hesitate to contact the school.

Janelle Dixon

Primary Coordinator



## Regional Swimming Carnival

On Tuesday, February 16, I had the pleasure of accompanying the Rosary Park Swimming Squad to the Regional Carnival which was held at East Maitland Pool. Our squad members were: - Lilly Allgood, Rubi Barnes, Charli Cole, Will Hanlon, Rae Killick, Tia Killick, Will Ledingham, Korban Longmate, Gemma McCarthy, Hayden O'Donnell, Lisa Olive, Leo Ramsey, Bridie Richards, Xander Utjesenovic, Eddie Walters, Stella Walters and Ethan Wright.

Every member of the squad can be pleased with their efforts and our school can be proud of the way they represented Rosary Park. Your behaviour was excellent and your sportsmanship, to your own teammates and to swimmers from other schools, was to be commended. I was proud to be your Team Manager.

With some of our swimmers only having one race, it was a long day. Below are some photos that showed how we spent our time!



Congratulations to Will Ledingham, Korban Longmate and Bridie Richards who qualified for the Diocesan Carnival!

Debbie Parkes

## STEM Club (Tuesdays, Wednesdays and Thursdays at lunchtime for Years 3-6)

Rosary Park's STEM Club (Science, Technology, Engineering, Mathematics) is open to students from Year 3 upwards. The Club is open during lunch on Tuesdays, Wednesdays and Thursdays. We regularly have over 25 students attend STEM Club (as such, students with a BYOD device are asked to bring that device to STEM Club, to maximize the availability of devices for younger students).

The activities in our STEM Club are designed to foster a culture of:

- creative agency
- experimentation, exploration and problem-solving
- respectful sharing and collaboration
- applying computational thinking to areas beyond computing

For example, recently, students have been using their collaborative skills in Minecraft to create and document real-world events and situations for which they are thankful. We cannot wait to see what other amazing ideas they develop during the year! If you have any questions about our STEM Lunch Club, please contact Andrew Hacker.

## Weekly Awards

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

Week ending 19<sup>th</sup> March, 2021

<b>Class</b>	<b>Class Award One</b>	<b>Class Award Two</b>	<b>MJR Award</b>
<b>Kinder Blue</b>	Arielle Francis	Addison Rattray	Alfie Thomas
<b>Kinder White</b>	Allie Dodd	Baxter Drage	Jack Cooper
<b>Year 1 Blue</b>	Anika Fuller	Amelia Geale	Jaiden Xuereb
<b>Year 1 White</b>	Noah Roessler	Sasha Asio	Max Kummeling
<b>Year 2 Blue</b>	Zane Slomka	Jema Matt	Eliza Dagg
<b>Year 2 White</b>	Lola Murray	Mia Wells	Cooper Clarke
<b>Year 3 Blue</b>	Anouk Findlay-Egerton	Lexi Barlow	Ruby Hampson-Dunn
<b>Year 3 White</b>	Allen Doyle	Liana Rock	Rose Drever
<b>Year 4 Blue</b>	Holly Wilson	Lina Poje	Lacey Norton
<b>Year 4 White</b>	Nate Hamson	Sophie Costello	Miley Robertson
<b>Year 5 Blue</b>	Emily Armstrong	Will Hanlon	Sophie Fox
<b>Year 5 White</b>	Jayden grant	Jayden Slomka	Jeremy Campbell
<b>Year 6</b>	Blake Little	Brody Collins	Isabella Theuma

Week ending 26<sup>th</sup> March, 2021

<b>Class</b>	<b>Class Award One</b>	<b>Class Award Two</b>	<b>MJR Award</b>
<b>Kinder Blue</b>	Hudson Loadsmann	Caelan Gough	Mason Clarke
<b>Kinder White</b>	Annie Harris	Claire Jordan (Year 6)	Adara Evans
<b>Year 1 Blue</b>	Flynn Chard	Blake Collins	Jackson Adney
<b>Year 1 White</b>	Hannah Charnock	Zoey Doyle	Addison Kowalski
<b>Year 2 Blue</b>	Samantha Foot	Kendra Collier	Darby Thomas
<b>Year 2 White</b>	Luke Wright	Charlie Newman	Jesse Olson
<b>Year 3 Blue</b>	Aliyah Papacostas	Logan Knodler	Brooke Healy
<b>Year 3 White</b>	Eadie King	Aden Pople	Ella-Grace Walpole
<b>Year 4 Blue</b>	Robert Campbell	Ebony Manning	Sophia Hedger
<b>Year 4 White</b>	Henry Jackson	Sienna Como	Chelsea Simmons
<b>Year 5 Blue</b>	Eva Haynes	Ethan Wright	Harper Shuttleworth
<b>Year 5 White</b>	Adam Vella	Amy Murray	Gemma McCarthy
<b>Year 6</b>	Gabby Rule	Hugh Dille	Claire Jordan

## Principal's Awards

Amelia Saxby, Lewis Drever, Luke Healy, Brooke Healy, Indi Morgan, Will Heggart, Hudson O'Connor, Bryce Bogacz, Eyden Grieve, Ella Yeomans, Emmie McGregor, Ellie Ayscough and Jaiden Xuereb.



# Open Day St Nick's Branxton

Saturday 13 March, 9:30 - 11:30am

Come and join the fun activities:

- Petting zoo
- Face painting
- BBQ
- Crafts & activities

Register your attendance via our website  
[stnicholasmn.org.au/branxton-open-day](http://stnicholasmn.org.au/branxton-open-day)

With a special  
performance  
from popular  
children's band







# Greta Branxton Football Club 2021

## REGISTER WITH A 5 STAR CLUB

Under 6-7s (mixed & girls teams)	\$35 *
Under 8-11s (mixed & girls teams)	\$60 *
Under 10 & 11s dev squads	\$130 *
Under 12-18s (mixed teams)	\$120 *

\*With use of \$100 'Active Kids' Voucher

Senior teams: Over 35s Fri Mens, Womens Fri,  
All Age Fri & Sat + Zone League 2 Mens \$260  
+ \$5/week refs fees, \$10/week ZL2 for seniors



REGISTRATION, UNIFORM ORDERS & PAYMENT  
ALL ONLINE AT

**WWW.GRETABRANXTONFC.COM.AU**

Head to the website for all extra info or further contact details

Season Kick off 23/24th April, ZL2 11th April

## Good for Kids good for life

### CHOOSE WATER AS A DRINK



We know that water is the best drink to quench thirst and stay hydrated. But sometimes it can be difficult to persuade children to choose water over sugary drinks.

How much water should our kids drink everyday?

1-5 years: 1.25L or 5 glasses

6-12 years: 1.5L or 6 glasses

+ extra water if they have been active and on hot days

Here are some tips to encourage water intake:

- Pack a refillable water bottle for school and when you go out.
- Encourage your child to drink water before, after and during physical activity.
- Be a role model. Make a point of drinking water with your kids.
- Try adding slices of fruits such as lime or lemon to water for extra flavour. You could even try mint or cucumber.
- Try keeping a jug of water in the fridge or adding ice cubes.



Health  
Hunter New England  
Local Health District

HNELHD-GoodForKids@health.nsw.gov.au  
<http://www.goodforkids.nsw.gov.au/>

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