



## SCHOOL NEWSLETTER

**Term 3 Week 2 2023**

**Thursday 27<sup>th</sup> July**

Rosary Park Catholic School  
Station Street, Branxton NSW 2335

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Website: www.branxton.catholic.edu.au

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

Built on Faith, Knowledge, Respect

*The Catholic Diocese of Maitland-Newcastle has an abiding commitment to promote the safety, welfare and wellbeing of children and vulnerable adults - particularly those who participate in the life of the Diocese. All employees are required to undergo a National Police Check and, where legislated, hold a Working with Children Check. Diocesan workers are expected to personally adopt and enact the Diocese's Safeguarding Commitment Statement.*

### IMPORTANT DATES

**Weekly Mass Times: 5pm Saturday Branxton; 8am Sunday Greta**

| JULY                  |  | AUGUST                |  |
|-----------------------|--|-----------------------|--|
| Fri 28 <sup>th</sup>  | PUPIL FREE DAY                                     | Tues 29 <sup>th</sup> | Stage 3 Soccer Gala Day  |
| AUGUST                |  | Thur 31 <sup>st</sup> | Public Speaking – Abermain   |
| Tues 1 <sup>st</sup>  | P and F Meeting @ 6pm                              | SEPTEMBER             |  |
| Wed 2 <sup>nd</sup>   | Diocesan Athletics Carnival                        | Fri 1 <sup>st</sup>   | Father's Day Breakfast – 7:30am  |
| Thur 10 <sup>th</sup> | Kinder & Yr 6 Attend Mass @ 9:15am<br>All Welcome. | Sat 9 <sup>th</sup>   | Branxton Holy Communion – 6pm  |
| Fri 11 <sup>th</sup>  | Athletics Assembly @ 2pm<br>No awards given out    | Tues 12 <sup>th</sup> | Whole School Concert @ Cessnock<br>Performing Arts Centre – 2<br>performances 5pm and 6:45pm |
| Mon 28 <sup>th</sup>  | Stage 2 Soccer Gala Day                            |                       |  |

### ADVANCE NOTICE FOR YOUR DIARY

Wednesday 6<sup>th</sup> December 2023 – Year 6 Farewell Liturgy and Dinner

Friday 8<sup>th</sup> December 2023 – Whole school End of Year Awards at 9:45am

### Principal's Message

Once Jesus was in a certain place praying, and when he had finished, one of his disciples said, 'Lord teach us to pray, just as John taught his disciples.' He said to them, 'Say this when you pray:

"Father, may your name be held holy,

Your kingdom come;

Give us each day our daily bread,

And forgive us our sins,

For we ourselves forgive each one who is in debt to us.

And do not put us to the test"

Luke 11:1-13

Dear Parents/Carers

Welcome back to Term 3. I hope all families had a restful, relaxing holiday. We were certainly treated to lovely weather of cool mornings and some beautiful, sunny winter days.

### **Changes to Positive Behaviour for Learning (PBL) and Consequences**

Our values and behaviour framework at Rosary Park is titled *Positive Behaviour for Learning (PBL)*. It is formed around our six pillars of Mercy (respect, compassion, courage, service, hospitality, justice). This promotes, rewards and expects that children display positive behaviours. Each Monday at our assembly the student PBL leaders outline the rule of the week. This rule becomes the focus across the school and is unpacked and discussed in each class with age-appropriate lessons taught. These rules for the fortnight are devised according to behaviour data collated and what teachers notice whilst on playground duty as areas that need to be a focus and require improvement.

Whilst our PBL framework (attached) promotes positive behaviours, it also has consequences when behaviours are not acceptable. These are titled yellow for minor behaviours and red for behaviours displayed that are major. We have recently revised the consequences that I wish to make all parents aware of.

In summary:

Yellow cards are given for minor breaches of the PBL matrix. The consequence for such behaviours is time off play (at least one play time), community service or walking/reflection time with a duty teacher. Where possible parents will receive a call or email from the investigating teacher. A restorative reflection sheet (attached) will be completed and sent home for further discussion and parent signing. If a child receives three (3) yellow cards in one term this automatically becomes a red card ('major') incident.

If your child receives a 'red card' for what is seen as a serious breach of our positive behaviour expectations, you will receive a call from the investigating teacher about this incident. This red card will result in your child receiving an immediate in school suspension. So, for the entire next school day, your child will complete all class and playground activities in the office overseen by a member of the executive. They will also complete the reflection sheet outlining **their** actions in the incidents. This sheet will be sent home with the child, and you are expected to discuss it with them, sign it and return it to school the next day.

If your child receives a SECOND red card in the term, this will result in an out of school suspension for two days. This will mean that your child will stay home for the next two school days, completing all schoolwork set by their teacher, as well as a reflection sheet. Upon return to school, the parent/s and child must attend a meeting with the principal as per the Diocesan suspension policy. This meeting will set a behaviour plan that the child is expected to adhere to. Any further out of school suspensions will be of five days' duration and referred to the Catholic Schools Office as per the policy.

Our expectation is that positivity will be upheld, and children will demonstrate the pillars of Mercy in all their interactions and behaviours. Your support in upholding the expectations of the positive behaviours and reinforcing this with your child/ren is expected and appreciated.

### **Staffing**

We welcome Mrs Nichola Ellis to the role of Learning Support Teacher taking over from Tiffany Nolan for the rest of 2023. Tiffany starts maternity leave on 26 July.

We also welcome Chloe Morgan back to Rosary Park. She is teaching 5 White for the rest of 2023. Jack Montgomery is teaching 1 White on a paid internship with the University of Newcastle.

Alanna Seysener' s last day at Rosary Park is Friday 1 September. She will then start maternity leave. As of Monday 4<sup>th</sup>, Mrs Emily Capararo will teach Kinder White for the rest of the year. Emily is very familiar with kindergarten, having taught them on numerous casual days.

### **Thank you to our P and F**

Thank you to our Parents and Friends Association for the following recent donations to the school:

The upgrade of the sound system in the hall (\$4009) which is now complete as is the replacement of the gauze in back windows of the office with Crim safe type material (\$2800).

\$2000 for the artificial grass installation at the back of the staffroom and will occur in coming weeks.

\$2000 contribution to the MAT Life skills program that our year 5 children are participating in this term. Year 6 participated in term 2.

All are welcome at our next meeting **Tuesday 1 August 6pm**

### **Hair cuts**

A reminder that if your child has a 'mullet' style haircut, it must not be cut short at the sides, but should be blended in. The hair must NOT touch the collar. Hair that is collar length or longer must be tied back.

*No tracks* cut into the hair.

### **Online Games**

A reminder to parents to monitor closely your child's online interactions. As I have said many times before, devices should always be used by children in a public place in the home, not in bedrooms. That way, adults can monitor children's online interactions. Also, please remember that most social media and games like Fortnite have a minimum age of 12, which means most of our children in primary school *should not* be playing these. For further information, visit: <https://www.esafety.gov.au/kids>

### **Contacting Teachers**

The best outcomes occur for our children when school and home works together. We look forward to continuing to build the strong links between families and school. Your child's teacher is obviously an integral part of this and there may be times during the year, aside from our scheduled parent interviews in term 1, that you need to contact your child's teacher. If so, contact can be made via the school's administration email: [admin@branxton.catholic.edu.au](mailto:admin@branxton.catholic.edu.au) . These emails will be forwarded to the relevant teacher by me or Janelle Dixon (Assistant Principal). Teachers will respond to your email within 2 business days and during the hours of 8am and 5pm.

You can also contact your child's teacher through our office, by leaving a message for them. They will return your call as soon as possible. As you can appreciate, teachers are very busy during the school day so any 'urgent' messages for your child regarding travel arrangements, medications, lunches etc. should be made by calling the office.

### **School Attendance**

***If students miss as little as eight days in a school term, by the end of primary school they will have missed a year of education.***

Education in NSW is compulsory. Principals are legally responsible for keeping accurate records of student attendance. The principal has the right to question parents or carers requests for their child to be absent from school. Principals are also responsible for deciding if the reason for absence is justified.

Parents and carers are asked not to withdraw their children from school for family holidays. If your family holiday is in school time, inform the principal in advance and request leave and/or exemption from school. Any absence from school for 10 school days or more requires an application for exemption. Forms are available from the office. These exemptions *cannot* be issued retrospectively.

It is required under the Education and Public Instruction Act 1987 that a written note explaining a child's absence from school be supplied by the parents or carers. Parents may also communicate absence via the Compass App, by a phone call or email to the school. If advice of absence is not forthcoming *within 7 school days*, then the child is marked 'Absent without Leave.' All absences must be recorded and kept by the school for 7 years.

Principals may request a doctor's certificate if leave is for several days OR there are patterns of absence e.g. every second Monday.

If a child arrives at school after 9.00am, please accompany them to the front office and sign them in with the Compass kiosk. If you are collecting your child before 3.00pm, please come to the front office and sign them out via the Compass kiosk and your child will be called from class to meet you there.

Kind regards,

Sallyanne Stanbridge (Principal)

## Assistant Principal's Message

### NAPLAN 2023

Attached to this newsletter you will find information to help you understand your child's NAPLAN results. As previously stated, children are no longer ranked in "bands". Instead, children will be placed under one of 4 proficiency standards. Exceeding, strong, developing, and needs additional support. Please read the attached information and contact your child's teacher for further explanation if you require it.

It is important to note that NAPLAN is a "point in time" assessment and does not always give an accurate reading of how your child is achieving academically. There are many variables that can impact a child's result, and this is why any questions or concerns are best directed to the class teacher. Many assessments are conducted throughout a school year and all results need to be taken into consideration when reviewing a child's strengths and areas of concern.

Please make sure you read the attached documents "NAPLAN – parent fact sheet" and "NAPLAN – sample Yr 3 ISR".



### **PBL Scope and sequence**

As reported in the final newsletter for term 2, our PBL focus this week has been on respect and centred on racism. Lessons have been taught in age-appropriate ways throughout the school to help teach children in all classes understand what racism is and to empower them to take a stand against it at school, at home and in the community. At Rosary Park we value diversity and the many wonderful cultures we see throughout our school. We would like to send a very strong message to all members of our community that racism is unacceptable.

### **Uniform Reminders**

Teachers have noted this term that we have an increase in children wearing items that are not part of the school uniform. Please ensure that your child is wearing the correct socks and that hair long enough to touch the collar is tied back. We have also noticed a number of students wearing inappropriate jewellery. It is important to note that children may wear ONE necklace with a religious symbol, and a pair of plain earrings – not dangly or ones with hoops wide enough for a finger to be caught in. Please note that this is a safety issue and must be adhered to in order for us to keep everyone safe.

A reminder also to ensure that all jumpers, hats and jackets are clearly labelled with your child's name. With the weather being so cold in the mornings but heating up to quite warm days, many children remove their jumper or jackets while playing at lunch time. It is very difficult to return them to their owner if there is no name or the name has washed off. Please take the time to check your child's uniform items are still clearly labelled.

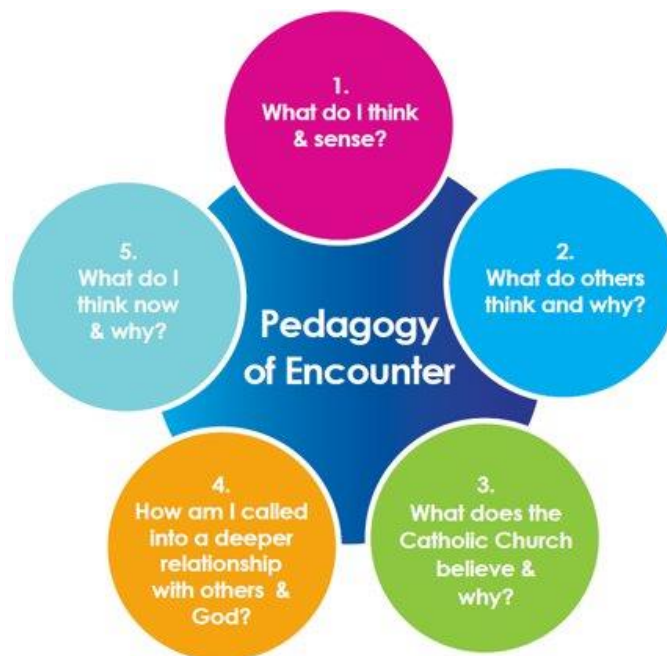
Thanks again for your continued support,

Warm Regards,  
Janelle Dixon  
Assistant Principal

## **Religious Coordinator**

### **Why is Religious Education Important?**

Our religion curriculum has been going through significant changes this year and last year. Kindergarten commenced their journey last year with the new pedagogy of Encounter and Year 1 have started their journey this year. All other grades will gradually be introduced over the coming years, with Year 2 and 3 starting next year.



Why does the new curriculum of Religious Education use the Pedagogy of Encounter (PoE)?

Learning as encounter is a dialogical, relational and optimistic pedagogy. We want our children to be able to communicate effectively in the world, we want our children to develop many positive and healthy relationships, we want our children to be people of hope. Hope saves lives. The PoE forms the How of the learning in the new curriculum.

This pedagogy helps to:

- Build a culture of learning together through collaboration, partnerships and life-giving relationships which enable all to flourish.
- Engage with deep questions through constantly opening up spaces of meaning which engage our Catholic Faith.
- Embrace difference and diversity as the context for dialogue, engagement and a deeper understanding of self, others and God.

These values, skills and capacities all assist to build a kinder, more compassionate, more just world where the dignity of all, based on the Gospel message of Jesus Christ make a difference for a lifetime.

### **Celebration of the Feast Day of Saint Anne and Joachim (Grandparents' Day)**

As the grandparents of Jesus, Saint Anne and Saint Joachim are considered the patron saints of grandparents, with their feast day celebrated on July 23rd. Their love for one another and for Mary is an example to us of how God calls us to live. They also remind us to honour our own grandparents and to thank them for the blessings they have passed down to us in love.

It was lovely to see so many of our grandparents (and elderly friends) at Rosary Park last Friday to celebrate this feast day, and the contribution of all grandparents in the lives of our children. The children loved having their grandparents and elderly friends to show around the school and participate in some fun activities, such as card making or relay games. A special thankyou to Kindergarten staff and children for their hard work in preparing and running the liturgy.





## **St Vincent de Paul Appeal**

A huge thank you to everyone for your generous support of the St Vincent de Paul Appeal. We were overwhelmed with the support provided by families and raised \$400 dollars for people in need.

### **Parish Mass:**

This term all grades will be attending our parish Mass on a Thursday at 9.20am.

|                          |                      |
|--------------------------|----------------------|
| Kindergarten and Year 6: | Thursday 10th August |
| Year 1 and Year 5:       | Thursday 30th August |

God bless,  
Mackenzie Gageler  
Religious Coordinator

## **Sacramental Program**

For those people involved in the Sacramental Program, lessons resume from Monday 7<sup>th</sup> of August, at St Catherine's Hall in Great.

## NAIDOC Week



In Week One we celebrated NAIDOC Week. It was a great opportunity to learn about First Nations cultures and histories.

On Thursday we held our Indigenous Games and Jersey Day. Students learnt about and discussed traditional games called Kai Wed, Buroinjin and Thapumpnan. These games were played by children in the Torres Strait Islands and Northern parts of Australia and promote inclusivity, allowing all children to participate no



matter their skill level.





## Sporting News

Our Rosary Park athletics carnival was a great success. A big thank you to all our parent helpers, we would have not been able to do it without you all. All children did an amazing job and the participation and encouragement towards other students made all of us teachers very proud. See below photos from a fantastic whole school sporting day.

We had a strong team of 45 students attend the Regional Athletics Carnival last Tuesday. The team consisted of Emily A, Shelle C, Phoebe C, Rubi B, Isabella W, Brooklyn O, Ellie Y, Anika F, Charlize L, Teirrah-Jean M, Annie H, Lucy S, Indianna S, Lara D, Aubree C, Marley G, Stella W, Lisa O, Holly N, Matilda M, Jesse C, Liam P, Brody BS, Nicholas L, Lawson M, Joel C, Sam D, Louis D, Madden T, Noah L, Hunter I, Will L, Will M, Cooper S, Jayden M, Logan C, Bryce B, Cohan Y, Luke W, Rawson D, Harry W, Owen S, Jacob L, Hugh M and Brooklyn J.

Congratulations to the following students who have now made it through to the Diocesan Athletics Carnival on the 2<sup>nd</sup> of August at Glendale Athletics Centre: Shelle C, Isabelle W, Brooklyn O, Annie H, Lucy S, Cohan Y, Jesse C and Will M

We will also have an Athletics Awards Ceremony to hand out ribbons and Championship trophies on Friday of week 4, 11th August 2pm. Who will be the winning colour house? Will it be Thorpe, Freeman, Bradman or Fearnley.

### Thank you:

We have had so many of our incredible athletes attend numerous events this year so far. Many parents have had to take time off work to take their children to Regional, Diocesan and Polding sporting events. Some of these events have been hours away. On behalf of the school and our region, thank you for taking the time to do this for our school and the children. We really appreciate all that you do!

### Rugby league:

We had an amazing day at the Knight's 9s Rugby League Gala Day on Tuesday the 27th of June. It was a privilege to take the boys to represent our school and their effort and behaviour was exceptional and we were all so proud of them. There were some injuries throughout the day which was unfortunate, but it was amazing to see the care and compassion we all showed for our friends when they were hurt.

We are so proud of the boys for giving it their all during this Gala Day and we thank all of the parents who came out to support our incredible boys during the day!





### Heads up:

Any student in Years 3, 4,5 or 6 who play soccer and ARE currently registered to play club soccer are invited to put their name down for a gala day this term. Miss Gageler visited classrooms yesterday and wrote down student's names who are interested. If your child did not put their name down but is interested, please let me know by Friday this week (28/7/23).

Mackenzie Gageler  
Sports Coordinator

## Weekly Awards

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

Week ending Friday 23<sup>rd</sup> June 2022 (Week 9)

| <b>Class</b>        | <b>Class Award One</b> | <b>Class Award Two</b> | <b>MJR Award</b> |
|---------------------|------------------------|------------------------|------------------|
| <b>Kinder Blue</b>  | Teren G                | Jesse J                | Vivienne S       |
| <b>Kinder White</b> | Xavier T               | Maci H                 | Bonnie D         |
| <b>Year 1 Blue</b>  | Nic L                  | Hendrix M              | Ava M            |
| <b>Year 1 White</b> | Ava W                  | Angus W                | Callum F         |
| <b>Year 2 Blue</b>  | Baxter D               | Reni S                 | Annie H          |
| <b>Year 2 White</b> | Sofia P                | Hendrix B              | Aramaia M        |
| <b>Year 3 Blue</b>  | Addison K              | Blake C                | Addison S        |
| <b>Year 3 White</b> |                        |                        |                  |
| <b>Year 4 Blue</b>  | Mia W                  | Elijah C               | Kyson C          |
| <b>Year 4 White</b> |                        |                        |                  |
| <b>Year 5 Blue</b>  |                        |                        |                  |
| <b>Year 5 White</b> | Dante S                | Jonah M                | Elsa G           |
| <b>Year 6 Blue</b>  |                        |                        |                  |
| <b>Year 6 White</b> |                        |                        |                  |

Week ending Friday 30<sup>th</sup> June 2022 (week 10)

| <b>Class</b>        | <b>Class Award One</b> | <b>Class Award Two</b> | <b>MJR Award</b> |
|---------------------|------------------------|------------------------|------------------|
| <b>Kinder Blue</b>  |                        |                        |                  |
| <b>Kinder White</b> | Maxx R                 | Porter BS              | Jett I           |
| <b>Year 1 Blue</b>  | Dylan R                | Sawyer D               | Aubrien G        |
| <b>Year 1 White</b> | Ayla B                 | Hallie D               | Scarlett C       |
| <b>Year 2 Blue</b>  | Jesse S                | Jack C                 | Mason C          |
| <b>Year 2 White</b> | Landyn W               | Jayden M               | Anderson P       |
| <b>Year 3 Blue</b>  | Jackson L              | Zoey D                 | Lucy S           |
| <b>Year 3 White</b> |                        |                        |                  |
| <b>Year 4 Blue</b>  | Ezme S                 | Kingsley J             | Taylah B         |
| <b>Year 4 White</b> |                        |                        |                  |
| <b>Year 5 Blue</b>  | Emitee O               | Allen D                | Piper J          |
| <b>Year 5 White</b> | Liana R                | Marley G               | Aliyah P         |
| <b>Year 6 Blue</b>  |                        |                        |                  |
| <b>Year 6 White</b> |                        |                        |                  |

## Principal's Awards

Addison K, Hallie D, Hunter A-L, Harrison A-L, Isla F, Lara T



| Rosary Park Catholic School Positive Behaviour for Learning (PBL) Framework   |  |   |  |  |
|---|--|---|--|--|
| <p>At Rosary Park Catholic School we promote positive student behaviour to support a safe and respectful learning environment for all students. The students are encouraged to show respect, act safely and be prepared to learn at all times. This is achieved through following the Mercy Values of our school, sharing God's love and demonstrating respect, compassion, hospitality, justice and courage in all that they do. Teachers at Rosary Park Catholic School promote positive behaviors by awarding student merit certificates and a weekly Mercy award to a student who has displayed the Mercy value for that week. Teaching staff also give out gotchas in the playground and classroom to students displaying positive behaviours. The gotchas are tallied at the end of the term and the colour house that displays the spirit of Rosary Park Catholic School by collecting the most gotchas will be presented with the Spirit Cup.</p> |  |   |  |  |
| Behaviour Status  | Possible Behaviour/Pattern/s   | Management Strategy (Proactive & Reactive Examples)   | Key People Responsibilities  |  |
| <b>Initial Concerns</b>   | <p>Chatting/moving around the classroom, off task, work refusal, calling out, initial excluding others/name calling, consistent incomplete work, out of character behaviour (minor hands on).</p> <p>If initial concerns continue, parents should be notified at the discretion of the teacher (discuss with grade partner or stage leader if unsure).</p>   | <p>The management strategies identified in initial concerning behaviours may include:</p> <ul style="list-style-type: none"> <li>Moved within the classroom</li> <li>Seated separately to prevent interruptions</li> <li>Time to think about and discuss behaviours individually with class teacher</li> <li>Time out with another class/teacher</li> <li>Walk with teacher at lunch time</li> <li>Community service – assist younger students, sweep, clean up.</li> </ul>   | <p><b>Student</b> - Listen to teachers, follow prevention strategies to improve behaviour,<br/> <b>Classroom Teacher</b> - communicate with child to unpack reasons for behaviours, put management strategies in place, debrief with student behaviour motivators, keep records of behaviours, contact parents if behaviours continue, find ways to praise and reward the child.<br/> <b>Grade partner</b> - support classroom teacher, offer a time out space in their classroom.</p>   |  |
| <b>Minor</b><br>(note: this may not mean a definite yellow card)<br><br>3 yellow cards (in 1 term) results in a Red card and 1 day in school suspension   | <p>Repetitive calling out, showing disrespect to adults, playing in toilets, inappropriate language, hands on, contact (including bagging), defiance, property misuse, continuously off-task, Cyber Safety breach (where individuals are not impacted), inappropriate bus behavior, disrespecting property (own or others).</p>  | <p>The management strategies identified in a Minor incident may include:</p> <ul style="list-style-type: none"> <li>Time off playground – minimum 1 session off play</li> <li>Community service – assist younger students, sweep, clean up.</li> <li>Class teacher notification</li> <li>Minor slip issued and recorded on PBL matrix</li> <li>Restorative conversations between staff and students involved – and sheet filled out</li> </ul>  | <p><b>Student</b> - Listen to teachers, follow prevention strategies to improve behaviour,<br/> <b>Relevant Teacher</b> - inform classroom teacher of incident<br/> <b>Classroom Teacher</b> - communicate with child to unpack reasons for behaviours, put management strategies in place, debrief with student behaviour motivators, keep records of behaviours on Compass, inform parents, discuss behaviours with stage leader</p>   |  |
| <b>Major</b><br>(Note: this may not mean a definite red card) - 2 red cards in 1 term results in a 2 day out of school suspension. A second out of school suspension (regardless of timeframe) will progress to 5 days.   | <p>Abusive language, physical fighting, physical contact with intent to harm, repetitive defiance and disrespect, Cyber Safety breach (where individuals are impacted), dishonesty (stealing, lying, cheating), repetitive harassment or bullying, inappropriate bus behaviour, leaving school grounds without permission, vandalism or wilful damage of property.<br/>         Note: continued major behaviours will result in a behavior plan meeting including Exec, CT, CSO Behaviour Partner and parents.</p>   | <p>The management strategies identified in Major incident may include:</p> <ul style="list-style-type: none"> <li>Parent Notified by duty teacher (supported by exec)</li> <li>Major slip issued and results in 1 day in school suspension (all class and playground time is spent in admin area-no contact with peers)</li> <li>Minimum one school reflection session having restorative conversations with teachers and/or exec</li> <li>Teacher on duty records on Compass.</li> <li>Restorative conversations between staff and students involved – and sheet filled out</li> </ul> | <p><b>Student</b> - Engage in restorative conversations with staff and impacted students<br/> <b>Parents/Guardians</b> - support school processes<br/> <b>Relevant teacher</b> - record behaviours on Compass, inform class teacher, discuss with exec, inform parents of incident and agreed consequence<br/> <b>Class Teacher</b> - involvement in discussions/decision making, follow up with positive parent communication in a timely fashion<br/> <b>LST</b> - behaviour support if required<br/> <b>Assistant Principal/Principal</b> - support class teacher<br/> <b>School Counsellor</b> - assist classroom teacher and parents with supportive strategies</p>   |  |
| <b>Behaviour Plan</b><br><br>A plan will be written up for parents to sign upon return from home suspension. (Unless a plan is already in place)  | <p><b>Implications if consistent behaviour in colour status</b><br/>         Students may not be eligible for participation in representative sport, extra curricula activities and other school activities (this includes overnight camps/treats).<br/>         Students also may not be eligible for involvement or nomination in leadership roles, Sport Captain or School Leadership.<br/>         Participation in curriculum related excursions/incursions/activities may be conditional after discussion between AP/Principal/Parent/Student.<br/>         Individual time frames to be determined Potential suspension (internal/external) Potential alternate enrolment/expulsion from Rosary Park Catholic School.</p> | <p>The Management Strategies identified in Meeting Expectations, Mild and Moderate are applicable in this behaviour status</p> <ul style="list-style-type: none"> <li>Restorative Meeting/Mediation</li> <li>Individual Behaviour Plan – Parent Interview (including student)</li> <li>Internal/External suspension</li> <li>Risk assessment</li> <li>NVCI – Crisis Management</li> <li>Review of enrolment/expulsion</li> </ul>  | <p><b>Student/Parents/Guardians</b> - participate in behaviour plan meetings-set goals, be open to try supports/strategies suggested<br/> <b>Class Teacher</b> - set goals and follow behaviour plan guidelines<br/> <b>Assistant Principal/Principal</b> - participate in behaviour plan meetings, support teachers and LSA's to implement the plan<br/> <b>School Counsellor</b> - support teacher and student with strategies to limit outbursts/encourage positive behaviours<br/> <b>Student Support Unit/CSO</b> - provide guidance and support for exec and staff dealing with highly challenging behaviours, commit to attending behaviour meetings where possible.<br/> <b>Relevant external agency</b> - e.g. Police Liaison Officer<br/> <b>Regional Service Advisor RSA</b> - support enacting details of behaviour plan</p> |  |

Note that not all behaviours or patterns of behaviour need be present for a student to be allocated to a status. External agencies could be consulted at any level.  
 Repetitive behaviour in any category will automatically move a student up to the next level.







## What is a serve of fruit and veg?

Fruits and vegetables are a great source of vital nutrients that support the health of your child's growing body.

It is important to eat a variety of different coloured vegetables and fruit everyday, but do you know how much your child should be eating?

| How many vegetables?   | How much fruit?        |
|------------------------|------------------------|
| 4-8 years = 4 ½ serves | 4-8 years = 1 ½ serves |
| 9-18 years = 5 serves  | 9-18 years = 2 serves  |

### 1 serve of vegetables is:



½ cup cooked vegetables



1 cup leafy or raw salad vegetables



½ medium potato

### 1 serve of fruit is:



1 medium piece e.g. apple, orange, banana or pear



1 cup diced or canned fruit (in natural juice)



2 small pieces e.g. apricots, plums or kiwi fruits

Source: The five food groups (eatforhealth.gov.au)



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

Developed by Hunter New England LHD



Good for Kids acknowledge the traditional owners and custodians of the land that we live and work on as the first people of this country, and pay our respects to Elders past and present.

# EVERY DAY

IN SCHOOL MEANS  
SO MUCH MORE

**1** day a fortnight  
 (M) (T) (W) (T) (X) (F)  
 (M) (T) (W) (T) (F)

**4** weeks per year

**Over 1** year missed over their school life

## YOGA SYNC PROGRAM

Increases concentration, self-esteem  
and a positive mindset,  
for ages 8 – 17 yrs.

# EMPOWERING Kids to Succeed!

Classes include:

- Postures that strengthen the body and release mental, physical and emotional tension.
- Breathing techniques to de-stress and regulate emotions.
- Positive mindset activities that create positive changes and shape new perspectives.

**When:** Term 3, 25th July-19th September

**Time:** Tuesdays 4pm - 5pm

**Place:** Branxton Community Hall

35 Bowen Street, Branxton

**Cost:** \$135 or \$108 Early Bird special

**Bookings ph:** 0402 194 908

**BYO Mat/Towel**



[www.hunteryogasync.com](http://www.hunteryogasync.com)



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