



newsletter

20 August 2020

Term Three

Peer Support
Friday Mornings
Weeks 1-10

Dance Fever
Weeks 2-9

Feast Day Mass
21 August
(students and staff only)

Opti-Minds Regional
Challenge Submission
26 August

Pupil Free Day
4 September

Australia's Biggest
Child Safety Lesson
10 September

Last Day of Term
18 September

Our School Mission Statement



Dear Parents,

Our children are our future and you as parents have the power to enable them to grow in their ability to become well-adjusted young people who are interested in learning and who are curious about the world and willing to look for creative solutions – children who are confident; not extroverted, but confident.

The following suggestions for ways to boost confidence come from “**30 Ways to Boost a Child’s Confidence**” reproduced from NAPCAN.

- Give lots of kisses and cuddles to babies and young children. Smile and talk to them from the earliest age.
- Be consistent – and if you say you will be somewhere or do something at a certain time, do so if you possibly can.
- Give praise for things achieved – like making beds, cleaning their own shoes, cleaning teeth carefully etc.
- Tell children you love them – even when you think they don’t deserve it.
- Explain to children that parents need time to discuss things too. Children often interrupt but as they grow older they will realise they can remember to tell you later and will interrupt you less often. (They love interrupting when you are on the phone!)
- Share daily activities – let your child plan a meal and help prepare it. Share a story. Have meals together at the table (without the TV!)
- Care for yourself. You need time out and rewards to cope with the demands of being a parent. Plan for these regularly.
- Go for a walk, play your favourite tape or CD. If you care for yourself you can more easily care for your children.
- Stay calm and be fair. You are the adult and your child’s teacher. Your child will copy your behaviour. When you feel really stressed as all parents sometimes do, get support and talk it over with someone.
- Reinforce and encourage your child’s good behaviour.
- Spend time with your child. Play with your child, have some fun times or read together.
- When children misbehave let them know they are okay – it’s their behaviour that is not okay.
- Talk together. Talk about every day things as well as big issues with older children.
- Laugh with your children, not at them.
- Let them know you would not be without them.

Have you had a hug today?

Enjoy time this week with your children,
Geraldine Rostirolla
(Principal)

Religious Education



ALL YOU WERE CREATED TO BE – A REFLECTION

A young parrot came home from school upset and confused. “*What’s wrong?*” his mother asked.

“*My beak is what’s wrong!*” Parrot shouted.

“*What’s wrong with your beak? I think it’s beautiful,*” his mother reassured him.

“*All of the other birds have much cooler beaks - ibis, pelicans, kookaburras and budgerigars, all of them!*”

“*You should go and talk to Cockatoo, he’ll know what to do. He’s the wisest of all the birds in the bush,*” said Parrot’s mother. So Parrot flew to the tallest tree in the bush and found Cockatoo.

“*Excuse me Cockatoo, I have a problem,*” said Parrot.

“*What is it Parrot?*” asked Cockatoo. “*How can I help you?*”

“*I have a silly beak*” stated Parrot. “*Why can’t I have a cool beak like an ibis or a pelican, a kookaburra or a budgerigar?*”

“*You’re right,*” agreed Cockatoo, “*they do have cool beaks! Tell me Parrot, do you like eating worms and frogs?*”

“*Yuck! That would be disgusting!*” replied Parrot.

“*Well, that’s what the ibis’s beak is designed for,*” said Cockatoo. “*What about fish?*”

“*I couldn’t think of anything worse!*” declared Parrot.

“*So, a pelican’s beak wouldn’t suit you either,*” reasoned Cockatoo. “*What about snakes and mice?*”

“*No way!*” cried Parrott.

“*OK, so maybe you shouldn’t aspire to have a kookaburra’s beak. Small seeds?*”

“*They’re not so bad, but almonds are my favourite!*” exclaimed Parrot.

“*That’s lucky, I think I have a few here. Would you like one?*” asked Cockatoo.

Parrot’s eyes lit up. “*Yes, please.*”

“*Tell me Parrot, if you had the beak of an ibis, pelican, kookaburra or budgerigar, do you think that you could eat that almond?*”

“*I guess not,*” said Parrot with his mouth full.

“*You see Parrot, you have been designed a certain way, with certain skills, attributes and tastes. Don’t waste your life comparing yourself and being envious of others. Make sure that you know who you are and strive to be the very best version of yourself.*”

Parrot nodded his head in understanding and happily flew home to tell his mother what Cockatoo had taught him.

Each of us is made in the likeness and image of God. May we be all that we were created to be.

(Author Unknown)



THIS SUNDAY'S READINGS

Isaiah 22:19-23

The Lord appoints Eliakim over the house of Judah.

Romans 11:33-36

Who knows the mind of God?

Matthew 16:13-20

Jesus asks, "Who do people say I am?"

For weekly Gospel readings, reflections and meditations go to <http://www.prayasyoucan.com.au/>

[Download this week's parish bulletin @ https://rok.catholic.net.au/parish/mackay-st-josephs/#](https://rok.catholic.net.au/parish/mackay-st-josephs/#)

For Parish News, updates and to book for weekend Masses go to the **Catholic Parishes of North Mackay and Farleigh** Facebook page.

Share in Daily Mass from St Joseph's Cathedral @

https://www.youtube.com/channel/UCQeYD6B2cSvFb4zqStn_Brg

DANIEL MORCOMBE CHILD SAFETY CURRICULUM



Throughout this term, our school will be implementing the Daniel Morcombe Child Safety Curriculum with students in all year levels. The curriculum is based on principles of best practice in child safety education and centres around three key messages: **Recognise, React and Report.**

It is important that these key safety messages are reinforced, both at school and home. I encourage you, wherever possible, to talk with your child about safety to help them stay safe now and in the future.

Information about the Daniel Morcombe Child Safety Curriculum can be found at:

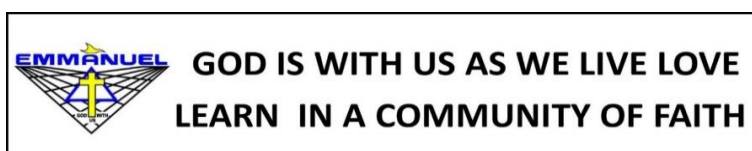
<https://education.qld.gov.au/curriculums/school-curriculum/Pages/danielMorcombe.aspx>.

VIRTUE OF THE FORTNIGHT – EXCELLENCE

The road to EXCELLENCE is always under construction. (Unknown)

Excellence is doing your best. It is giving your very best to any task you do or any relationship you have. When you practice excellence, you are not content to give less than your best. You use your gifts and talents to improve, learn from your mistakes and strive to be your best self. Rather than striving to get everything just right, you strive to excel in your own way.

Excellence is the gradual result of always striving to do better. (Pat Riley)



Noeleen Kliese
Assistant Principal Religious Education

WHOLE SCHOOL APPROACH TO SPELLING

Over the past two years the staff at Emmanuel have been reflecting on our approach to the teaching of spelling to assist in the development of a whole school approach which will provide a consistent and effective approach to spelling.

This process has involved the following steps:

1. Gathering evidence of student achievement across the school
2. Consideration of the expectations of the Australian Curriculum
3. Review of the school's spelling scope and sequence
4. Reflection on current practice
5. Professional development on current spelling research and pedagogy

As a result of this process and in accordance with Diocesan wide strategic priorities, this term teachers have adopted an "Inquiry Approach to Spelling" largely based on the work of Christine Topfer. An inquiry approach to spelling acknowledges that spelling is a highly complex task that requires mastery over a long period of time. As teachers, we can support spellers to develop an understanding of how words work through a combination of explicit teaching and an inquiry or problem – solving process. Rather than rote learning a list of words, the focus of spelling should be equipping students with strategies they can apply to new words they encounter.

Over the course of Semester Two, you may notice that spelling lists are no longer part of the homework routine, rather students will be required to complete activities using multiple strategies to assist them in becoming effective spellers.

We believe that effective spelling is based on the premise that spelling is a thinking process requiring learners to notice patterns in words and make connections between words. Learning one word provides insights how to spell and understand many other related words.

"I see and I forget. I hear and I remember. I do and I understand." (Confucius)

Learning to spell is a complex task for many students. It involves language knowledge of phonetic, visual and morphemic (meaning) strategies. To be successful, students must learn which letters go together to reproduce standard spelling.






The major purpose for learning to spell proficiently is to enable the writer to convey his/her meaning as clearly as possible and to enable the reader to read easily and understand what is written.

This semester teachers are committed to adopting an inquiry-based word study approach and developing word conscious classrooms. This approach explicitly teaches children 5 key strategies to deepen their spelling knowledge using rich literature as a foundation for word study. Word study involves "doing" things with words – examining, manipulating, comparing and categorizing. Word Study offers students the opportunity to make their own discoveries about how words work. The five strategies used are: sound; visual; meaning; connecting and checking. Effective spellers use a combination of all of these strategies to remember how to spell words.

I have attached an outline of the 5 key Spelling Strategies to assist you in supporting your children at home.

SPELLING STRATEGIES

Good spellers use a combination of all these ways to remember how to spell words

Sound 	Visual 	Meaning 	Connecting 	Checking 
<i>What can I hear? What do I know about what I hear?</i>	<i>What is the shape of the word? What are the patterns within the word?</i>	<i>Does the meaning help with the spelling?</i>	<i>Are any parts like other spelling I know?</i>	<i>How can I be sure?</i>
c-a-t, <u>sh</u> as in ship o could be oh, <u>ough</u> or <u>ow</u>	Tall short, short tall - look rhyming words	Unfolded, triangle/tricycle.	Mnemonics 'piece of pie' Personal connections	Word wall, dictionary thesaurus

Janine Refalo
Assistant Principal Curriculum

APA News

SCHOOL PHOTOS



Parents who have opted to collect photos directly from the school office are asked to do so at your earliest convenience.



Amanda McDonald
Assistant Principal Administration

CELEBRATING LETTER 'P'



Last week our **P**reps were exploring the letter 'p' and celebrated with a special '**P**' day. Some of the students and teachers wore **py**jamas, while others had fun dressing up as **pr**incesses, **pi**rates, **pl**umbers, **pi**lots, **p**eople who deliver **p**izzas, **P**ower Rangers, **p**resents and **P**reps. Activities included making **pi**rate hats, **p**asta necklaces, **p**et **p**uppets, **pi**nwheels and **p**aper **p**izzas with **pe**pperoni. Students **p**layed with **p**arachutes and **p**laydough, constructed things out of **p**addle**p**op sticks and did some **p**uzzles. The sensory **p**late, which allowed students to touch and smell **p**ineapple, **p**awpaw, **p**assionfruit, **p**eas, **p**ears and **p**umpkin was very **p**opular and generated lots of discussion. Our **p**incipal, Miss Rostirolla **p**opped in to decorate a crown fit for a **p**rincess. Miss Smith's **p**uppy, Poppy, also joined the celebration and was **p**atted by more than a few **P**reps. It was a wonderful day, **p**ractically **p**erfect in every way – just like Mary **P**oppins.

A big thank you to everyone who organised costumes and assisted with the organisation of activities on the day.



Sporting News

ATHLETICS UPDATE

The results of the 800m are below. Congratulations to all participants and those who placed in these events.

GIRLS 800m Events				BOYS 800m Events			
12 Years	1	Madison Mooney	Castles	12 Years	1	Brady Misztela	Castles
	2	Chelsea Brandon	Carroll		2	Ryan Kidd	Wallace
	3	Lila McGrath	Wallace		3	Samuel Carless	Carroll
11 Years	1	Mackenzie Neilsen	Carroll	11 Years	1	Lincoln Morgan	Carroll
	2	Eden Apps	McBride		2	Thomas Shepherdson	Wallace
	3	Addison Furini	Carroll		2	Lucas Haack	Castles
10 Years	1	Gabi Stehbens	Carroll	10 Years	2	Ethan Jansen	Carroll
	2	Tahlia Harris-Swift	Wallace		3	Riley Green	Castles
	3	Marli White	Wallace		1	Riley Camilleri	McBride
9 Years	1	Zara Kirby	Carroll	9 Years	2	Jhett Martin	Wallace
	2	Asha Worth	McBride		2	Tanner Alloway	Wallace
	3	Eva Dolphin	McBride		3	Caleb West	Castles
					1	Ethan Mooney	Castles
					2	Jaben Kelly	Wallace
					3	Alfie Gall	Castles

Luke Dodson
HPE Teacher



ABSENT FROM SCHOOL HOTLINE



49948256



DIRECT LINE - AVAILABLE 24 HOURS A DAY

WHEN YOU CALL YOU WILL BE ASKED FOR THE FOLLOWING INFORMATION:

YOUR NAME, STUDENT'S NAME, CLASS, DATE OF ABSENCE, REASON FOR ABSENCE

SCHOOL FEES ARE NOW DUE

Term Three school fees are now **overdue**. We would like to thank those families who have already paid. If you have not yet paid your account, it would be appreciated if you could do so immediately. (This does not apply to those families who have a direct debit/payment plan in place). Please contact the finance office if you need to discuss further.

School
F E E S

Tuckshop News

TUCKSHOP
VOLUNTEERS
NEEDED!

WE NEED YOU!

Please consider volunteering in the tuckshop, even for just a few hours just one day a month. All helpers are very much appreciated.

Please Note: It is imperative that volunteers **DO NOT** attend tuckshop if they are unwell, have anyone at home who is unwell, have been in contact with anyone who has COVID-19 (awaiting test results), or recently returned from overseas. Thank you.

Angie McGowan/Carly Nicholas

VOLUNTEER ROSTER - TERM 3 WEEK 7

Mon 24 August: Fabia Pace
Tues 25 August: Helen Duone
Wed 26 August: Stephen Northam
Thurs 27 August: **HELP WANTED**
Fri 28 August: Mark Ayles
Teresa Crowe
HELP WANTED

