



ST JOSEPH'S SCHOOL

COLERAINE

At St. Joseph's School, we are committed to the teachings of Jesus Christ and the Gospel Values. We believe that all students can achieve high levels of learning, and we are committed to embedding and providing a culture of child safety. We actively promote and respect the cultural diversity of all members of our school community.

WEEKLY REFLECTION

NATIONAL RECONCILIATION WEEK 2023

27 MAY — 3 JUNE

BE A VOICE FOR GENERATIONS

#NTW2023

NTW RECONCILIATION.ORG.AU



**Creator Spirit,
All creation once
declared your glory,
Your laws were
honoured and trusted,
Forgive us our neglect
as our country
approaches
the most critical
moment in its history.**

**Help us to replace our
national shame
With true national
pride by restoring the
dignity of our First
People, whose
antiquity is
Unsurpassed.**

AMEN

NEWSLETTER

Parish Mass Times

1st Sunday of the month - 9 am (Lay-Led), 2nd Sunday of the month - 9 am, 3rd Sunday of the month - 9 am, 4th Sunday of the month - 9 am, 5th Sunday of the month - 9 am Ecumenical Service

67 Read Street, Coleraine VIC 3315 | P 0355752131

E admin@sjcoleraine.catholic.edu.au | W <https://sjcoleraine.catholic.edu.au>

Co-Pastors: Fr Patrick Mugavin & Fr George Kuruvila Principal: Mr Karl Dwyer SAC Chair: Mrs Rhianna Paton

Friday, June 2nd, 2023

ISSUE 16

Dear Families,

Thanks to our teaching staff, who have been busily assessing students and completing reports that will be sent home next week. In Week 8 of the term, teachers have dedicated time to discuss students' achievements this year and set future goals. It's important to note that these conversations are integral to the reporting process, and we stress the importance of students and parents participating in these. Bookings are now available for Student-Led Conferences via the Parent Access Module (PAM). These will be held on Tuesday- Thursday, June 13th and June 15. There is an app to make this process easier. Please refer to the details in this newsletter. If you are still uncertain about how to make a booking, please phone the office as we are more than happy to help.

Congratulations, Olivia and William, for celebrating the Sacrament of Reconciliation for the first time today. We pray this has been an enriching experience for the children and their families. Thank you to Fr George for making himself available to prepare the children.



Karl Dwyer
Principal



We acknowledge the Traditional Owners of the land where we work and live, the Gunditjmara people, and pay our respects to Elders past, present and emerging. We celebrate the stories, culture and traditions of all Aboriginal and Torres Strait Islander communities who also live and work on this land.

Awards

**Leader's
Award**
Toby Barker



For joining in
on outside
games during
recess and
lunch

**Principal's
Award**
Thomas
Fitzgerald



For being a
great help
around the
school and
doing things
without being
asked.

**Behaviour
Blitz Award**
Victor Ly

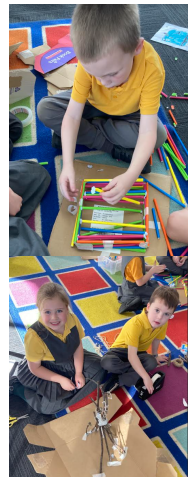


Classroom News - Science News Term 2

LGA - Chemical Sciences (Material World) Topic- What are Things Made Of?

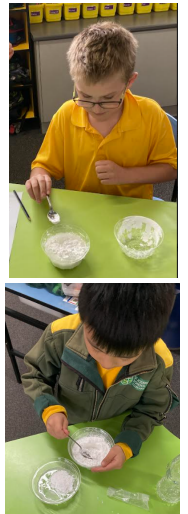
In this Design and Technologies unit, students identified and described how the properties of different materials suit their design purpose.

After we listened to the Three Little Pigs, we discussed - What did the pigs make their houses from? What did the wolf make his house from? Which one was the best house? What is needed to build a strong house? Each team designed and built a house the big, bad wolf couldn't blow down. Some of the materials children used were; straw, cards, marshmallows, sticks and icy pole sticks. We then tested it using a fan. We had so much fun!



LGB - Chemical Sciences (Material World) Topic - Changes of State

In this unit, students learnt that there are three states of matter. They identified different materials as solid, liquid or gas through an engaging, interactive, hands-on experience. They explored how adding or removing heat can affect a material's state of matter through investigations and experiments. This unit involves students working scientifically and using scientific thinking. Last week, we experimented with Corn flour and water. Children had to classify whether it was solid or liquid. It was lots of fun!



LGC Topic - Chemical Sciences (Material World) Unit- Changing Matter

In this science unit, students explored reversible and irreversible changes to matter by using common, everyday substances and considering everyday observations. They examined reversible changes of state and irreversible chemical changes with practical investigations and experiments. On Tuesday, we did an investigation called "Cooling Down Air". We learnt that - The water on the jar in the investigation comes from the air! Air contains a small amount of a gas called water vapour. It is the same substance as liquid water. When water vapour in the air outside the jar is cooled by the ice inside, it changes from a gas to a liquid. Gases condense into liquids when cooled. We can reverse this change by heating the liquid. It will evaporate and become a gas.



We also set up an experiment to show how the water cycle works. We added some blue-coloured water into the bag by carefully pouring it down one side. Zip up the bag and tape it firmly to a (hopefully!!) sunny window or in a warm spot. We will continue to observe the bag after a few days and describe what has happened.



What's happening at St Joseph's?

In the Art Room

Check out F/1's Joan Miró inspired Art!

Joan was a Spanish Artist who was a significant influence for [abstract expressionist](#) artists. He often only used the colours Red, Yellow and Blue in his paintings - with a touch of green. We looked at Lines & Shapes & Colours and filled in shapes using Primary Colours - Red, Yellow, and Blue. We then made green using yellow and blue. Well done LGA!



Year 2 - 6 - Modern Warm and Cool Landscapes.

We have been busy learning about warm and cool colours. One of the artworks this term was Modern, cool, warm landscapes using chalk.

Starting with a black oil pastel and a piece of black paper, children drew rolling hills, rounded mountains and a sun/moon with concentric circles. Next, the children had a choice. They could colour the mountains with warm or cool colours and the opposite with the sky. Cool colours turn the sky into a night sky; warm colours turn it into a daytime sky. Finally, in the last and most important step, children traced over the oil pastel lines again with the black oil pastel and added white highlights with white chalk. They look amazing!!! Well done.



Just wait until you see the next lot of Artwork - Lots of excellent emus and fantastic fish!

Important Messages

SIMON

Simon EVERYWHERE is now available on App Store and Google Play

Thank you to all families who are signed up and now using the **PAM module**.

Simon Everywhere is an App that is available for families to download from the App Store and Google Play for easier access to the PAM features.

Benefits of using the Simon Everywhere App for families are:

- Easier access to the Parent Access Module (PAM) feature rather than clicking on the link our school provided
- For consenting to Activity Permission, recording Parent Notified Absences, and viewing Student Assessment and Reporting and Booking Student-Led Conferences
- Families with students currently attending secondary school who are using Simon Everywhere e.g. Monivae or Good Shepherd can add another school (e.g. St Joseph's School Coleraine) to view both students in the one place
- Receive push notifications directly to you mobile phone

Simon Everywhere is now available on App Store and Google Play.

Your school has joined the growing Simon Everywhere community. By installing the Simon Everywhere app, you will be able to receive push notifications direct to your phone. Plus you will have easy access to all of the great PAM features, such as Assessments, Reports, Activity Permissions and more.

- Search "Simon Everywhere" on App Store or Google Play and install the app
- Launch Simon Everywhere and register with your name and mobile number
- Click Add School and locate your school from the list
- Enter your existing PAM credentials

GET IT ON Google Play

Download on the App Store

simon EVERYWHERE

Please see below for easy instructions on how to download and install the simon Everywhere app, or please contact the school office if you require assistance.

FREE FIREWOOD

For families needing firewood, there is a pile of tree trunks down the goal post end of the school oval for those who would like some. Feel free to collect as much as you like. May need a trailer and a chainsaw if they are too long.



Nourished EVERYDAY

\$30

NUTRITION SEMINAR

SHIFT WORKERS
A guide to eating healthier at work

• HOW TO READ FOOD LABELS
• VOLUME EATING
• MINDFUL EATING
• FOOD FOR MENTAL HEALTH
• SERVING SIZES & WHAT THEY LOOK LIKE
• ALCOHOL
• SIMPLE FOOD SWAPS
• LOSE WEIGHT WITHOUT COUNTING CALORIES
• NUTRITION FOR SHIFT WORKERS
• NUTRITION & TRAVELLING
• HEALTHY EATING IN CHILDREN

CONTACT LAUREY
HELLO@NOURISHEDEVERYDAY.COM.AU
0466254622

SCAN THE QR CODE

QR CODE

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

What is the Nationally Consistent Collection of Data?

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

Who is counted in the data collection?

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

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

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

What does the word 'disability' mean in the NCCD?

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

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

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

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

What sort of help does the school give students?

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

How will the NCCD be different this year?

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

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

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

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

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

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

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

Where can I find out more?

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

St Joseph's Footy Tips

What a tough week of tipping! The competition average was 3.8. Let's hope this week is easier.

#	TIPPER	1	2	3	4	5	6	7	8	9	10	ROUND 11	TOTAL SCORE
1	MitschLang4	5	6	12	8	6	6	6	8	7	8	4 (44)	76 (415)
2	Barker Family	7	6	3	12	7	8	6	8	6	6	4 (21)	73 (355)
3	Benita L	5	5	6	7	5	6	5	6	7	16	3 (28)	71 (285)
4	Hugie T	6	6	4	6	6	9	10	9	5	5	3 (2)	69 (367)
5	JOPO 03	5	5	5	5	6	7	5	8	4	14	4 (5)	68 (247)
6	Ash Lambert	6	4	4	7	8	7	10	7	5	6	4 (1)	68 (376)
7	Karl Dwyer	6	5	5	7	6	8	6	7	6	5	6 (60)	67 (299)
8	Bruning	6	4	5	6	7	8	6	8	7	6	3 (26)	66 (247)
9	Louis GV	4	5	5	6	8	8	6	8	5	8	3 (35)	66 (298)
10	Mr Sinnott Go saints	6	4	5	6	4	7	12	7	5	6	4 (1)	66 (402)
11	Adam Munro	4	6	4	5	6	7	5	7	6	8	5 (13)	63 (332)
12	Abby n Jaxon	3	5	4	6	7	7	6	8	6	7	4 (10)	63 (355)
13	BBQ Chicken Skin	6	5	2	6	8	5	8	6	6	7	4 (12)	63 (404)
14	Em D Go Cats	6	6	4	6	4	8	6	4	8	3	3 (26)	58 (281)
15	Nickayla L	5	6	4	5	6	5	6	4	7	6	2 (39)	56 (401)
16	MunroFamilyx4	5	3	4	6	1	4	6	4	5	3	5 (26)	46 (297)

Upcoming Dates

TERM 2	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Week 7	5/6	6/6	7/6	8/6 Lions Club speeches Grade 5/6 9am- all welcome	9/6 Reports sent home Kids Kitchen Open	10/11
Week 8	12/6 KING'S B'DAY	13/6 Student-Led Conferences (2-5pm)	14/6	15/6 Student-Led Conferences (2-5pm)	16/6 David Enever concert- 11.30am All welcome	17/18
Week 9	19/6 Emma Jo and Dylan competing in Choral Reading- Hamilton Eisteddfod	20/6	21/6 Urban Camp 5/6	22/6 Urban Camp 5/6	23/6 End of term Early Dismissal 2:20 Urban Camp 5/6	