




Term 2 | Week 6 | June 2022

## PRINCIPAL'S MESSAGE



There are many things that I love about the world of technology but there are things I do not.

Increasingly Primary Schools are having to deal with issues that are happening outside of school involving social media as they do impact the lives of children when they come to school.

I ask all parents to take the time to read the following information from The Cottage.

Have a great fortnight,

Craig McNee

Principal



# THE COMMUNITY COTTAGE



## Did you know...

*38% of children have spoken to a stranger online*

*56% of children do not have their profiles set to private*

*65% have shared their passwords with someone*

*48% of children will have been exposed to sexual material online by the age of 13*

*10% of children have sent inappropriate content online*

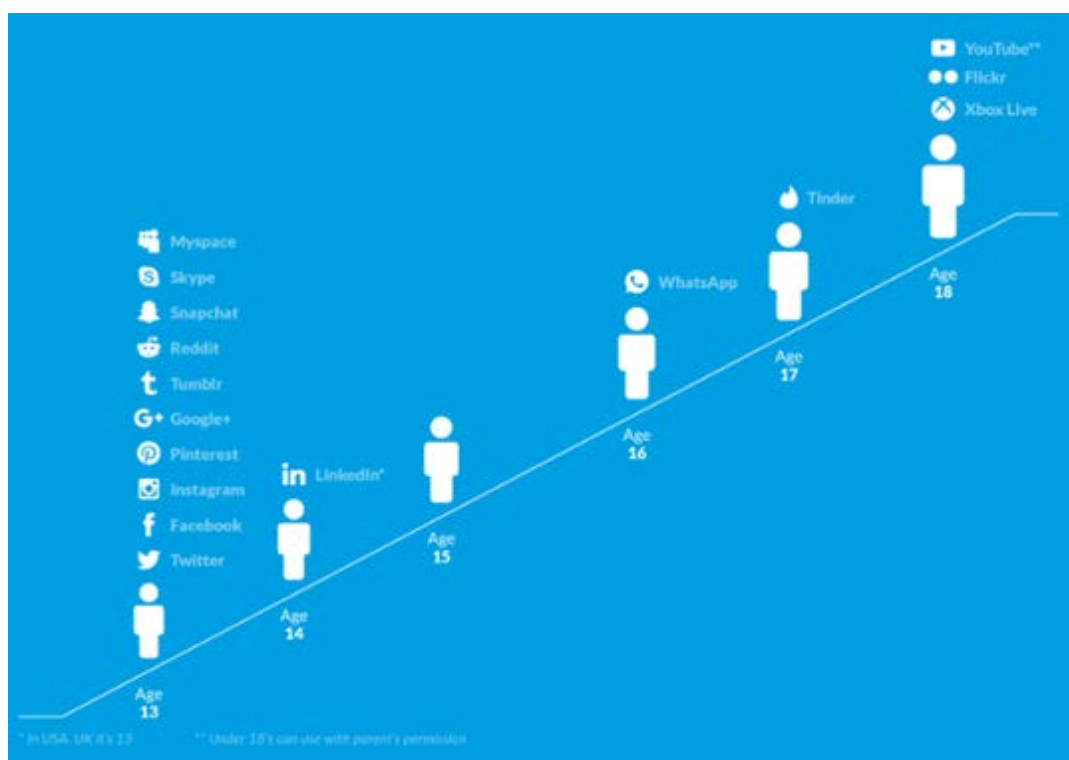
*Do not think this won't be your child, it is better to be safe than sorry!*

Social media is a big part of people's social and creative lives. Children use social media to have fun, make and maintain friendships, share their interests, and develop relationships with their family members. There are positives to engaging online: channel to express creativity, growing digital media literacy, collaborative learning space, sense of connection and belonging to help mental health and wellbeing. The physical age of the child and level of maturity and resilience impact the ability to have positive experiences online.

**HOWEVER**, there are risks to being online, predominantly 4 types (content, contact, conduct, and contract). Some examples include being exposed to inappropriate and upsetting content, uploading inappropriate content, sharing personal information with strangers, cyberbullying, overexposure to targeted marketing, and data breaches.

Think about the following before letting a child go onto the internet or social media unsupervised:

- Does my child have a good sense of responsibility?
- Are they able to stick to the rules?
- Do they show a good understanding of actions and consequences?
- Do they come to me or another trusted adult when they are distressed or if they encounter problems?
- Are they able to withstand a negative online experience?
- Do they understand how privacy settings work and the importance of keeping personal information to themselves?



## Strategies to protect your child online:

- Know the age classification for games, apps and social media platforms. Most users have to be aged 13 and above, Youtube is 18+! You can use [childrenandmedia.org.au](http://childrenandmedia.org.au) to look at games and movie classification ratings. These ratings are there for a reason, to protect your child.
- Consider using child-friendly search engines, for example, Kiddle or Kidtopia.
- Take an active role in discussing the benefits of being online and how they could respond to cyberbullying, other online negative behaviours, or if they accidentally access adult content.
- Have a home-based “Acceptable Use Agreement” – children have rules and expectations in the real world, they should also have these in the online world.
- Use an internet filter and parental controls, and consider using the apps and internet with your child.
- Talk to your child about their online image and what they are doing online, and with whom they are speaking.
- Children often fear telling a parent about an online issue as they think this will result in blocking their access to the computer and internet. Don't threaten to disconnect your child— this will only cause them to keep online problems hidden from you.
- Report any inappropriate content or behaviours, including cyberbullying through the eSafety Commission [www.esafety.gov.au/report](http://www.esafety.gov.au/report)



- You can report directly to the platform if there are inappropriate behaviours, content or images, bullying, or fake accounts.
- Educate yourself as a parent. The eSafety Commission has webinars and a range of articles that provide useful information [www.esafety.gov.au/parents/](http://www.esafety.gov.au/parents/)
- Have the hard conversations with your child – don't choose not to because it makes you uncomfortable. Rather plan what you want to say, listen to them without judgement, and ask a lot of questions. If needed seek support and help from <https://parentline.com.au/other-support-services>
  - If under 8 - Strike a balance between protecting your child and avoiding increasing his/her curiosity. If you are reasonably sure your child has not seen inappropriate content, you may feel that raising the topic will increase curiosity. Do try to respond to your child's curiosity with honesty and candour.
  - For pre-teens 8-12 - They may hear things in the playground or online. They might want to know more, but feel that asking would be embarrassing. Sometimes they may seek information out themselves, or someone else may show them images and videos. If you haven't spoken to your child, now is a good time to start.

If you are facing challenges, feeling stressed, struggling with self-care or just need to talk to someone please reach out to [The Community Cottage](#).



# RELIGIOUS EDUCATION

## FAMILY PARISH MASS

This Saturday evening at 5:00 pm we will be celebrating a Family Parish Mass at St Brendan's Church. We hope as many families as possible might be able to join us. We love involving parents, students and teachers within the Mass, so if you are able to attend, please complete [this form](#). We are looking for parents or students who may be able to read a Prayer of the Faithful in a different language as we celebrate the gift of the Holy Spirit on Pentecost. If you would be willing to participate in our Mass by doing this, please contact Jacqui Fletcher or Alli Foskett.



## PRAYING FOR OUR FAMILIES

We would like to share with you a prayer some of our teachers prepared for a staff meeting recently. Praying as a staff, for our whole school and parish community is an important part of who we are.

### STAFF PRAYER WEEK 4 *year 6*

Loving Father,

We pray for each and every student in our own classroom and in our school. We ask you for a Term filled with success, and for students to work harmoniously with one another.

We pray that our students build strong friendships, and that each student finds a friend who loves them at all times.

We ask for you to bless our students with intelligent hearts and ears that seek knowledge.

We pray for blessings of peace upon every student and parent in our school community.

May we work together, agree with one another, and communicate with each other in unity and understanding as the year winds on.

May parents shower their children with love and compassion, as you shower us with love and compassion.

May parents bring their children up in discipline and instruction, supporting at home the work we do at school.

We ask you for the blessing of endurance, encouragement, and harmony throughout the school year.

May the peace of Christ rule in our hearts, and may we always remember to be thankful.  
Amen.

If you or a member of your family is in need of prayer, please do not hesitate to contact Jacqui Fletcher or Alli Foskett so we may put your intentions before our Loving Father in our weekly staff meeting.

## FIRST EUCHARIST

On Wednesday, 8 June 2022 there is a practice in the Church at 3:30 pm for those children who will be making their First Eucharist. We keep these children in our prayers as they journey towards this sacred encounter with God.

## WINTER APPEAL

This week we will be launching our St Vincent de Paul Winter Appeal. Please keep a look out on Compass and Seesaw for updates.

# SPORT NEWS

## Broken Bay Rugby

Congratulations to Munro P who made the Broken Bay Rugby Team. Munro will be trialling for the Polding Rugby Team in Forbes on June 26 and 27.

Good luck Munro!



# LIBRARY NEWS

National Simultaneous Storytime (NSS) is an annual event that aims to engage children of all ages to enjoy books by creating a sense of excitement around reading. Reading ignites a spark of adventure that children can carry within their hearts well into their adult life. In its 22nd year, NSS was shared with 2 million students across Australia at 11am on 25th May 2022. This year, students listened to the story "Family Tree", a 'feel good' story about family, celebrations and seasons.

The students in Kindergarten, Year One and Year Two listened to the story, drew a picture of their family and wrote their names on a gum leaf. These will be displayed on a large tree in the library.





# STUDENT ACHIEVEMENT

Over the past two weeks our students have been working on writing 'Exciting Endings' and using 'Dynamic Dialogue' to enhance their writing. Step 7: Exciting Endings saw the end of the structural steps of a narrative, which meant we were able to jump back to Step 4: Dynamic Dialogue and work on ways that our students could improve their writing to make it more engaging. In the next week we will be coming to the end of our Seven Steps narrative focus for writing. We are SO excited about the growth our students have made in their writing this term.

## STEP 4: *dynamic dialogue*

### Seven Steps Writing Tips for Families

*what is it?*

Don't tell anyone, but authors 'cheat' when they write – especially when they write dialogue. They cut to the chase to keep things interesting.

Normal conversations go like this:

'Hi.'  
'Hi. How are you?'  
'Good. And you?'  
'Good.'  
'I was thinking of going shopping.'  
'Oh. What for?'  
'My mother gave me some money for my birthday and I need a new jumper.'  
'Sounds great. Count me in.'

In real life we often talk in clichés and ramble a lot. However, reading takes effort, so to keep things moving, writers cut straight to the action. For example:

'Hey, my mum gave me some money for my birthday. Want to go shopping?'  
'Sounds great. Count me in.'



? *action activities*

What can you do at home to support tightening tension?

Record a conversation at home e.g. around the dinner table or in the car. Listen to all the rambling, half-finished sentences and 'umms' and 'ers'. This is great proof that strong writing does not have to be based on real life.



### TOP TIP

Give children a starting line to help them avoid the boring parts. For example, they could come up with a conversation between a ghost and a flying pig? Suggest where to begin:

'Hey! Watch where you're going!'





# STEP 1: exciting endings

## Seven Steps Writing Tips for Families

what is it?

A common problem with childrens' stories is they end on an anticlimax. For example, in this sports story Belinda begs to join the volleyball team, but she isn't very good. Jackie the captain helps her and gradually a friendship forms. At match point in the final game, Belinda sets a perfect ball to Jackie. Here's the last sentence:

Jackie jumped high, hope giving her strength and she hit the ball hard. It landed right in the corner. They'd won! Then they all went home to bed.

Why has the writer tacked on that last line? The answer is they feel something is missing, but they don't know what. We need to show young writers that there are often two parts to ending a story – the action climax and the 'inner' story. The story is not just about volleyball; it needs a celebration of the friendship that has grown between the two girls. For example:

'We did it! We won!' Everyone was yelling and hugging each other. Jackie just turned and looked at Belinda.

'Great set,' she said. Belinda laughed.

'Great hit,' she said.

At last she really was part of the team.

action activities

What can you do at home to support tightening tension?

Many authors actually come up with the ending first and then figure out the story by working backwards. Here's a fun ending: Crocodiles don't like flyspray. Try brainstorming with your children what the story could be. You can be as crazy as you like!



### TOP TIP

We want our students to solve the action part of the story (like winning the final game), but also allow for the characters and their inner journey to be celebrated too. If you think about your favourite movie, it is the characters that you connect with the most.



# HIGHER ABILITY and GIFTED LEARNERS

In Year 5, we have been using problem solving strategies to solve difficult word problems. In the below work sample, we first identified the important information in the word problem. Next, we used the strategy of creating a table to record our calculations and find the solution.

Sophia has three stickers for every two stickers that Ethan has. If Sophia gives Ethan 16 of her stickers, then Ethan will have twice as many stickers as Sophia has. How many stickers do Sophia and Ethan have all together?

Strategy: create a table

$29 + 40 = 60$

|   |   |   |    |    |    |    |
|---|---|---|----|----|----|----|
| S | 3 | 6 | 30 | 33 | 36 | 39 |
| E | 2 | 4 | 20 | 22 | 24 | 26 |

$S = 14$   
 $E = 36$

$S = 20$   
 $E = 40$

In Year 6, we have been exploring the Seven Steps process to improve our writing skills. One of these steps is Sizzling Starts and students are extending themselves beyond the 'sound, action, dialogue' criteria by using figurative language to capture the reader's engagement, including personification and idioms.

"Help me!!!" he said while holding on to the branch. Any longer and he would be swallowed by the storm.

I stared at the tree and all I could remember was the time when my mum said "JIMMY! Put the lollie down. MONEY. DOESN'T. GROW. ON. TREES!!!" So mum, who's laughing now?



# CANTEEN NEWS

## Lunch Orders

Please remember to order your child/ren's lunch. An increasing number of students are coming to the canteen at lunchtime to collect an order that has not been placed. This can be very upsetting for the child involved, and often means they have to wait for Tracey to prepare something for their lunch. Ideally, orders should be placed the night before to avoid the morning rush.

Children are welcome to bring cash to the canteen at lunchtime for snacks.

Please continue to order Recess and Lunch through Compass.

## TO NOTE

### *Phone calls from the School number*

Please ensure you listen to the voicemail that is left by a staff member if you have this service available. Knowing whom you need to speak to when you return the call is vital for your call to be directed to the right person.

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### *Clothing Pool*

Will be open on Friday mornings from 8 am - 9 am for your convenience.

# Staff Spotlight



**Name:** Fiona Scott

**Role at St Brendan's:** Kindergarten Teacher

**Birthday:** 28 December

**Siblings:** One older brother and one younger brother

**Favourite Food:** Fresh fruits

**Favourite Colour:** Green

**What is your favourite thing to do on the weekend?** I enjoy spending time with my family, bushwalking, bike riding, going to the beach and watching AFL (particularly going to live games)

**What is your favourite hobby?** I love all sorts of craft, particularly crocheting, knitting and patchwork

**Anything you'd like us to know about you?** I have worked in a variety of settings (both hospital and schools) and lived in many different areas across Victoria and NSW. I moved to the coast 5 years ago and feel so blessed to be living in such a beautiful part of Australia. I love being part of the St Brendan's community and love seeing my students learn and grow everyday.

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**Name:** Sandra Pazaridis

**Role at St Brendan's:** Year 1 Teacher

**Birthday:** 26 December

**Siblings:** I am an only child - I didn't need to share anything growing up!

**Favourite Food:** Pasta and burgers

**Favourite Colour:** Blue

**Do you have any pets? If so what type of pet?** Guinea pigs and chickens

**What is your favourite thing to do on the weekend?** Walking, reading and going out for dinner with great friends.

**What is your favourite hobby?** I love camping off the grid with family and friends. I also love cooking and eating!

**Anything you'd like us to know about you?** I have three beautiful children that I am proud of and love watching them grow up in our friendly area. As a family, we love going to our local beaches, walk tracks and restaurants, and we feel blessed to be surrounded by such a beautiful environment. I am also proud of my Greek background and love sharing my culture with others, especially Greek dancing and a lamb on the spit!





# IMPORTANT DATES FOR YOUR CALENDAR

## Term 2

|                |   |
|----------------|---|
| <b>4 June</b>  | <b>Parish Family Mass</b>   |
| <b>8 June</b>  | <b>Year 6 Parish Mass - 9:00 am</b>                                   |
| <b>13 June</b> | <b>Queen's Birthday Holiday</b>                                       |
| <b>14 June</b> | <b>Winter Uniform Transition</b>                                      |
| <b>15 June</b> | <b>Year 1 Parish Mass</b>   |
| <b>18 June</b> | <b>First Eucharist Mass</b>   |
| <b>20 June</b> | <b>Cyber Safety Workshop 8:30 am or 6:00 pm</b>                       |
| <b>24 June</b> | <b>Sacred Heart of Jesus Mass 11:00 am - Yr. K-2 hosted by Kinder</b> |
| <b>29 June</b> | <b>CC Soccer Gala Day Yr. 5 &amp; 6</b>                               |
| <b>30 June</b> | <b>NAIDOC Week Liturgy - 9:00 am</b>                                  |
| <b>30 June</b> | <b>Last Day Term 2</b>  |
| <b>1 July</b>  | <b>CSBB Staff Development Day/Pupil Free Day</b>                      |

## Term 3

|                |                         |
|----------------|-------------------------|
| <b>18 July</b> | <b>First Day Term 3</b> |
| <b>3 Aug</b>   | <b>School Photos</b>    |

## Children's Liturgy St Brendan's Church - Saturdays 5:00 pm

**11 June**  
**25 June**