



Our Lady of the Rosary School

Our Lady of the Rosary Parish
Fr Brendan - 9623 1962

Newsletter

TERM 3 WEEK 4

We Follow Jesus

8TH AUGUST 2017

UPCOMING EVENTS

Wednesday 9th August

- Don Bosco - Year 5
- Kinder Intensive Literacy Day

Thursday 10th August

- Nepean Zone Athletics Carnival - Blacktown
- 5.30pm - Education Mass & Feast of St Mary of the Cross MacKillop— Westmead

Friday 11th August

- Year 5 St Dominic's Boys Education Day
- 2.00pm - Celebration of Learning—including 10min performance—Music Bus

Monday 14th August

- Year 2 Intensive Literacy Day

Tuesday 15th August

- Morning Assembly
- Feast of the Assumption of the Blessed Virgin Mary

Wednesday 16th August

- Y4 Extended Assessment Task

Thursday 17th August

- Literacy IL Day
- Y6 Reconciliation

Friday 18th August

- Japanese Students visiting
- Year 2 Excursion Penrith Lakes
- Y3 @ Parish Mass

Monday 21st August

- Voice of Youth Cluster Final

Tuesday 22nd August

- St Nicholas Netball Gala Day
- Y4 Reconciliation

Wednesday 23rd August

- Travel - A-thon Fundraiser & Book Character Parade
- P & F Cup of Noodle Day - Lunch Time

From the Principal

Dear Parents and Friends



St Mary MacKillop Feast Day: 8th August

Today the school community joined in liturgy to celebrate the Feast Day of St Mary of the Cross MacKillop. Saint Mary began our school, then in Putland Street, in 1880. Her Josephite Sisters remained in St Marys from 1880 until 2013.

Mary MacKillop was born in Fitzroy, Melbourne on 15 January 1842 and died in Sydney on 8 August 1901. The years between these two dates tell a remarkable story of an amazing woman.

The daughter of migrant Scottish parents, Mary was born in Melbourne on January 15th, 1842. As the oldest of eight children, she quickly took on a role of responsibility for her family's emotional and, eventually, financial welfare. Although she described her home as 'a most unhappy one', Mary loved both her parents dearly and absorbed from them values of their Catholic Faith that were to sustain her throughout her life. It was this faith that helped Mary look beyond the prejudices of particular Church clergy and gave her the heart to devote her whole life to its welfare.

Mary was a woman of courage, relatively small in stature but had a heart that enabled her to move through challenges and attempts to put Mary 'in her place'. She was convinced that the needs of the Gospel required her Sisters to go to the areas of greatest need.

Her life's story is that of a saint. Mary MacKillop's secret was that she saw things differently. She saw nothing unpleasant in others, instead she saw God in them and respected their basic dignity as human beings.

When Mary MacKillop founded the institute of the Sisters of St Joseph of the Sacred Heart in 1867 – the first order of nuns established by an Australian – her vision was radically different from the traditions of the established orders of nuns from England, Ireland and Europe.

Mary MacKillop was an Australian woman who devoted her life to caring for the poor and defending the rights of all people. Her tireless dedication and trust in God is an inspiration, not just to all Australians, but also to many people throughout the world.

From the Principal cont'd.....

Mary's example was followed by other women and her good work is carried on today by the Sisters of St. Joseph.

Mary MacKillop is an Australian whose spirit can lead us into the future because:

- She reminds us that there are other dimensions in life beside the material
- She was a realist who faced her inadequacies but believed in her dream;
- She calls us all to tenacity and shows us that hope can triumph over despair
- She responded to all in need
- She was a human being in love with God and God's people.

Today as we celebrate St Mary MacKillop's feast day let us continue to learn more about the saint who began our school in 1880 and continue to be inspired by her example. If you have not already done so, I would encourage you to make a journey to her tomb in Mount St North Sydney and visit the museum to learn more about her splendid work.

YOU CAN BE GIFTED AND TALENTED!

Research shows brains are malleable, new neural pathways can be forged and IQ can be improved with the right support and encouragement. When Maryam Mirzakhani died at the tragically early age of 40, the news stories talked of her as a genius. The only woman to win the Fields Medal – the mathematical equivalent of a Nobel prize – and a Stanford professor since the age of 31, this Iranian-born academic started winning gold medals at maths Olympiads in her teens.

It would be easy to assume that someone as special as Mirzakhani must have been one of those gifted children who excel from babyhood. But maths wasn't her interest – reading was. She loved novels and would read anything she could lay her hands on. As for maths, she did rather poorly at it but became interested when her elder brother told her about a famous maths problem that fascinated her and she was hooked. The rest is mathematical history.



Is her background unusual? Apparently not. Most Nobel laureates were unexceptional in childhood. Einstein was slow to talk and was dubbed the dull one by the family maid. He failed the general part of the entry test to Zurich Polytechnic – though they let him in because of high physics and maths scores. He struggled at work initially because he wasn't good enough at machine technology. But he kept plugging away and eventually rewrote the laws of Newtonian mechanics with his theory of relativity.

Lewis Terman, a pioneering American educational psychologist, set up a study in 1921 following youngsters who excelled in the newly available IQ tests, throughout their lives. None ended up as the great thinkers of their age. But he did miss two future Nobel prize winners – Luis Alvarez and William Shockley, both physicists – whom he dismissed from the study as their test scores were not high enough.

There is a canon of research on high performance, built over the last century, which suggests it goes way beyond tested intelligence. On top of that, research is clear that brains are malleable, new neural pathways can be forged, and IQ isn't fixed. Just because you can read Harry Potter at five doesn't mean you will still be ahead of your contemporaries in your teens.

The latest neuroscience and psychological research suggests most people, unless they are cognitively impaired, can reach standards of performance associated in school with the gifted and talented. However, they must be taught the right attitudes and approaches to their learning and develop the attributes of high performers – curiosity, persistence and hard work, for example – an approach called "high performance learning".

From the Principal cont'd.....

Critically, they need the right support in developing those approaches at home as well as at school. So, is there even such a thing as a gifted child? Prof Anders Ericsson, an eminent education psychologist at Florida State University, from his research going back to 1980 into diverse achievements, from music to memory to sport, doesn't think innate talents are at the heart of performance. Deliberate practice, that stretches you every step of the way, and around 10,000 hours of it, is what produces the expert. It's not a magic number – the highest performers move on to doing a whole lot more and, like Mirzakhani, often find their own unique perspective along the way.

Ericsson's memory research is particularly interesting because random students, trained in memory techniques for the study, went on to outperform others thought to have innately superior memories – those you might call gifted. The work of Benjamin Bloom, another distinguished American educationist working in the 1980s, underscores the idea that family is intrinsically important to the concept of high performance.

Bloom's team looked at a group of extraordinarily high-achieving people in disciplines as varied as ballet, swimming, piano, tennis, maths, sculpture and neurology, and interviewed not only the individuals but their parents, too. He found a pattern of parents encouraging and supporting their children, in particular in areas they enjoyed themselves. Bloom's outstanding adults had worked very hard and consistently at something they had become hooked on young, and their parents all emerged as having a strong work ethic themselves.

While the jury is out on giftedness being innate and other factors potentially making the difference, what is certain is that the behaviours associated with high levels of performance are replicable and most can be taught – even traits such as curiosity.

We know how high performers learn. Research in Britain shows the difference parents make if they take part in simple activities in the home, supporting reading for example. That support shows through years later in better results.

Interviews with children who had succeeded at school despite disadvantage showed strong evidence of an adult or adults in the child's life who valued and supported education, either in the immediate or extended family or in the child's wider community. Children talked about the need to work hard at school and to listen in class and keep trying. They referred to key adults who had encouraged those attitudes.

Einstein, the epitome of a genius, clearly had curiosity, character and determination. He struggled against rejection in early life but was undeterred. Did he think he was a genius or even gifted? No. He once wrote: "It's not that I'm so smart, it's just that I stay with problems longer. Most people say that it is the intellect which makes a great scientist. They are wrong: it is character."

And what about Mirzakhani? Her published quotations show someone who was curious and excited by what she did and resilient. One comment sums it up. "Of course, the most rewarding part is the 'Aha' moment, the excitement of discovery and enjoyment of understanding something new – the feeling of being on top of a hill and having a clear view. But most of the time, doing mathematics for me is like being on a long hike with no trail and no end in sight." The trail took her to the heights of original research into mathematics in a cruelly short life. That sounds like unassailable character. Perhaps that was her gift.

Thought for the Week

"Reject no one. You never know what grace can do"
Mary MacKillop 2.6.1867

Have a Blessed Week

Michael Siciliano

PRINCIPAL





From the Assistant Principal's Desk...

Welcome to my desk. In each fortnights newsletter I will add ideas, tips or explanations for parents to help their children at home either in Literacy or Numeracy. If any parents have a question regarding the curriculum that you would like clarified please let me know and I can address this also, usually there is more than one parent with the same question.



Tips for Encouraging Creativity

- Show respect for creative effort. Display children's stories or artwork on refrigerators and bulletin boards. Kids love to see their labors of love at their parents' work places, too.
- Avoid shaming or embarrassing children who experiment through trial and error. Don't say: "What in the WORLD were you thinking of?" Instead offer support, "If that didn't work, try something else; you'll get it." Encourage reasonable risk taking that fuels creativity.
- Stimulate imaginative, independent thought by posing questions. In projects, avoid telling kids exactly what to do. For instance, when making a birdfeeder say, "I wonder what would hold the cracked corn and sunflower seeds. What would you suggest?"
- Resist perfectionism. Don't take over a child's project because you can do it better or faster. (Of course, you can!) Likewise, resist putting finishing touches on a child's project to make it perfect. Respect the learning that takes place while a project is made. That process is more important than the final product. With practice, products improve.
- Avoid discouraging phrases and negativity. Judgmental comments penalize creative experimentation. Resist phrases such as: "No, that's not how you do it; here, let me do it for you," "That would never work," or "Can't you ever do anything right?"

God Bless

Cheryl Fortini

Assistant Principal

RELIGIOUS EDUCATION NEWS at OLR

From the page of the Religious Education Coordinator

Mass times are listed for your convenience.

You are encouraged to join the believing community for Holy Mass at one of the following times.

Saturday 6.00pm.

Sunday 7.30am, 9.00am. 10.30am & 5.30pm

We are blessed to have this extensive choice for Week-end Mass times.

What time is the most suitable time for you and the family to attend Mass?

Sunday, 13 August 2017: Nineteenth Sunday in Ordinary Time - Year A

Gospel Acclamation

Lk 19:38

Alleluia, alleluia!

I hope in the Lord,

I trust in his Word.

Alleluia!

Gospel

Mt 14:22-33

A reading from the holy Gospel according to Matthew

Command me to come to you over the water.



Jesus made the disciples get into the boat and go on ahead to the other side while he would send the crowds away. After sending the crowds away he went up into the hills by himself to pray. When evening came, he was there alone, while the boat, by now far out on the lake, was battling with a heavy sea, for there was a head-wind. In the fourth watch of the night he went towards them, walking on the lake, and when the disciples saw him walking on the lake they were terrified. 'It is a ghost' they said, and cried out in fear. But at once Jesus called out to them, saying, 'Courage! It is I! Do not be afraid.' It was Peter who answered. 'Lord,' he said 'if it is you, tell me to come to you across the water.'

'Come' said Jesus. Then Peter got out of the boat and started walking towards Jesus across the water, but as soon as he felt the force of the wind, he took fright and began to sink. 'Lord! Save me!' he cried. Jesus put out his hand at once and held him. 'Man of little faith,' he said 'why did you doubt?' And as they got into the boat the wind dropped. The men in the boat bowed down before him and said, 'Truly, you are the Son of God.'

Reflection on the Gospel

Although divine power is manifested in dramatic ways, it is also present in what is unassuming. Traces of God can be seen in the delicacy of a violet, in a cool summer breeze, in the blush of innocence, in the fiery eyes of justice. Every one of us lives in the midst of God, breathes the breath of God's life, and is constantly touched by the exquisite artistry of God's creativity. Life itself is a mountain experience of God.

As wonderful as life may be, it can also be very frightening at times. There are misunderstandings and rancour, jealousy and vindictiveness, greed and a hunger for power. Our personal lives can come unravelled and we can feel that we are genuinely 'at sea'. Every human being is tossed about by the exigencies of life. It is at times like these that we need faith in Jesus. Even though we do not recognise him, he is there in the midst of our chaos. Having the power of God, he is the definitive champion of all chaos, and so he is able to allay our fears and calm the sea.

A true experience of God, whether it be within the ordinariness of life or one of life's tribulations, is both transformative and effusive. It is a reality that cannot be contained; it must be proclaimed. Disciples must be ready to do what they can in order that the good news of God's revelation be made known to others.

by Diane Bergant CSS

A VIRTUE is a chosen behaviour in response to what we value. **Virtues put Values into action.**

A VIRTUE is a behaviour which needs to be practised often so that it becomes a habit. When you master a virtue the challenge is to choose another one to practise until it becomes a habit too.

RELIGIOUS EDUCATION NEWS at OLR cont'd.....

2017 Our Lady of the Rosary School Mission Goal:

'All students are to demonstrate understanding of the relationship between

SCRIPTURE → CATHOLIC VALUES → VIRTUES → CHRISTIAN LIFE

VIRTUES - This term our focus is on two **Virtues: Self-control & Forgiveness** and their connection with Catholic Values as derived from Scripture.

SELF-CONTROL: Self-control is about having power and control over your actions. Self-control is having power and control over your emotions, words, actions, impulses and desires; showing perseverance and commitment to achieving goals.; delaying gratification

FORGIVENESS: Forgiveness is about having a willingness to forgive • it is about being gracious toward others • it is about being quick to admit you are wrong, and to apologize.

SELF-CONTROL: What does self-control look like?

People practicing self-control: 1. Think before they act. 2. Control their temper. 3. Make good choices. 4. Follow through with plans and tasks. 5. Behave, even when no one is looking. What does self-control sound like?

People practicing self-control make statements like: —

I feel angry, I need to calm down. - I will call you after I finish my homework. - I know there is a reason for rules, so I obey them. - I have to finish my chores before I can watch T.V. - I'd love to eat all of the cookies, but I am only going to have one. **What does self-control feel like?** When self-control is practiced, a person: Feels a sense of accomplishment when reaching a goal. Enjoys the trust of others. Feels more equipped to handle unexpected problems. Makes and keeps friends easily.

Mrs Colleen Fuller

REC Coordinator

CONSENT FROM PARENTS

If for any reason you **DO NOT** want to have your child's name, photograph, voice (audio), image and Works to be published in hard copy and digital form on school and diocesan websites, school and diocesan social media channels. Materials newspapers and other media for the media for the purpose of promotion and communication of CEDP activities or programs, training materials and resources please advise the school in writing.

FROM THE LIBRARY....
OLR Annual Book Fair - NEXT WEEK!!!

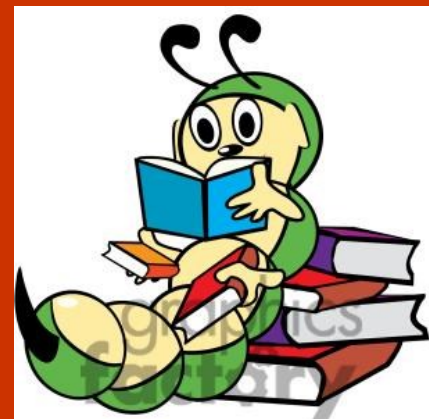


Our annual Book Fair
will be held every day
in Week 5
August 14th to 18th.



Each day from 8:10am to 8:45am and
2:55pm to 3:30pm, students and their
families are welcome in the library to
purchase from a wonderful range of
books, posters and stationery starting
from as little as \$1!!!!

There is a pamphlet coming home this
week which shows a
selection of what will be
available at the fair which
parents can order from if they are
unable to attend.



Come along for some great bargains!!!!

PBS4L

Positive Behaviour in Schools for Learning

- * We are Respectful
- * We are Safe
- * We are Learners



PBS4L update:

In Week 2 of this term OLR introduced a great oarsome card reward system to acknowledge students who are being safe, respectful learners outside of the classroom. These oarsome cards also contribute towards a whole school reward to acknowledge the hard work of all students. There are many ways to receive these oarsome cards. I wonder if your child could share some ways with you?

Here is the chart that all students are using in their classroom to record their oarsome cards.

| Respectful, Safe, Learners are Oarsome | | | | Rowboat |
|--|--|--|--|-----------|
| Name: | | | | |
| | | | | Rowboat |
| | | | | Sailboat |
| | | | | Speedboat |



Congratulations

Rowboat

Coordinator Award
(presented weekly)

Leah Houseman
Jacob Matthews
Kai Satchell
Rose Eibner
Mel Arou
Agok Agok
Atem Achuoth
Krishal Raj

Sailboat

Assistant Principal Award
(presented fortnightly at
Celebration of Learning)

Speedboat

Principal Award
(presented fortnightly at
Celebration of Learning)



Love of Literacy

What Can Parents Do to Nurture Good Writers? A couple of tips...

1. **Reading to your child at home and then having a conversation with them about the book.** Ask questions like; “How did you feel about the book?” “What did the author do to make you feel like that?”. “How did the pictures add to the storyline?” “What really descriptive words did the author use?” “Do you think the author is trying to persuade you to think a particular way?”

2. **Be encouraging of your child's writing.** Sometimes when kids come to you to share what they're writing, they're not coming for feedback. They are coming for affirmation. It's really important we emphasise first and foremost what we really like about it. And if you're going to give feedback, just pick one or two things.

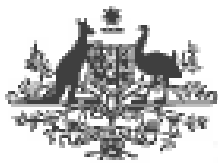
Mrs Burnett

Literacy Instructional Leader

| Term 2 |
|------------------|
| Amariah Gae'e |
| Leah Houseman |
| Joy Kenyi |
| Taara Hariraam |
| Maanya Manocha |
| Jarrod Mantaring |
| William Austria |
| Wilhelm Austria |
| Charlton Golez |
| Arou Arou |
| Lilah Clarke |
| Antonia Awad |
| Angel Elinta |
| Charlotte Nash |

TERM 2 GOLD AWARDS





Australian Government
Royal Australian Mint



To help celebrate the Children's Book Council of Australia Children's Book Week 2017, the Royal Australian Mint, in partnership with Woolworths supermarkets, is releasing three adorable coloured \$2 coins that depict iconic moments from *Possum Magic*, the beloved Australian literary classic by Mem Fox.

The coins will be released through Woolworths supermarkets nation-wide (each Tuesday for a three-week period from 15 August 2017) and may be found in your change when you do your shopping, or even in weeks or months to come as they enter general circulation. The coins can be stored in the collect and keep folder that your child has brought home. What a great way to start a coin collection!

While stocks last.

For more information on this program visit www.ramint.gov.au

Please note that the children were NOT given any folders to take home as indicated above.

Anyone interested in collecting these coins please see Mrs Fortini for the "Possum Magic" Collect & Keep Coin Folder.

OLR TRAVEL-A-THON

Our Travel-a-Thon is on Wednesday 23rd August. Are your children collecting lots of sponsors?

On the day children need to complete 6 activities and they will receive a stamp in their passport for each activity/ space they visit. Then children can collect their sponsorship money and return their sponsor card and money to the school office.

BOOK CHARACTER PARADE

We will be holding a book character parade on Wednesday 23rd August after lunch. Children can come dressed as their favourite book character but remember children will need to be wearing their costumes all day and complete the travel-a-thon in the morning, so please make sure the costumes are comfortable.

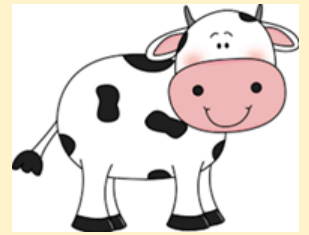
WOOLWORTHS EARN & LEARN

Please remember to shop at Woolworths and collect the earn and learn stickers. You earn 1 sticker for every \$10 spent. Bring the completed sticker sheets and drop them in the box which is located inside the glass doors near the stairs to Year 5.

We are also asking if any parents can donated some time each week to empty the box and check the sheets and prepare them for returning to Woolworths. If you can help can you please contact Debbie Smith at the school.

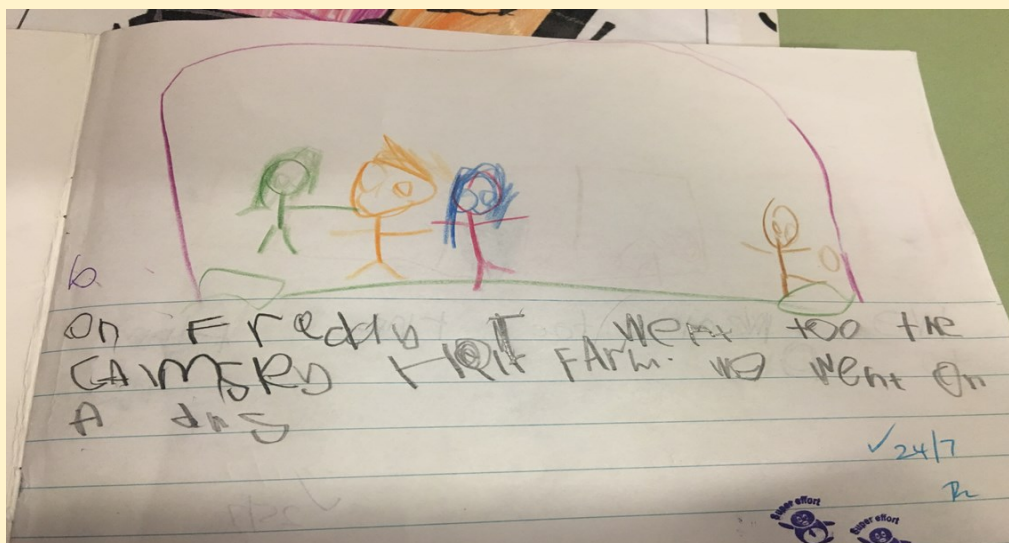


KINDERGARTEN FARM EXCURSION

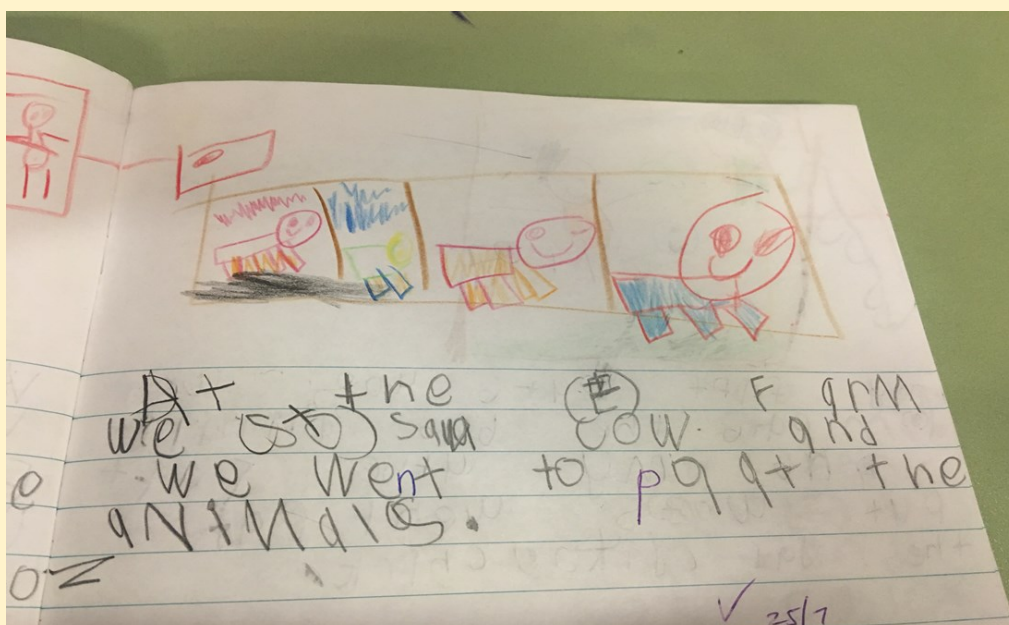


HERE ARE SOME OF KINDERGARTEN'S RECOUNTS OF THE EXCURSION

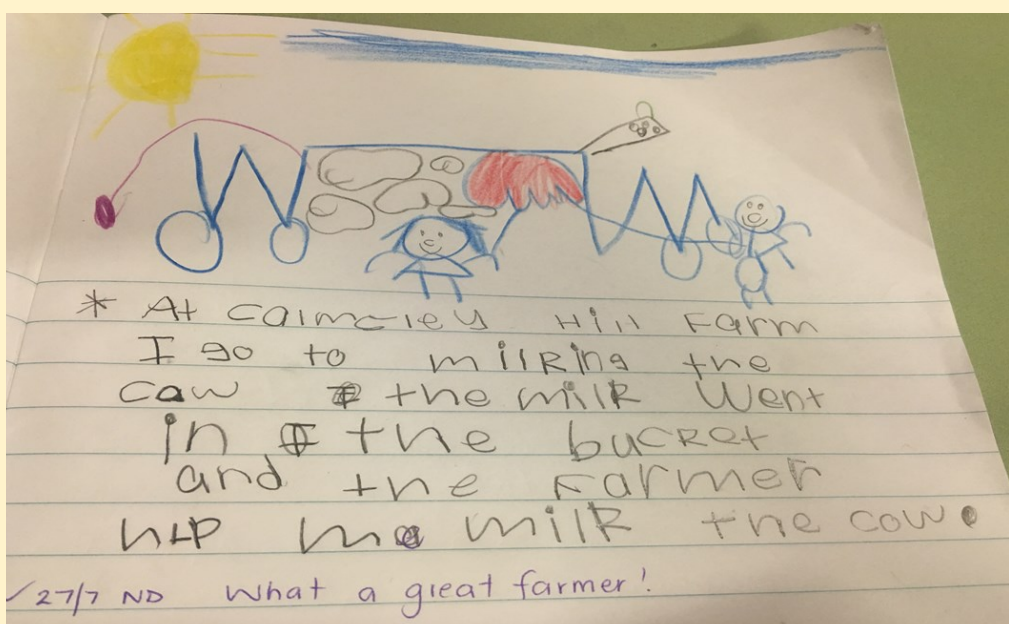
By Joseph
Khairallah

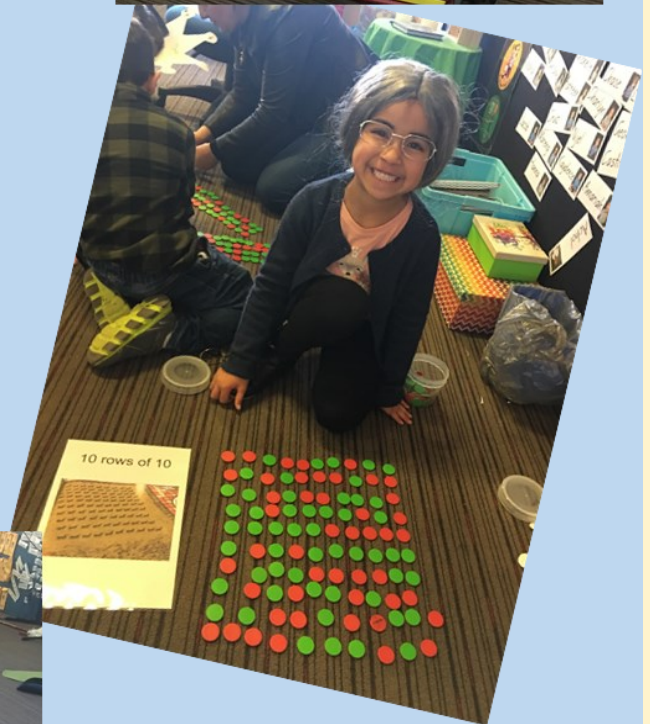


By Quintana
Allen



By Nicholas
Cassar







Transport
for NSW

School travel update

Application information - June 2017

Information for parents, guardians and students

Our school has partnered with Transport for NSW to use the new online School Portal for endorsing school travel applications and submitting School Drive Subsidy and Private Vehicle Conveyance Scheme attendance checks.

You are now able to manage all your school travel needs online including applying for school travel passes, tracking the status of your application and tracking the status of your School Drive Subsidy application and payments.

The application process has also been simplified so that a new or updated application for school travel passes is only needed when a student is:

- applying for a school travel pass for the first time
- requesting an additional pass as a result of a new shared parental responsibility situation (e.g. joint custody).
- changing school or campus
- changing home address
- receiving an expiry notification
- repeating a school year
- changing their name
- requesting a new transport operator.

This means students who are progressing to year 3 and year 7 only need to reapply if they are changing circumstances.

Students who are not residents and are temporarily in Australia can also provide their visa subclass number or exchange program when applying online, making the application and approval process much faster.

Parents, guardians and students can apply or update their details online at:

www.transportnsw.info/school-students

If you do not have access to the internet contact 131 500 for assistance.

Note: Student attendance checks will be available for completion by schools after the last day of semester (1 July 2017).

DIOCESAN NEWS AND EVENTS

Check Oscar Portal for Newsletter Items

FREE FAMILY EVENT

A program of Spiritual Enrichment for families
on the theme of the World Meeting of Families 2018

Gospel of the Family: Joy for the World

Sunday, 27 August 2017
1pm -3.15pm

Mass available 11am
BYO Picnic Lunch
Mt Schoenstatt Family Hall - 230 Fairlight Road,
Mulgoa NSW 2745
Register: 8838 3460 or lmf@parra.catholic.org.au

2017 FAITH IN MARRIAGE SEMINAR

Men, Women & the Mystery of Love

Dr Edward Sri

St Patrick's Cathedral Hall Parramatta
Friday, 8th September 2017
7.30pm sharp

Sponsored by Parousia Media and
Life Marriage & Family Office
Diocese of Parramatta
Register: 8838 3460 or lmf@parra.catholic.org.au

MANDATORY COMPLIANCE AND

GENERAL REMINDERS

Pastoral Care and Student Wellbeing Policy

Our policies and procedures for student wellbeing are based on the Positive Behaviour School framework putting the focus on student learning.

Our behaviour expectations are:

- We are Respectful
- We are Safe
- We are Learners

And our motto is: At OLR I am a Respectful, Safe, Learner.

Behaviour expectations are taught to all students and individual plans are developed for students requiring more intensive support.

In line with the Student Wellbeing Policy, discrimination, harassment or bullying is not permitted. Incidents arising pertaining to these matters need to be conveyed to the class teacher and will be dealt with in an appropriate manner. For further details, visit the school website: www.olorstmarys.catholic.edu.au. The school follows the CEDP Anti-Bullying Policy.

Our Lady of the Rosary policy ensures procedural fairness by following the fair hearing rule, and the right to an unbiased decision. OLR staff neither use, nor sanction, corporal punishment. When an incident occurs which requires the individual to be disciplined, staff ensure that it is dealt with, in an appropriate manner taking into consideration the above requirements.

Supervision at School

Please remember that playground supervision at school commences at 8.15am and concludes at 3.25pm. At afternoon dismissal, children must be collected by 3.15pm. For safety reasons, children should not be at school before or after these times.

School Starting Time

School starts at 8.45am. Children need to be at school by 8.30am so they can have a play and socialise with their friends and go to the toilet before lessons start.

If your child is absent from school

If your child/ren are away from school, please send an explanation note with your child as soon as they return to school, absent notes can also be sent in via the Skoolbag app. If no explanation is received then your child is marked as an unexplained absence. All absences (explained & unexplained) are noted on your child's Semester 1 and 2 Learning Report.

If your child arrives late or leaves early

If your child/ren arrives late for school, you need to bring them into the office and sign them in with an explanation as to why they are late.

If you need to collect your child early from school, you must send a note to the Principal at least the day before you need to pick them up early explaining why they need to leave early and asking for permission.

Photos at School

Due to privacy issues, any photos taken at school or school events should be taken of your own children only. Whole group and class photos are fine to take.

Complaints and Grievances Procedures

From time to time concerns may arise in regard to the school between different stakeholders. The following procedures have been developed to effectively address any such concerns.

Parents

Complaints or grievances pertaining to classroom issues, or that relate to other children are to be dealt with by school personnel. It is not appropriate for parents to approach other parents, or their children, with the intention of resolving the issues.

Who do I see?

- The first point of contact is the student's class teacher. Please contact the school office to make an appointment with the teacher concerned.
- If parents are not satisfied with the solutions offered, or believe that they have not been given a fair hearing, they are encouraged to make an appointment with the Stage Co-ordinator.
- Religious Education Matters can be discussed with the REC if your child's teacher is unable to help you.
- Should the issue remain unresolved after this time, an appointment is made with the Assistant Principal or Principal to further discuss the issues.
- If you would like to raise a concern formally, the Catholic Education Office, Parramatta has procedures for ensuring that complaints are handled fairly. Information about how to lodge a complaint and a complaint form are available from their website www.parra.catholic.edu.au.

Please remember there are usually at least two sides to every story and whilst it is important to listen to the children, it is also important not to draw conclusions or make accusations until all the facts are known.

Students

The procedure for students is:

- If issues arise in the classroom, students are encouraged to speak to their class teacher in order to seek support in finding a resolution.
- Students encountering problems on the playground are asked to talk to the staff member on duty at the time of the incident. If they believe that their concern has not been adequately addressed they are encouraged to speak to their class teacher.
- ***All students at OLR are taught to adopt the school's Three Step Plan to find a resolution. This plan is displayed in each learning area, is discussed regularly in class and forms part of the Student Wellbeing Policy.***
 - ◆ *Try to work out a solution yourself.*
 - ◆ *Ask a friend to help you.*
 - ◆ *Ask a teacher for help.*

Students can also speak to the Co-ordinator, Assistant Principal or Principal, as well as any other staff member about issues they may have.

Ordering Canteen Lunch Orders Online

You can order your child's lunch online at flexischools.com.au. You simply go online and create an account, then you top up your account using either a credit card or direct transfer. Logon and order your child's lunch then the canteen prints your order in the morning, makes your child's lunch and it gets delivered to your child's classroom at lunchtime.

Change of Home or Emergency Contact Details

If you have any changes to your home or emergency contact numbers, please contact the school office as soon as possible. In cases of sickness or emergency, it is important that we have the correct contact details for your child(ren). You can also update your details via the school's skoolbag app under the Parent eForms tab.

Parents Helping/Volunteering at School

Parents are reminded that, if entering the school grounds to help in learning spaces, they are required to sign in at the office on arrival, and sign out on departure and must wear a visitor's badge at all times.

Child Protection Training

If parents are planning on assisting/helping at the school, they are required to first complete the online CEO Child Protection Training. The training is undertaken over the internet at www.childprotection.parra.catholic.edu.au/volunteers.

Step 1: Complete 'Building Child Safe Communities - Undertaking for Volunteers' Form

You will need to complete a Volunteers Form for **each location** that you volunteer. A notification of your successful completion of the form will be sent via e-mail to the volunteering location and also to your email address.

also

Step 2: Complete the online training module

It is a system requirement that the online training module be completed by all volunteers commencing at any of our locations and this training needs to be completed every second year.

Due to Child Protection Legislation both of these modules need to be completed if you wish to volunteer at Our Lady of the Rosary School.

Reminder to Parents

Parents remember if you are entering the school grounds to attend assembly, classroom activities, etc. you are required to sign in at the office on arrival and sign out on departure.

Kiss'n'Drop Zone**Morning Drop Off**

Kiss 'n drop is a drop off/pick up zone only. Parents do not get out of their car. Just pull up at the Kiss 'n drop zone, give your child/ren a kiss and then they depart the car and walk through the gate. If you wish to walk your child into the gate, you need to park in a parking zone (NOT the Kiss'n Drop zone or a No Stopping zone), and then walk your child into school. Please remember that this is not simply a legal matter, but a protocol that needs to be followed to keep our children safe.

Afternoon Pick Up

To use kiss'n'drop in the afternoon you **MUST have a name sign**. For large families, a surname is sufficient. e.g. "BROWN". Please **attach the NAME SIGN to the 'front' of the passenger side sun visor** so it can be flipped down quickly and seen easily. Signs lying flat on the dash board can't be easily seen. Hand held signs are not safe as they take the driver's attention away from the road/driveway. Other carers picking up your child **MUST also have a sign**. If they don't, they will need to park. See the front office for a form and we will make a sign for you.

If there is a **medical or other reason** why you need to be given other considerations, with afternoon pick up, please write directly to the Principal so a "special permit" can be issued.

Loading children Into Cars

You **MUST NOT** get out of your car.

Children **MUST enter your vehicle from the kerbside**. If you have to load children from the driveway side of your car I am sorry but you will need to park and collect. **It is not safe** for children or adults to be on the driveway side of vehicles.

Times: Children **MUST be collected by 3:15pm**. After this time you will need to park and collect your child from the school office. This is not an after school care service.

Children Waiting: Children are **NOT to eat or play games** while they are waiting. If children who do not listen and/or **don't come as soon as their name is called**, those picking them up will be asked to park so that others are not kept waiting. Children must take their backpacks off their back before they get to the car so they can get in quickly. Please move off as soon as your children are in the car but ensure they are 'buckled in' before leaving the school driveway.

Courtesy and Respect: Teachers who are on this duty need to be treated with respect and courtesy and parents must follow their directions. They have a difficult job to do and need everyone's help.

Please make sure everyone is spoken to politely and respectfully – parents and staff alike.

Parents must not use the driveway of the units opposite the school as a turning bay; this is not showing respect or courtesy to our neighbours.

Local Traffic: Cars are not to stop on the school crossing or 'queue up' back onto Saddington St. If there is a queue you need to go around the block or park in the street.

There is **NO RIGHT TURN into the driveway** from Saddington St.

There is **NO RIGHT TURN going out of the driveway** into Saddington St.

Anyone **speaking on a mobile phone**, or driving illegally in any other way, will be asked to park and collect their child.

**Thank you for your support and cooperation.
Everyone working together for the good of the children
and the quality of their learning.**