



Our Lady of the Rosary School

Our Lady of the Rosary Parish
Fr Brendan - 9623 1962

Newsletter

TERM 2 WEEK 10

We Follow Jesus

3RD JULY 2018

UPCOMING EVENTS

Wednesday 4th July

- P&F Kindy 100 Day Parent Morning Tea - Milkshake & Cake 9.00—1.15pm
- Year 1 Nursing Home Visit

Friday 6th July

FINAL DAY OF TERM 2

- Year 3 to attend Parish Mass
- 2.00pm - Gold Awards

**FRIDAY
6TH JULY
END OF TERM 2**



**TERM 3
COMMENCES
MONDAY
23RD JULY**

Monday 23rd July

FIRST DAY OF TERM 3

- Gymnastics Dance Fever

Tuesday 24th July

- 8.45am - Morning Assembly

Friday 27th July

- Kindergarten Farm Excursion
- Year Six attending Parish Mass

Monday 30th July

- Gymnastics Dance Fever

Tuesday 31st July

- 8.45am - Morning Assembly

From the Principal

Dear Parents and Friends

Term Two Review

As term two comes to a close, our minds and hearts are full of contentment because its been an exceptional learning experience for all the children at Our Lady Of The Rosary Primary School. I would also like to take this opportunity to thank all the staff for their hard work and care for the children in our school. Thank you too to all the parents for your support throughout the term. Together we've learned much and shared many exciting experiences some of which include:

- Diocesan Cross Country
- Mothers Day Liturgy
- Fortnightly Celebrations of Learning.
- Peer Review
- Infants and Primary Athletics Carnival
- Captivate Choir Rehearsals
- PJ Mufti Day
- Pig The Star- Book Launch & Open Classrooms.
- Don Bosco 25 Year Celebrations
- Semester One reports and Three way interviews.
- Stage 2 Soccer Gala Day
- Mission Team Prayer afternoon for Parents
- Life Education Program
- Gold Award Celebration
- Parish Sacramental Programs-Students made their First Holy Communion. Currently we have students preparing for First Reconciliation and Confirmation.



From the Principal cont'd.....

MAKING MISTAKES BY SUE LARKEY

A key part of increasing participation and engagement is getting students to “have a go” BUT.....have you ever noticed that making mistakes is particularly frustrating for some children?

This is because some students have ‘cognitive inflexibility,’ in other words they have a ‘one track mind’ and their thinking tends to be rigid. Essentially, students can’t see an alternative option or opinion, or get frustrated when corrected as they believe they are right. Therefore this cognitive inflexibility is a barrier to learning as students are prevented from learning from their mistakes. Hence, it is no surprise when I talk with parents and teachers I often hear the following phrases, “He doesn’t like making mistakes,” or “If he gets it wrong, he stops work.” This highlights that we need to encourage these children to ‘have a go.’



Strategies to encourage ‘having a go’:

- Break activities into small achievable steps.
- Use Social Stories to support understanding that everyone makes mistakes. Reinforce the learning that, It’s OK to make mistakes.
- Model making mistakes and how to correct (cross out, rub out, etc.)
- Use positive phrases rather than negative e.g. put your hand up vs don’t call out.
- Reward ‘having a go’ and or making mistakes.
 - Instead of putting an “X” for mistakes, try putting a circle around the mistake and call it an ‘opportunity’ for learning.
 - Introduce mindset activities

A Change Starts with a Change in Attitude

Often when some students don’t know what to do they use standard phrases such as, “I’m Stupid, “I’m bored” or “I forgot.” They use these phrases instead of asking for help. In my experience this is often due to fear of failure and/or their one track mind.

An effective way to address this is to introduce the concept of “A Change Starts with a Change in Attitude.” It is great to make a visual students can refer back to before they start work or when they are stuck. Use this worksheet to encourage students to consider words they often say and help them find replacements words to change their mindset.

Other Ideas to encourage a change in mindset

- Show them how to ask for help and remind them everyone needs help.
- Recognise where they have had a go, praise them for trying rather than getting it right
- Remind them we are all learners -making mistakes is part of learning.
- Discuss “Negative” and “Positive” self talk.
- Discuss your thought processes out loud when things aren’t working.
- Talk about a Plan B i.e. “I tried this strategy it didn’t work, that’s okay I will try Plan B.”



ASSERTIVENESS TIPS FOR STUDENTS

Assertiveness is the sweet spot between two extremes:

- **Aggressive** – Prioritising your own needs; using threats or violence to get your way;
- **Passive** – Doing things you don’t want to do because of pressure or threats;
- **Assertive** – Standing up for yourself without diminishing others; strong, not mean.

Assertive communication is a hard skill to learn. Our culture sometimes tends to reward aggression. Put downs are framed as humour in cartoons and sitcoms, and the Internet can be a platform for bullying. It’s hard to find examples of assertiveness in the public sphere. That’s why teachers and parents need to explicitly teach assertiveness so students internalise skills and use them in everyday situations.

From the Principal cont'd.....

Some techniques:

The “nice no” – When a student feels pressured to go along with other people’s ideas or invitations (“Do you want to trade lunches?”), it can be effective to say, “No, thanks” or “Thanks for asking, but not today”.

Setting a boundary and holding to it – When asked to do something outside your comfort zone (“Can I copy off your paper?”), it’s effective to say, “No, I’m not comfortable with that” and not feel compelled to give reasons.

Asking for some thinking time – When asked for something and you’re not ready to answer, an assertive response is to say, “I’m not sure how to answer that right now. Can I get back to you later today?” Ask for the amount of time you need to get more information, weigh other options, and reflect on your feelings about the situation.

Stating your needs – It may seem that others are ignoring or disrespecting your needs when the problem is that you actually haven’t articulated them clearly enough. For example, a student might say to a teacher, “Could you please repeat that? I need to hear the directions again”.

Using an “I feel” message – This may be the best way to communicate your feelings and emotional needs so others have a chance to understand – for example, saying to a friend, “I feel sad when you cancel our plans, because I love hanging out with you”.

Responding to aggression – Sometimes an assertive statement is met with an aggressive response. A good next step is to calmly remove yourself from the conversation, saying, “I think I communicate my thoughts clearly, so there’s not much more to talk about”.

Thank You Miss Crowther Wilkinson

Many parents are aware that Miss Kayla Crowther-Wilkinson will be leaving Our Lady of the Rosary at the end of Term 2. Kayla has worked at OLR over the past 18 months and we thank her for teaching the students in her care.

Mrs Wendy D’Souza will commence working in Kindergarten as Diversity Support teacher in Week One Term 3 until the end of the school year. Mrs D’Souza is familiar with our students and the OLR School community. I’m sure the kindergarten children will enjoy having Mrs D’Souza work with them.

We welcome Mrs Wendy D’Souza to Kindergarten and we wish Miss Kayla Crowther-Wilkinson all the very best for the future.



Thought for the Week

*“God Loves Courageous and Generous Souls”
Mary MacKillop 14.12.1890*

*Have a Blessed Week
and a fantastic holiday!!*

Michael Siciliano
PRINCIPAL



PARENT & VISITOR TOILET

Parents and visitors are asked to only use the ‘Parent and Visitor’ toilet clearly labelled on the right hand side as you walk up the small set of stairs towards the Year 1 classroom.

All other toilets are for the use of the children only.

Thank you for your support in this matter.



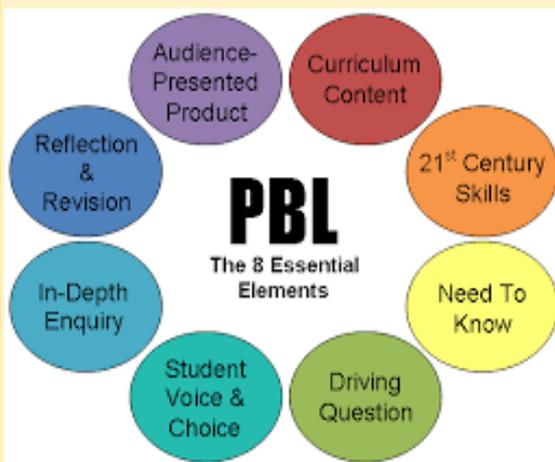
From the Assistant Principal's desk...

Welcome to my desk. In each Newsletter I will provide general information, ideas and tips for parents in either Literacy and Numeracy. If you have a particular question or query in regards to the curriculum let me know and I will be happy to address it.

At Our Lady of the Rosary we are constantly looking toward innovative and engaging ways to present the curriculum to our students. Over the past year our teachers have been investigating the Project Based Learning framework to integrate units of work and bring the learning to life for the students. It involves the students using an inquiry approach to work on projects with an authentic purpose and audience. The students develop 21st Century skills that they can use across multiple disciplines.

WHAT IS PBL?

PBL is the ongoing act of learning about different subjects simultaneously. This is achieved by guiding students to identify, through research, a real-world problem (local to global) developing its solution using evidence to support the claim, and presenting the solution through a multimedia approach based in a set of 21st-century tools.



The students show what they learn as they journey through the unit, interact with its lessons, collaborate with each other, and assess themselves and each other. They don't just take a test or produce a product at the end to show their learning.

Project-based learning is grounded in the following elements: Role-playing, Real-world scenarios, writing genres, Multiple reading genres, Authentic assessments of multiple skills,, Authentic audiences, Real-world expertise brought into the classroom, Research and comprehension of subjects, Student choice, Collaboration, Communication (writing, oral speaking, visual presentations, publishing, etc.)

Our Stage 3 students have worked on some interesting projects so far this year in Geography, Science, Maths and Religion.

Here is an example of a Driving Question:

How can we as magazine editors and geographers create a magazine to inform our school about the features and characteristics of an Asian country?

Knows	Need to Knows
<ul style="list-style-type: none"> - What a magazine is - Our audience is Primary school students - What Asian country we are focusing on - What a country is 	<ul style="list-style-type: none"> - Which countries are located in Asia - What are the features and characteristics of our Asian country - What geographers are - What is digital art - How to format a digital magazine - What connections does Australia have with Asian countries




The driving question is presented to the students and together they brainstorm what they already KNOW and what they NEED TO KNOW in order to be able to be successful.

Don Bosco

We are extremely fortunate to have the Don Bosco centre so close to our school. Some of our students take advantage of this and attend the centre after school for recreation purposes.

Please be aware of the following requirements that are in place to ensure the safety and well-being of the students.

Students attending Don Bosco after school must be in Year 5 or Year 6 only.

- Students attending Don Bosco must meet the teacher on duty at Walkers straight away after the bell.
- Students will need to provide the teacher with a permission slip from their parents **every** time that they wish to attend Don Bosco, this must have the **date, parent's signature and contact number**.
- If a student does not have a note, they will need to travel home as per usual or parents may be called to collect their child from school if necessary.
- Students must be picked up from Don Bosco by their parents no later than 5:15 pm on Tuesday-Thursday and 5:00pm on Friday.

RELIGIOUS EDUCATION NEWS at OLR

From the page of the Religious Education Coordinator

WYD TICKETS - returned please. Sold OR Not sold

Thank you to the parents for your important and much needed support by selling your WYD Tickets. If you have not yet bought your tickets we ask that you do so this week. All Ticket Booklets need to be returned to school by Thursday this week. Gracious thanks for your anticipated support.

Sunday, 8 Jul 2018: Fourteenth Sunday in Ordinary Time - Year B

Scripture to Ponder, Pray and Put into action.

Gospel Acclamation See Lk 4:18

Alleluia, alleluia!

The Spirit of the Lord is upon me;
he sent me to bring Good News to the poor.

Alleluia!

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

Gospel Mk 6:1-6

A reading from the holy Gospel according to Mark

A prophet is despised only in his own country.

Jesus went to his hometown and his disciples accompanied him. With the coming of the sabbath he began teaching in the synagogue and most of them were astonished when they heard him. They said, **'Where did the man get all this? What is this wisdom that has been granted him, and these miracles that are worked through him? This is the carpenter, surely, the son of Mary, the brother of James and Joset and Jude and Simon? His sisters, too, are they not here with us?'** And they would not accept him. And Jesus said to them, **'A prophet is only despised in his own country** among his own relations and in his own house'; and he could work no miracle there, though he cured a few sick people by laying his hands on them. He was amazed at their lack of faith.

The gospel of the Lord

SENSES OF SCRIPTURE - Let's explore this scripture through the Three Senses.

LITERAL SENSE

Who? What? When? Where? Why?

This is New Testament scripture. Jesus has returned to his hometown with his disciples, teaching people how to live as true disciples.

On the Sabbath he begins teaching in the synagogue where he is known. It is precisely because he originated from these people that he is rejected by them.

What upset the crowd was not that Jesus preached in the temple, it was the content of his message.

Geographical context ~ Historical context

SPIRITUAL SENSE **How does this scripture reveal God?**

What connections can I make to:

Catholic Church teaching, practice and tradition?

Sacraments? Morals, Catholic Values?

My path to Heaven.

This scripture reveals God as loving and generous leading us on the right path as his followers. We are reminded that it is often not easy to do the right thing as prophets are not liked in their own place. It takes courage and trust in God. This scripture reveals the Sacrament of Confirmation where we are called to live what we believe, with the blessings and grace of God.

When I believe and model my life on Jesus teachings this leads me to eternal life in heaven.

APPLICATION

Applying the Literal and Spiritual sense.

What does this scripture call me to do in my life?

How do I love God and my neighbour?

I am called to live as a true disciple. We are reminded that being a true disciple is often not easy because others can be threatened by truths and may treat these truths with skepticism. We are reminded to live with humility and trust in God.

I am reminded to listen to the Word of God and live according to this word.

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

Within school Performance

Incursion-July 31

Thank you to the P&F who are supporting our Mary Mackillop in school performance next term.

NO cost to parents as the P & F will be covering this cost.

Mary a Woman of Courage

12.25-1.10pm (Kindy-Year 3)

1.50pm-2.50pm (Years 4-6)

Mrs Colleen Fuller
[REC Coordinator](#)



Student Attendance

Our school attendance rate for Week 9 is 84.7%. This is 5.3% lower than the 90% attendance target for our school.

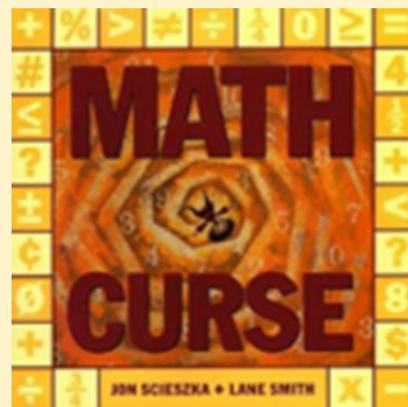
Attendance Level 84.7%
Term 2 Week 9

Kindergarten	85.7%
Year 1	80.6%
Year 2	84.8%
Year 3	86.5%
Year 4	78.7%
Year 5	87.4%
Year 6	89.5%

Maths Holiday Challenge!

It's a curse!!!! A maths curse!!!!

Maths is Everywhere!!!!



DID YOU KNOW ?

HEAD LICE



NSW Health has conducted a research project to find out more about head lice and effective ways of treating infestations. As a result, advice from NSW Health to parents and school staff has changed significantly.

Results of research show that:

- About 23% of primary students have head lice at any one time
- Anyone can catch head lice regardless of their age, sex, or the cleanliness of their hair
- Head lice move from one person's head to another via hair
- Head lice do not survive long when they are off a human head
- Head lice do not live on furniture, hats, bedding or carpet
- Head lice have built up some resistance to head lice treatments

Daily combing of hair using a fine tooth comb and white conditioner is effective in getting rid of head lice and eggs (nits)

Tips for parents in reducing the spread of head lice:

- Regularly check your children's hair
- Teach older children to check their own hair
- Tie back and braid long hair

Keep a fine tooth head lice comb in the bathroom and encourage all family members to use it when they wash their hair

As infestations are particularly common in primary schools, it is best to choose a treatment that can be used over time. There is no single solution to eradication, only persistence.





TWO - PART SEMINAR

Understanding Family Law

Saturday 25th August 2018

PRESENTED BY:

Accredited Family Law Specialist

Saturday 25th August - SESSION 1
10am – 12pm

Overview of the Family Law Act with Focus on Separation, divorce and children.

- Principles of Family Law Act
- Role of Family Law Courts
- Filing a divorce application
- Family violence
- How court determines the “Best interest of Children”
- Parental Legal Responsibilities
- Mediation
- Role of Independent Children’s Lawyer
- Filing Consent Orders for Children and Property

Saturday 25th August - SESSION 2
1pm – 3pm

Overview of the Family Law Act with Focus on Property

- What constitutes or determines Property
- Application of the Act in de facto or same sex relationships
- Requirement for Pre-action Procedures
- Spouse Maintenance
- Timetables under the Family Law Act
- Timetables within the Family Court

DATE

Saturday 25th August 2018

TIME:

Session 1 10am – 12pm

Session 2 1pm – 3pm

VENUE:

St. Patrick’s Cathedral Hall
1 Marist Place, Parramatta
(off street parking via Victoria Rd)

COST:

\$ 10.00 per session

\$20.00 for both Sessions

Please note: Morning - Afternoon Tea / Coffee provided

Please bring your own lunch if attending both sessions

FURTHER INFORMATION/BOOKINGS ESSENTIAL

Contact: Rita PH: 8843 2575

Email: soloparentservices@ccss.org.au