

St. Monica's Newsletter



2023: Term 3 - Week 3



St. Monica's acknowledges the traditional custodians of this land, the Wurunjeri people of the Kulin Nation. We pay our respect to Aboriginal and Torres Strait Islander cultures; and to Elders both past, present and emerging.



Important Dates - Term 3

Monday 31st July -

Smoking Ceremony at 2.30pm

Year 1/2 Swimming Program: Week 2

Tuesday 8th August -

St Mary MacKillop Feast Day

Confirmation Family Evening

Wednesday 9th August

Musical Matinee - Year 5/6 Students

Thursday 10th August -

Bully Zero incursion

Friday 11th August

Whole school World of Maths Incursion

Friday 18th August -

National Day of Action against Bullying

Tuesday 22nd August

Confirmation Reflection Day - Year 5/6

Friday 25th August - St Monica's Feast Day

Stay tuned for more information on how this day will be celebrated.

Tuesday 29th August

School Advisory Meeting 5pm - 6pm

Thursday 31st August

Father's Day Breakfast - See Flyer below

Annual Book Week Parade- Information to follow

Monday 4th September

Scholastic Book Fair - All Week

Thursday 7th September

Footy Colours Day - Western Bulldog Players

Saturday 9th September

Sacrament of Confirmation - 6pm

Friday 15th September

Last Day of term 3 - Dismissal at 1.30pm

Saint Mary Mackillop Feast Day

08.08.2023

Lord,

As we get closer to the Feast Day of St Mary Mackillop, let us keep in mind the people in our world who are in need of our love and assistance.

Let us follow in her footsteps to see a need and to do something about it.

May we as members of God's family be empowered by St Mary Mackillop's strength and compassion to deepen our faith and create a just world for all.

Amen



Principal's Message

Dear students and families,

Welcome to our first newsletter for Term 3 which is filled with plenty of important information as well as student learning that has occurred so far in all of our classrooms. School Newsletters from now will be provided each month.

As we embark on another exciting term, I wanted to take this opportunity to share some important messages and reminders. With the new term comes new opportunities for learning and growth. Let us make the most of these opportunities by approaching all our lessons with enthusiasm and curiosity.

I encourage all students to actively engage in all classes, ask questions, seek help when needed, and collaborate with your peers. Together, we can create a supportive and inclusive learning environment where everyone has a chance to shine by being respectful, responsible and resilient.

Lastly, I want to remind everyone to abide by the school's expectations. Respect for one another, punctuality, and friendliness are essential to maintaining a positive and safe learning environment.

In Partnership,
Nathan



St Monica's website



KellyClub OSHC

ATTENDANCE

EVERY MOMENT OF
EVERY DAY COUNTS

Did you know that:

When children regularly arrive late, they miss out on so much:

- They miss the lovely morning meet and greet that connects children to their peers, teachers and classroom environment and is an important part of children feeling that they belong.
- We schedule Literacy and Numeracy for our morning lessons - so regular lateness means that children are missing critical learning.

Please help your child arrive on time to school EVERY day.

If you need support in this area please do not hesitate to speak to Andrea or Nathan.



FATHER'S DAY BREAKFAST

The staff and students of St Monica's invite all fathers, grandfathers, uncles and special men in the lives of our students to a breakfast to celebrate Father's Day.

Shout out to all the mothers. Please contact the office if you're available to help on the day.

THURSDAY 31ST AUGUST
8:30AM - 9.15AM

BRING YOUR
BEST DAD
JOKE



Italian

Put simply, learning a language involves actively learning new words, and knowing how to put them together for the purpose of communicating.

Ciao a Tutti,

It has been a wonderful week of learning. We have continued to learn how to say Posso avere using other classroom items and putting them into full sentences amongst ourselves or when participating in classroom activities with our peers.

We had a lovely visit from Linton this week who came along to every classroom and share some new strategies and tools to put into action when engaging in our learning. The children were all engaged and showed great enthusiasm and participation in their learning space.

Next week we will be learning a new unit.

I look forward to sharing some new games with you all.

Arrivederci,
Signorina Danni



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Our school offers:

- ✓ Friendly, nurturing and welcoming culture
- ✓ Small class sizes
- ✓ An emphasis on Literacy and Numeracy
- ✓ Physical Education and Health, The Arts, Music and Stephanie Alexander Kitchen Garden as specialist classes
- ✓ Daily Italian immersion
- ✓ Excellent library facilities
- ✓ Yearly swimming lessons
- ✓ After school care and holiday program
- ✓ Student leadership programs



ST MONICA'S
Catholic Primary School
Footscray

We're here to make a difference

Now taking enrolments for Prep - 6 2024/2025



Prospective parents and carers are welcome to contact the office to arrange a school tour

Principal: Nathan Owen

'We're here to make a difference'

principal@smfootscray.catholic.edu.au www.smfootscray.catholic.edu.au 2 Wingfield Street Footscray, VIC 3011 (03) 9689 4548



We currently have spaces in all year levels - F to 6 for 2024.
Spread the word,
St Monica's is the hidden gem in the heart of Footscray.
Tell your friends and family about our wonderful school.

INTERNATIONAL MATHS OLYMPIAD CHALLENGE



We would like to congratulate all students from St. Monica's who took part in the International Maths Olympiad Challenge this year. The competition was intense, with participants from thousands of students globally.

We would like to give a special shoutout to the outstanding achievement of Jaden Jayadeep. Jaden was awarded the title of International Maths Olympiad Challenge Elitist. Congratulations Jaden!





SCHOOL FUNDRAISER



Date: Friday 4th August

Time: 6.30pm

Ticket Price: \$55

(includes 2 glasses of wine, snacks and all art supplies)

More food available for purchase on the evening

Prizes & a raffle



Join us for our next fundraising event: an adults only evening of painting and a few glasses of wine!

Come along and flex your creative muscle with a group painting class where you will paint one of the most recognizable masterpieces, Van Gogh's "Starry Night". No prior art experience is required as you will be guided by artists Kirby and Lisa.

So leave the kids at home and bring friends, family or come by yourself and join other parents and friends of the St Monica's Community. It will be a great night of fun, fundraising and socialising.

The event is for 18yrs+ only, as there will be alcohol served.

Saturday Mandarin classes

 **Kaixin Chinese Learning Hub**



Enquire for a
FREE TRIAL
class

Term dates

Term 3
15 Jul - 9 Sep

Locations

-  Box Hill
-  Camberwell
-  Glen Waverley
-  Kensington



Suitable for
non-native
speakers



Learning
with FUN



Small class
sizes



Activity-based &
play-based
learning



Specially-developed
curriculum, books &
audio

Contact us at Kaixin Chinese Learning Hub

Email: manager@kaixinchinese.com

Phone: (03) 9846 8876

Website: www.kaixinchinese.com.au



Child Care Subsidy (CCS)

The Child Care Subsidy (CCS) program provides financial assistance to eligible families to help cover the cost of OSH Care. The CCS rates are adjusted each year based on the Consumer Price Index (CPI), ensuring that the subsidy keeps up with the rising cost of living.

The current CCS rates are shown in the table below.

Starting from July 2023, the maximum amount of CCS will increase from 85% to 90%, with families earning \$80,000 or less eligible for a 90% subsidy. For families earning between \$80,000 and \$530,000, the subsidy will taper down from 90%, depending on their income. This will make child care even more affordable for families, reducing financial stress and helping parents to return to work or study.

CCS family income thresholds	Subsidy %	Approx out of pocket cost per session
Up to \$72,466	85%	\$3.45
More than \$72,466 to below \$177,466	Decreasing to 50% Subsidy gradually decreases by 1% for each \$3000 of family income.	\$3.45 - \$13
\$177,466 to below \$256,756	50%	\$13.00
\$256,756 to below \$346,756	Decreasing to 20% Subsidy gradually decreases by 1% for each \$3000 of family income	\$13.00 - \$18.40
\$346,756 to below \$356,756	20%	\$18.40
\$356,756 or more	0%	\$23

If you have any further questions or queries, please contact:

Carson Strobel

Kelly Club Schools Partnerships and Relationships Manager

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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](#).

Foundation

Kind July

In Foundation we have been learning about kindness. We have been listening to stories and thinking of examples of how we can show kindness to others.

Kindness means that we help others. (Adam)

When we are kind to others it makes them feel good. It also makes us feel good. (Aubrey)



NAIDOC Week

In Foundation we learned about NAIDOC Week. We listened to stories that talked about Aboriginal and Indigenous People's culture. We read the story 'Finding Our Heart'. This story helped us to learn about how our country is important and that we need to take care of it. We had a go at completing Indigenous inspired dot art of a heart, using the the colours on the Aboriginal Flag.

We care for Aboriginal People and thank them for our country. (Louie)

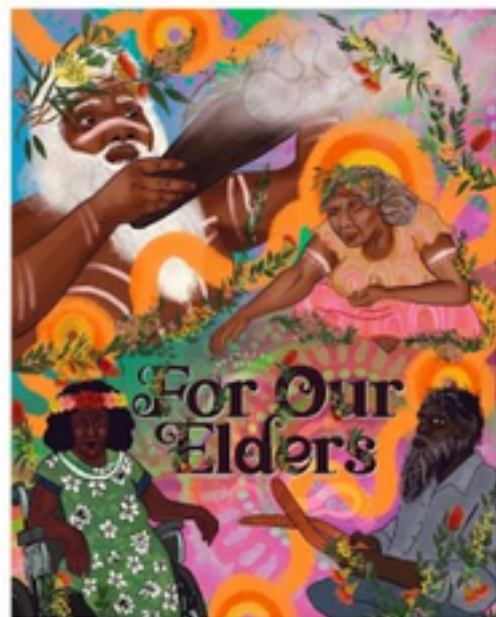


LEARNING in 1/2

NAIDOC WEEK

To recognise the contribution Elders have made, we read *In your Dreams* by Sally Morgan and *Big Rain Coming* by Katrina Germein.

We also created Indigenous inspired artwork using symbols to help tell our stories.



KIND JULY



How do you feel when someone is kind to you?

This July we are learning about kindness and how our kind actions can make others feel. Each day we are trying to do one kind action for someone else, at school and home.

LEARNING IN 3/4



KIND JULY

This July, we all took the pledge to be kind and spread kindness. We have been learning how to spread kindness to others and what impact our kind actions can have on others.

NAIDOC WEEK

This years NAIDOC week theme is 'For our Elders' to acknowledge and recognise the contributions Elders in our community have made we read Dreamtime Stories and created Indigenous inspired artwork. We also explored how long Aboriginal and Torres Strait Islander Peoples have been connected to Australia.



KIND JULY



Land of Freedom

Acknowledge the custodians of this land
Native Aboriginal people have this land for
thousands of years

Giving and sharing, all together as one country

Unique ethnic groups

Australia is the way to be together as one

Growing together as a community

Empathy for all the childrens and family

For the First Nations peoples who lived on this land
for thousands of years

For the Elders who have passed down their
knowledge and our history

For the Tribes and Mobs who have taught the stories
of their ancestors

For the Indigenous people who have taken care of our
beautiful country

For the dreamtime stories that have taught us about
our land

For the Indigenous communities who have taught
young people about their culture

For the Aboriginal and Torres Strait people who have
taught their people their language and art

NAIDOC WEEK POEMS

As the silk-blue water emanated down the river
stream,
as the ascendent sun cast a hazy hue upon the
land,
as the light danced joyously upon the lissom
water,
tragedy struck that day like waves crashing
against a rugged coastline,
their screams could be heard from miles away.
The distraught parents covering their children in
bark,
the desolate children's faces covered in tears.
New places called home,
unprecedented, unfamiliar faces.
The suffering the families felt was like a knife in
their heart;
excruciating and agonisingly painful.
The actions of those nefarious men was
irreversible,
but not unforgivable,
an apology was what was needed,
and a voice to speak up for wrong and right.