Dear Parents, carers, families and parishioners,

We are now well into the Easter Season. Last Sunday, the fourth Sunday of Easter is know as Good Shepherd Sunday. The scripture comes from John's Gospel and tells of Jesus painting an image of himself as a good shepherd, one who gathers, cares and protects his flock. He asks that we do the same for those in our care. It emphasizes the idea that the Church is a community of believers who are led and guided by Christ. The image of the sheep and shepherd suggests a shared sense of purpose and belonging among the members of the Church.

There is a fuller report in this newsletter about the students’ performances at last week’s Southern Mallee Lakes Cross Country. I extend my personal thanks and congratulations to the students on their efforts on the day, be they as medal winners or among all those who tried their best and finished their race with a grin or a grimace. The children were a credit to the school and their families, representing the school with respect and good sportsmanship. My thanks and congratulations also must go to the staff who were tireless in their preparation and work on the day. Well done everyone. A gold medal performance all round.

Miss Maiden is recovering from her procedure last Thursday and is out of hospital and staying in Ballarat for the next two weeks at least. On Monday the school community sent her get well wishes with a balloon pamper pack to let her know we are thinking of her always.

Until next week Chris

A COMMUNITY OF FAITH AND LEARNING
May the grace, peace, hope and joy of Easter continue to be present in our lives today and always. Amen

**X-country**

Congratulations goes to all students on their sporting effort at the Cross Country in Beulah last Friday. A special mention to our age champions Arlo, Daisy, Emily, Ariat & Kryzun and our other place-getters Madden, Piper, Miah, Jakob, Tamani, Ellerdy, Jagger, Denzel, Colt and Toby.

As a result of this event Emily, Ellerdy, Jagger, Denzel, Colt, Kryzun and Toby have qualified to represent Southern Mallee Lakes in the Little Desert X-Country to be held at Horsham next Monday, 10th May. Run well!

**Catholic Education Week celebrations**

Our Catholic Education Week celebrations are fast approaching on Wednesday 24th May. Students and staff from St Mary’s School Warracknabeal, St Patrick’s School Nhill, St Mary’s Sea Lake & Our Lady Help of Christians School Murtoa will be joining us for these celebrations. Our celebrations will coincide with National Simultaneous Storytime. We will be hosting approximately 240 students and staff in total. Thank you to our parent community for catering for this event.

**Mother’s Day celebrations**

All mothers and those like mothers to us are warmly invited to join us to celebrate YOU on Friday 12th May. A liturgy will commence at 10:15am in the church followed by morning tea in the Community Room. Please don’t bring anything for morning tea, this will be supplied. We hope you are all able to come along for this very special event on our school calendar so we can celebrate you!

If you are able to assist us with running the Mother’s Day stall, please let us know!

The Junior Red Cross & Mission Group will be running a raffle for Mother’s Day. Tickets are $1 each and are available from any Grade 4/5/6 student or at the front office. The raffle will be drawn at our Mother’s Day morning tea.
Hip-hop Dance workshops
Justin from Freestyle Dance Ministry returns to our school again this year on Friday 5th May. Justin will conduct a Hip-hop dance session with all students F-6. We look forward to Justin’s visit.

The March 2023 edition of “Our Diocesan Community” is now available for download on the link below:


Mothers Day Stall
A reminder that the Mother’s Day stall will be held on Friday 12th May, thank you to Donna for coordinating this. Gifts will be $7.50 each if your child wishes to participate.

Farewell Suzie!
Today is the last day we will see Suzie’s smiling face dropping off our Patchewollock bus run students to our school. The Cook family have been long standing bus drivers, with Suzi’s dad Kevin commencing in 1980 for 28 years. Sister Noelene took over the run in 2008 until 2021. Suzi has been driving since 2008 and we sincerely thank her for the care, love and happiness she has bestowed on each and every student. We will miss you!

<table>
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<tr>
<th>Day</th>
<th>Reminders</th>
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<tr>
<td>Friday 12th May</td>
<td>Mother’s Day Liturgy 10.15am followed by morning tea</td>
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<td>Tuesday 16th &amp; Wednesday 17th May</td>
<td>OFFICE CLOSED</td>
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<tr>
<td>Wednesday 24th May</td>
<td>Catholic Education Week celebrations</td>
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A COMMUNITY OF FAITH AND LEARNING
WHAT'S HAPPENING IN OUR CLASSROOMS?

Foundation
This term foundation students will participate in "Talk Time." This is an important part of the Speaking and Listening curriculum. The curriculum includes students delivering short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact. It also includes students listening to and responding orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak.

Students will have a topic each week that their Talk Time will be based on. This week, for example, our topic is 'Bring a family photo and talk about your family'. Students are asked to bring to school or email a photo to me of any type of family photo. It could be a whole family photo, siblings, cousins or grandparents. Please ensure anything they bring in is appropriate for school. I also encourage families to take the time to discuss the topic with their child so they are prepared when they share their short oral presentation during Talk Time with their classmates. Students will bring home a roster and topics list for Talk Time this term.

Feel free to email any photos to me before the day of your child’s Show and Tell if they are unable to bring a hard copy. If you have any questions about Talk Time please do not hesitate to contact me on Class Dojo or via email ljochinke@sjhopetoun.catholic.edu.au Mrs Jochinke

Grade 1/2/3
This term students will be learning about addition and subtraction during Monday, Wednesday and Thursday mathematics lessons. Addition and subtraction are useful for many activities in everyday life. Addition and subtraction also prepare children for learning about other math topics, including multiplication and division. In the classroom students learn about numbers and addition and subtraction through a variety of learning experiences using a range of manipulatives such as MAB blocks, ten frames, counters, dice and number lines.

Year Ones are developing a range of mental strategies for addition and subtraction problems such as counting on, partitioning, friends of 10, doubles and rearranging parts. Year Twos are becoming fluent with a range of mental strategies for addition and subtraction such as commutativity for addition, building to 10, doubles, 10 facts and adding 10. Year Threes are exploring strategies to estimate the difference between two and three digit numbers, the connection between addition and subtraction and being able to use a number line to model counting forwards and backwards.

Mathematical concepts can be practiced anytime outside the school environment and anytime of the day, such as during car trips, at the dinner table, in the backyard and cooking meals. Some ideas to practice addition and subtraction at home can be using cards and dice to add and subtract numbers, using toys like matchbox cars and lego or household items, such as pegs as counters.

A simple number game called total of 10 can be easily played at home. It is a maths game to help children practise their number bonds to 10 and number bonds to 20. You need 1 or more players and a pack of cards with the picture cards removed and the Ace is worth 1. Mrs Phelan

• Shuffle the cards and lay out face up into 4 rows of 5 cards.
• The aim of the game is to remove all the cards from the table in sets of 2 or more cards which add up to 10. E.g. an 8 and a 2 could be removed and a 3, 5 and 2 could also be removed.
• The game can be played individually, with players trying to clear as much of the table as they can.
• If played with other players, take it in turns to remove cards. The winner is the person to have removed the most cards by the end of the game.
• The game can also be played using number bonds to 20, by finding cards which add up to 20.

Mrs Grade 4/5/6

In Religious Education this term, the upper students will be exploring the theme of RESPECT. This is a very broad concept, but our particular focus will be Social Justice and need for everyone and everything to be treated with dignity and respect. This is both a right and a responsibility. We can expect to be treated with respect. We must make an effort to show respect to members of our family, our friends and to all in the human family. We must also show respect for the earth and its resources. The idea of respect is at the heart of Catholic Social Teaching, our response to the call of the Gospel.

"You have heard that it was said, ‘You shall love your neighbour and hate your enemy.’ But I say to you, Love your enemies and pray for those who persecute you, so that you may be children of your Father who is in heaven. (Matthew 5:43-45) Mr Robarts
Congratulations to the following students who received awards at assembly last week:

- **Madden**: Madden, I was so impressed with you on your first day back. You were always concentrating on what was happening, listening really well and trying hard to improve your handwriting. You did a fantastic job of giving answers too and remembering your sounds. Well done!

- **Piper**: for always being ready to work with all the tools she needs and quick to start activities.

- **Lola**: for being persistent and trying her best to add three numbers. Your determination and willingness to try challenging tasks is admirable and a great example to your peers. Keep it up Lola!

- **Wyatt**: for trying his best to improve his handwriting. You have been working very hard to form your letters correctly and write them on the correct lines. This has improved the size and neatness of your writing, great job Wyatt!

- **Popi**: for being an unstoppable force in Maths this week. You were lightning fast when connecting fractions and decimals. Your enjoyment for the learning is really shining through. You volunteered your answers and celebrated when yourself and your peers experienced success. You better believe it Pops, I think you are a Mathematician!

- **Playground raffle**: Isabelle: for bringing in the bins

A COMMUNITY OF FAITH AND LEARNING
Child Safe Standards – DOBCEL Child Safe Governance Policy

Policy Statement

The DOBCEL Board requires that the child safety policy and practices in schools owned and operated by DOBCEL embed a culture of child safety through leadership, ensure the proactive management of child abuse risks and/or allegations of abuse, provide for child participation and empowerment, and engage the whole school community in a proactive approach to the care, wellbeing and protection of children and young people.

The Board is committed to ensuring that child abuse reporting procedures are age appropriate, simple and accessible for all children and members of school communities. DOBCEL schools take all student contributions seriously, and information regarding these topics will be covered through various age-appropriate care initiatives and curriculum delivery. The Board is responsible for ensuring DOBCEL schools have human resources practices that provide for child safety in the recruitment, selection, induction, and ongoing suitability of staff. Schools must implement procedures for verifying the working-with-children-check (WWCC) status of all staff/visitors, who may have direct unsupervised contact with students, to ensure that students remain safe in all school environments both internal and external to the school grounds. A system of assurance through which the risks associated with child abuse – and any actions taken to reduce or remove these risks (risk controls) – are recorded, is to be in place in all DOBCEL schools. This system should also be used by the Board to monitor risk controls and to regularly evaluate their overall effectiveness.


We are committed to continuous improvement in our approach to child safety and wellbeing and welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures and practices. If you have any suggestions, comments or questions, please contact Chris Robarts.

In this edition of School’s TV: Raising Girls

Raising girls in today’s modern world can be a difficult path for parents and carers to navigate. These days, girls are transitioning to puberty a lot earlier than they used to and the physical, psychological and emotional changes they experience are challenging. As a result, by mid-adolescence, girls are twice as likely to develop mood disorders more so than boys.

Some parents and carers may feel uncertain about how best to support their daughter through the ups and downs of adolescence and how to keep the lines of communication open. With the rise of social media and technology, mental health difficulties in girls are increasing as often they are faced with online images that make it difficult to see themselves as acceptable. Ensuring a daughter’s opinions are heard and her views listened to, will go a long way towards making her feel loved and supported as she tries to establish her own identity.

In this edition of SchoolTV, adult carers will attain a clearer picture of what girls are wanting from their adult carers and how best to support them through adolescence.

We hope you take time to reflect on the information offered in this edition of SchoolTV and we always welcome your feedback. If you have any concerns about your child, please contact the school for further information or seek medical or professional help.

Here is the link to the Raising Girls edition of SchoolTV https://sjhopetoun.catholic.schooltv.me/newsletter/raising-girls

PROTECT

Protecting children and young people from abuse is our responsibility
**Vision Statement**
St. Joseph’s School is an inclusive community of faith and learning with Christ at its centre. St Joseph’s School will educate its students to be of service to society in the Catholic tradition of love, faith and hope.

**Mission Statement**
As a Christ centred school we celebrate our Catholic beliefs, values, practices and traditions.

As an educational institution we:
- Will support the development of the whole person.
- Will provide a comprehensive curriculum, which challenges all students in their pursuit of success.
- Will cater for the varied learning styles of our students.
- Will be a child safe school by providing a physical and online environment that is happy, safe and welcoming.
- Will respect the dignity of the individual and value the participation and contribution of all.
- Will work in partnership with parents, the parish and the wider community.
- Will encourage our students to make a difference in the local, national and global communities in which they live.

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**HOUSEKEEPING!!**

**Student Absence from School**
A reminder that it is a legal requirement for parents to explain absences from school. We do not need to know ‘nitty gritty’ details, simply sickness, doctor’s appointment or family reasons will suffice. *Please remember to log on to PAM to complete the notification or email or phone the school prior to 10am on the day of absence. An absence SMS otherwise will be generated. If there is a scheduled absence please advise us in advance.* Thank you.

**Sunscreen**
Sunscreen is provided by the school for our students, however we do encourage the children to bring their own sunscreen to school to assist with sun protection. Students are regularly encouraged by teachers to apply sunscreen throughout the day.

**Hats**
School hats MUST be worn at all times when students are outdoors, except for extremely windy days where hats blow over the fence. School Hats are now $15.00.

**Signing out**
Please remember to sign out your child at the office if you need to take them from school during the day. This is not only a legal requirement but also an important part of our emergency management plan.

**P & F dockets**
A reminder that any purchases for P & F from IGA must be put on the P & F account (not school account). Dockets then need to be sent to school please.

**Pie warmer containers**
A reminder that students can bring lunch to school wrapped in foil or in a foil container to be heated in the pie warmer.

Pie warmer containers are available from the office for $15.00 for 50 containers.

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**Grounds Roster: May: L Puckle & S Roberts**

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**A COMMUNITY OF FAITH AND LEARNING**
Five Things Your Tween Wants You to Know

567 tweens participated in my 2020 anonymous survey, and chose to answer the optional question, what is one thing you wished all adults knew about life as a tween?

If your child was asked that question, how do you think they would answer? They might tell you that a 10 year old shouldn’t go to bed at the same time as a sibling who is 7, or that kids who don’t like broccoli should never be made to eat it. This is the important stuff that characterises much of our tween’s headspace!

However, I wonder if we were to probe a little deeper, would there be one thing that your child wishes they could tell you, but can’t quite manage to communicate? Do you think there is anything that they find difficult to talk about or perhaps even intentionally hide because of fear or shame?

Below I will share the five of my top survey responses that I hope give you insights into your tween’s inner world.

Message 1: Life is Harder than You Realise

Tweens believed life was harder for them than their parents acknowledged, and they felt their challenges were minimised. Comments like these caught my attention: “It’s not how they think it is. Everything is hard” and “I wish they knew how hard it is to get used to changes and that when we don’t know what’s happening more things are put on our plate”. My concern is that if tweens don’t feel understood now, where does that position us as they get older?

Suggested response: The tween years are a time of rapid developmental which can be overwhelming for our kids. What might seem small in their world, is big in theirs, so bring some patience to the table when talking about social and emotional challenges. Now is the time to validate your tween’s feelings so they know you are by their side. I highly recommend regular one on one time as it indicates your willingness to invest into them.

Message 2: I am No Longer a Kid

Tweens voiced a strong desire to be taken more seriously by the world around them, and not to be overlooked or dismissed because of their age. I noticed that they felt like they had significant ideas to share, while only being recognised as children. That’s quite a downgrade! My concern is if tweens don’t have a meaningful place to contribute now, how will they build the confidence to make a more significant contribution as they get older?

Suggested response: A tween’s developing self-esteem is hinged on their sense of competence and ability to handle life more independently. Now is a great time to invest into teaching your child practical skills, and giving them more meaningful responsibility at home. It is also a great time to ask your tween to help make family decisions as a way of validating their growing intelligence. Interestingly, tweens said they turned to people who were accessible, listened to them and were able to help them navigate life’s challenges.
Message 3: You are Missing Stuff

Although it broke my heart, I was not surprised to hear tweens emphasise that their parents were missing stuff. When I walk through a primary school playground, I am often shocked at the ‘teenage-like’ themes I hear. I know that parents have no idea of the real content of these conversations and the pressures kids are under to engage in them. Comments like ‘you think we are okay, but we aren’t’ and ‘there’s a lot more bad things out there than they think’ expressed a real cry for support. My concern is, if we don’t keep our eyes open, we may not see those things that are most important.

Suggested response: When your tween comes home with questions that are difficult to answer, be prepared to give them a thoughtful and comprehensive response. You may intentionally delay your response to allow yourself some preparation time, but never sidestep it. Remember, if you are not the source someone else will be; and that your language opens the way for theirs. You can initiate some of these conversations with quality resources that represent your family values.

Message 4: We Might Always Disagree about Screens

Technology was a central theme of tweens’ frustration. PS: Feelings are often mutual! Emphasis was placed on parents’ alleged lack of understanding of how central technology was to tweens’ social status and life. As adults, we know there are some very real and legitimate reasons why we say no to screen time. For this reason, I’d like to suggest that we might always have different views about technology. My concern is, if we don’t take the lead, tween’s natural desire to charge ahead may lead them into dangerous waters.

Suggested response: When it comes to technology crystal clear agreements are absolutely essential. Technology has to be set up in order to last the rockiest of the teenage years. While gaming and group messaging is very common amongst tweens, it is easy to say “yes” to tech without appropriate accountability. Please now that what is easy to say yes to now can quickly become your worst nightmare if you are not in charge. For more specific thoughts on this please see me blog – How to Set Up Social Media Well.

Message 5: It’s Time to Start Knocking

When tweens begin to need more privacy, most parents respect and welcome it as a sign of growing up. However, when they begin to desire space from adult supervision, it poses a new range of dilemmas. While our tweens are pushing for all the trimmings that come with growing up, such as catching a bus on their own or shopping alone with friends, their limited life experience leaves them vulnerable. My concern is that if we are not willing to enter into age-appropriate negotiations as they grow, they may begin to hide unsafe behaviour.

Suggested response: Tweens are usually looking to be given more grown-up privileges and responsibilities as an acknowledgement that they are no longer children. Things like riding their bike to the shop by themselves, staying up later than their younger siblings or walking around a shopping centre without any adult can be relatively safe ways to help them spread their wings. Even small shifts can require a change in mindset from parents, so they can feel like big decisions to parents of tweens.

AUTHOR
Michelle Mitchell

Michelle Mitchell is an award-winning speaker, and bestselling parenting author. She has been termed ‘the teenage expert’ by the media and is sought after for her compassionate and grounded advice for parenting tweens and teens. Michelle uses her experience to write and speak in schools, community events and through media.