An investment in learning pays the best interest

Dear St Patrick’s Community

At St Patrick’s, we share a clear understanding of the importance of the partnership between school and home. There are many ways that we nurture that partnership including our Parent/Teacher/Student conferences, Information Sessions, Support Evenings and other forms of communication via phone and email.

We also believe that our students will benefit from help from parents with organising their time and planning for assessment requirements. For this reason, we have made our Secondary Assessment Calendars for all year groups accessible for all on our website at: www.http:/stpatscooma.nsw.edu.au

Sun safety has to be a priority for all of us; at home, at school and in the community. As a school, we will promote among students, staff and parents:

- positive attitudes towards skin protection
- lifestyle practices which can help reduce the incidence of skin cancer
- personal responsibility for decision making about skin protection
- awareness of the need to provide a suitable school environment which reduces the level of exposure to the sun.

All students must wear their school hat/cap when outdoors during Terms 1 & 4.

Students who do not have a school hat must remain in a shaded area of the playground. During outdoor sport, special games days and sports carnivals all students are encouraged and reminded regularly to apply sunscreen. Shaded areas/tents are organised to provide extra protection. Students who do not comply with teachers’ instructions on this matter will be sent back to school or home.

Together, we can protect young people’s skin from sun damage.

With kind regards

Frances Robertson
Principal
Can you help?

Do you have a spare picnic rug? Do you have a wooden train set that your children have grown out of and no longer need? Infants lunch time play group would love your donations!

Last week we saw the commencement of Lent, a significant event on the Holy calendar. What better way to honour the season than to try and perform a random act of kindness each and every day. Even the smallest act of kindness can have a huge impact on someone who is having a bad day or is currently experiencing low self-esteem or self-worth.

From the AP’s Desk...

Dear Parents/Carers and Students

A couple of weeks ago I write about harassment and bullying. Bullying was a power imbalance and harassment was repeated and unwanted antagonism.

In both these situations the role of the bystander is crucial in diffusing the situation or reducing the power imbalance.

By law, witnesses to a crime, or accessories, don't have to be directly involved to be charged. The same is true for schools. We say that if you witness a situation or know that a situation could occur and do nothing it is the same as condoning the action.

Bystanders can do a few things when they witness a situation or know that a situation could happen:

- Tell a teacher
- Move away. This reduces the perception of a gang approach
- Try and diffuse the situation.

It takes courage to take a moral stand despite peer pressure or adverse consequences. People like Gandhi, Martin-Luther King, Aung San Suu Kyi and Jesus all had this virtue.

If schools are to produce good citizens for society, then the courage to act in a moral way for the common good would be one attribute we want our students to display.

Thank you

Mark van Ommen
Assistant Principal
A Moment in St Patrick’s History– the first signing for
School-Based Apprenticeships

Last week, for the first time ever, students from St Patrick’s were signed up for School Based Apprenticeships. Three Year 10 students, Byron van der Plaat, Tom Robertson and Joel Saville, gathered with their parents, representatives from TAFE and their future employers to sign the paperwork that will pave their futures.

Each student has been gaining considerable experience in the area of carpentry through the school’s work experience program over the last 18 months. These school-based apprenticeships will mean that they continue with their Year 10 school work whilst studying part-time at TAFE and working part-time with their employer. This gives the students dual accreditation; they finish school AND they work towards their apprenticeship's Certificate 3 in carpentry.

Steve Bylund, Dane Martin and Jim Phillips all agree that this is an excellent program and they have committed to the full apprenticeship for these students.

The school has, at its core, a desire to meet students’ learning needs. One of the most significant purposes for this program is that it gives real meaning to learning that takes place at school. Pythagoras’ theorem is no longer a theory; it has real application.

Shane Lawrence, the Head Teacher Trades and Technology from TAFE, outlined the program that commences on 21 March and how the students will complete the 30 units at TAFE over three year.

Congratulations to Byron, Joel and Tom
Helping your child to understand the Assessment Task requirements

Whenever an assessment task is handed out, teachers explain the elements of the task and provide modelling and scaffolding to help your child achieve success. Sometimes, however, your child may still be unsure about what to do for an assessment task. If this is the case, please encourage them to seek advice from their class teacher.

Parents can also help and the information below is intended to assist you in decoding the Assessment Task notification.

**Date Issued and Date Due** and **weighting** of the task for the overall assessment schedule.

**Outcomes being assessed** - These relate to the outcomes drawn from the Board of Studies Syllabus

**Context for the Task** - This explains how the task is related to what the student has been doing in class

**Outline of Task** - This sets out what the task is, that is, what the student must do/hand in. A scaffold is often attached which breaks the task down even more.

**Assessment Instructions** - This gives more information about how the student should do the task, including guidelines about word count, referencing or presentation format.

**Marking Guidelines/Marking Criteria** - This is an important part of the Assessment Task Notification. This explains how the task will be marked. If your child asks you to read a draft, it would be helpful to ask them questions to see if they think they have addressed all of the aspects of the marking criteria. It can be used as a checklist for success.

If you would like any more information about assessment tasks and how to assist your child, I would encourage you to contact your child's classroom teacher or contact me for any clarification.

**Pam Fletcher**

**Secondary Coordinator**

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**MiniLit** Meeting Initial Needs In LITERACY

This is our second year of running the MiniLit Program at St Patrick's. MiniLit is a specially designed Program for children in Years One and Two who need a little extra support to develop their reading and writing skills. The program is offered in small groups of up to 4 children.

Last year recorded significant growth for the children who were on the program in alphabet knowledge, phonemic awareness, letter formation and their confidence in reading and writing.

Children from Years One and Two began their MiniLit Program in Week 4 with Mrs Marg Field and Mrs Melinda Barrett. We look forward to hearing about the children’s experiences and achievements.

If you have any questions about the program, please contact Melinda Barrett on melinda.barrett@cg.catholic.edu.au or phone 64521721 to arrange a time to meet.
Canteen News Week 5

A reminder to all families: please order items from the current price list. It can be found on the school website, or please request a hardcopy from me via the office or put a note on your lunch order bag *THANKS*

This week’s volunteers are (thank you):

Thursday 25/2 10am Brett Dawson
Friday 26/2 10am Keira Lennon
Wednesday 2/3 10am Sue Bottom, 1.15pm Marjorie Revelant
Thursday 3/3 10am Keira Lennon
Friday 4/3 10am Elsa Wagner

Friday Special: Add the code word PURPLE to your lunch order this Friday to receive a free Quelch stick!

Caroline Blyton
Canteen Manager
St Patrick’s Parish School Cooma

Nutrition Snippet

The simplest way
...to save time packing lunches.

We know parents are eager to pack healthy, nutritious lunches.
But doing it five times a week, and getting the kids keen on healthy options such as fruit and vegetables, can feel like a chore.

Plan ahead to get organised and save time:
• Make sandwiches at the beginning of the week and freeze, then add fresh salad on the day.
• Cook extra at dinner and use leftovers for lunches - baked veg, stir fry, pasta and rice work well.
• Chop up sticks of carrot, capsicum, celery or cucumber and store in a container in the fridge until ready to use.
Let the kids help prepare and select, saving you time and getting them interested.

For more information visit
www.eatittobeatit.com.au
or join us at facebook.com/eatittobeatit
From the Secondary English Department

Year 7 students are now equipped with Accelerated Reader books, targets and an expectation of at least 20 minutes of sustained reading per day. This reading occurs during English lessons, during DEAR (Drop Everything And Read) and, of course, is included as part of the work for home. We know that a sustained length of reading assists students in comprehension, word skills and even spelling. It also opens the door for horizons to be explored, world views to be broadened and thoughts and ideas to be challenged. Spelling, grammar and punctuation is given a particular focus in Year 7, as is the ability to be expressive persuasively in written texts such as letters, debates and arguments.

Year 8 students are studying the novel ‘A Monster Calls’. This thought provoking book appears to be a bit of a hit with the students and has raised stimulating discussions that are both challenging and reflective. Dealing with serious issues such as bullying, life threatening illness, grief, anger, truth, relationships, students are encouraged to probe deeply and to look at the allegorical nature of the content. An ancient gnarled tree is symbolic for facing one’s own truth; a recurring nightmare disturbs and can’t be escaped; those closest won’t allow the reality that’s looming. We are asked to ponder, ‘What (or who) is the real monster?’

Year 9 students are studying ‘The Graphic Novel’. This sounds like the stuff of Marvel comics! And in a way it is! Students are learning how to deconstruct a formally written short story with a fine toothed comb – identifying the narrative through locating orientation, setting, characters, plot and dialogue in particular. They are then transforming this text into a graphic version. Starting with several examples of graphic novels, they have noted how dialogue is presented, how stories unfold and how characters are developed. Several texts have been deconstructed in class and the final one, a story with a (horror) twist, will become their first ever graphic novel. Maybe we’ll have a ‘Marvel’ in the making!

Year 10 students are currently studying War Poetry. We have discussed the history of World War 1 which has included viewing real letters home written by Australian soldiers during the Great War and other first-hand accounts. We have also looked at war propaganda and examples of poems that persuaded young men to fight for their country. An emphasis has been made on encouraging the students to reflect on the thoughts, feelings and emotions of soldiers on the battlefield and how these factors contributed to the poetry of the time. They have studied the works of the famous First World War poet, Wilfred Owen and in doing so have learned about the effects of Shell Shock. The students are learning how to annotate a poem and recognise poetic devices in increasingly complex poetry. They will continue refining these skills as they learn about other conflicts during the 20th and 21st centuries, and the poems and songs that have arisen during these times. Their assignment requires the students to compare and contrast two texts (one must be a poem) and comment on which is most effective at reaching its purpose. The focus on text comparison is intended to equip the students with the skills to seamlessly move into Stage 6 English next year.
Take Time for Breakfast

WHY EAT BREAKFAST? Children who skip breakfast will be more sluggish, less attentive, and have less energy to carry out their morning tasks. **Breakfast helps improve mental performance and concentration** during class activities. Children who skip breakfast are often more tired, irritable, or restless by late morning.

A study published in 1998 in the *Archives of Pediatrics and Adolescent Medicine* showed significantly higher maths test scores after children ate breakfast.

A good way to explain to children why they should eat breakfast, is this simple analogy.....

*Imagine you are a car. After a long night of sleeping, your fuel tank is empty. Breakfast is the fuel that gets you going so you can hit the road. You need to provide enough new energy for your body to get started and to keep you functioning until lunch!*

Below are some tips for parents on incorporating breakfast into their children's before-school routines:

- Prepare for school the night before by preparing the next day's clothes, lunch and backpack.
- Set the alarm for 15 minutes earlier to allow more time for breakfast.
- Say no to TV, video games and computers in the morning.
- Choose foods that require little preparation such as fresh and canned fruits, milk, yogurt, cheese, cottage cheese, hard-boiled eggs, whole grain cereals or instant oatmeal.
- Eat on the run with celery stuffed with peanut butter or cream cheese, dried fruits, string cheese, juice boxes, milk drinks, a wrap with ham and cheese or curried egg or breakfast bars.
- For those with little hunger in the morning, offer juice, milk or a fruit smoothie made with skim milk and fruit.
- For those who dislike breakfast foods, offer something non-traditional like cold pizza or leftover chicken.

**In summary, kids and teens that eat breakfast have more energy, do better in school, and eat healthier throughout the day. Without breakfast, people can get irritable, restless, and tired.**

So take time for breakfast — for you and your kids!

For more information: [http://www.thedietchannel.com/](http://www.thedietchannel.com/)  

Melinda Barrett  
Learning Support Teacher
Southern Region Swimming Results
On Tuesday 17 February students represented St Patrick’s at Narooma -Southern Region swimming carnival. Students supported each other loudly and displayed great sportsmanship during the day. Many personal bests were recorded and outstanding results were achieved.

Congratulations to the following students who have qualified for the Archdiocesan Carnival in Queanbeyan:

Isabelle Adams - 50m F, 50m B, 50m Br and 50m Fly
Shelley Kleven - 50 Br and 50m Fly
Clara Thornton - 50m B
Jack Kleven – 50 F and 50m B
Luke Fely - 50m F
Tomas Carton – 50m B and 50m Fly
Georgia Rumball – 50m F, 50m B, 50m Fly and 200m IM
Meg Schofield – 50m F and 50m B
Ethan Stacey – 50m F and 50m B
Junior Girl Relay – Abigail Dowton, Sienna Davies, Georgia Rumball and Meg Schofield

Thank you to all the parents/carers who supported us and helped to make it a successful day.

Glenyce Moxon
Organising teacher

Homework Group
The homework support group provides opportunities for students to complete homework and assessment work in a quiet uninterrupted environment. Afternoon tea is provided as well as access to computers, reference materials and required support in completing tasks.

Venue: St Patrick’s secondary library
Time: Thursdays after school until 4.30pm.
Supervising teacher: Mrs Mackay

Following Homework Group, students are expected to make their own way home or to have pre-arranged their pick up by a parent or carer.

Seasons for Growth
A grief education program
Loss and grief are issues which affect all of us at some stage in our lives. Learning to deal effectively with these issues is central to personal wellbeing and happiness. Unresolved grief can also affect a student’s learning.

Seasons for Growth is an Australian education program which supports participants who have experienced change in their family because of a significant loss such as death, separation or divorce. It explores issues such as change, loss, managing feelings, coping strategies and support networks.

Our school will be offering Seasons for Growth this year. It will run for 8 weekly sessions of about 50-60 minutes and conclude with a celebration session. Later on, two further sessions will build on earlier learning.

If you think your son or daughter could benefit from Seasons for Growth we encourage you to talk to your child about this. We are confident that Seasons for Growth will be a valuable learning experience for those who request to be involved.

If you are interested in your child participating in this program, please email the school with the following details:
Your name:
Contact email:
Contact phone:
Your child’s name:
I have discussed this with my child ( YES | NO )
Netball Madness!

Congratulations to all the students who participated in the Netball Gala Day on Wednesday 17 February. Your sportsmanship, teamwork and cooperation on the day is to be commended.

A special thank you to Anna Behr and Megan Schofield for umpiring a number of games throughout the day. This was in combination with playing their own match games. At times, these girls did not get a break throughout the day. Their assistance was greatly appreciated, particularly with the primary teams.

Overall, the competition was very strong but the results were very pleasing. The Year 9/10 team won two out of their five games and the Year 7/8 team also won two out of their five games. Well done to both teams!

Ms T Wawrzyniak
**5I News**

It’s been a busy and exciting start to the term. We are learning to get to know each other and many of us are now well into double figures (10. 5 years old). We also welcomed two new class members this year: Keegan Thomson and Laura Dawson. Both have been a great addition and have made our class an even nicer place to be!

So far we have been getting to know each other with our ‘**All about me**’ silhouettes with some excellent examples from India, Ryan and Grace.

In Maths we have begun measuring with cms and mms, demonstrated by Talon and Luke. We have also been learning to write a cognitive closure after lessons.

In art, we have been learning about primary and secondary colours, thanks to the designs from Clara, Lilly, Harriet, Cooper K and Laura.

In music, we have been having fun with Mrs Rooney practising our 60s dance moves; go girls – Harriet and Sarah.

In Library, we have all established our targets in Accelerated Reader and now it is up to us to reach them.

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Rocco Cafferelli – ‘Today I learnt to read over my work when I don’t know the answer.’

We have also been goal setting in Personal Development. An example of goals and methods we will use for Week 4.

**Mitchell Burke**

**Goal:** “To ask more questions.”

**Method:** I will try to achieve this by:

1. ‘Not keeping quiet about my work when it is hard.’
2. ‘Being able to clarify with my teacher.’
3. ‘If I am unsure, ask more questions.’

**Result:** You have been a success at achieving your Week 4 goal, Mitchell.
Year 6 – Hour of Code
As part of their ICT lessons this term, Year 6 are learning the basics of computer science. The students have participated in free coding online lessons. If you would like to learn more about coding, just go to [https://code.org/learn](https://code.org/learn).

Act Judo Champions
Congratulations to Jack Kleven, India Dyball and Shelley Kleven who competed in the ACT Judo championships over the weekend.

This a pathway to the National Judo Championships.

All children finished with terrific results.
1st India Dyball – Jnr Under 36kg
3rd Jack Kleven - Jnr 34kg
3rd Shelley Kleven – Snr U36kg
Keep your child’s back health at the front of your mind

For children, an overloaded or incorrectly worn backpack can cause shoulder, neck and back pain, and become a major source of chronic pain. When stresses put on the spine, children may lean too far forward and experience distortion of the natural curve, rolling their shoulders and causing a more rounded upper back.

The APA recommends a backpack that weighs no more than 10 per cent of a child’s body weight. The backpack must fit the child; parents should avoid buying a big pack to grow into. When the child sits with the backpack on, the pack should not extend higher than the child’s shoulders.

When choosing a backpack for school age children, the APA recommends the following features:

- Wide shoulder straps that are comfortable and sit well on the shoulder
- Waist straps to help transfer some of the load
- A padded back support that allows the backpack to fit snugly on the back.

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Back To Cooma Celebrations

BE A PART OF IT!

Make Paper Flowers for the
Community Garden Float

At Cooma Library

MAKER DAY!

Thursday 3rd March
3.30-5pm
Cooma Library
Free & Fun
Kids & Adults Welcome

COOMA COMMUNITY GARDEN
Get involved in the School Banking program

St Patricks Parish School is excited to offer the Commonwealth Bank School Banking program to all students.

The School Banking program provides children with an opportunity to deposit money into their Commonwealth Bank Youthsaver account at school each week. The program is about how often your child makes deposits, not how much they deposit.

To encourage regular savings behaviour the program offers an exciting Rewards Program. Every deposit earns your child a silver Dollarmites token, and once they've collected 10 tokens they can redeem them for a reward.

The rewards available during 2016 are: Flying Snake Tail, Wildlife Writer Set, Mud Splat Handball, Outback Pat Bag Tag, Backtrack Eraser Pen, Jump and Skip Rope, Bush Fly Fan, Wriggly Glow Worm.

School Banking is also a great fundraiser for our school. Our school receives $5 when a student makes their first ever School Banking deposit and 5% on every deposit made through the school (to a maximum of $10 per individual deposit).

Getting involved in School Banking is easy!

You can get involved in the School Banking program by opening a Commonwealth Bank Youthsaver account at your local branch. All you need to bring is your current identification as well as your child’s birth certificate.

If you are an existing Commonwealth Bank customer and have NetBank, you can open an account online. If your child has an existing Commonwealth Bank Youthsaver account they can start banking straight away. They just need to bring their deposit in every week on School Banking day using their Dollarmites deposit wallet.

School Banking day is Thursdays. Each week you need to bring your deposit book to School on Thursdays & it will be collected by either 1L students in Infants & 4M students in Primary for Term 1. High School students who have previously banked in Primary can still bank each week. To arrange deposit book collection, please phone Marjorie Revelant 64521652.

If you would like to know more about School Banking, please phone for a 2016 School Banking program information pack from Marjorie Revelant 64521652.

Regards

Marjorie Revelant

School Banking Coordinator
The NDIS will be introduced in Cooma from July 2016

Dream
Distil
Document

What supports do you currently access?
What supports would you like to be able to access?
What new things would you like to try or what goals do you have for the next 12 months?
What support can the NDIS provide to help you achieve your goals?

Your Plan Your Way pre planning sessions will:

- Give you a better understanding of how the NDIS can work for you
- Explain what funded supports are available
- Help you develop and document goals that can be supported by an NDIS plan

FRIDAY 11th March 2016
10am – 1.30pm

SATURDAY 12th March 2016
10am – 1.30pm

Werri-Nina Centre, 227 Sharp Street. COOMA
$45 per person / Maximum 15 people each session

Please register by 10th March 2016
Trudi – 0498576602 trudi@yourplanyourway.com.au
Pieta – 0400348658 pieta@yourplanyourway.com.au

Your Plan Your Way provides independent pre-planning and coordination of supports for NDIS participants. Check out our FaceBook page or website for more information:
www.yourplan-yourway.com.au