Dear St Patrick’s Community

Reflection on events 14 years ago and 14 days ago

Tragedy can teach us many lessons. From pain, we can learn compassion. From division, we can learn solidarity. And when our world is shattered, as it was on September 11, 2001, we can learn to seek understanding. On that violent day which shook us silent, the world tilted and fractured. The lines between "us" and "them" grew thicker, darker, and harsher, muddying our shared humanity. We have since inhabited the shadows they cast, shouting at one another from across divides. We have seen that in the nightly news about the river of refugees into Europe.

We are given an opportunity to overcome the lie of "them" and "I" and learn to live together. The terrorists of 9/11 were guided by a narrative of intercultural incompatibility. As people of diverse religious and secular identities, we can prove them wrong in our unity. By building bridges of understanding, we can emerge from the shadows and learn -- from one another -- how to be our best selves.

This last week, on a current affairs program, I was listening to an interview with Jan Owen, Chief Executive of the Foundation for Young Australians. In this interview, she was quoting some very startling statistics about the future job prospects for young people in Australia.

* 44% of jobs will be automated in the next 10 years
* 60% of students are chasing careers that won’t exist
* 50% of the jobs in the future will need employees with digital capabilities
* Young people will have an average of 17 different jobs

These are your children she is talking about. The report, The New Work Order: ensuring young Australians have skills and experience for the jobs of the future, not the past can be downloaded http://www.fya.org.au/wp-content/uploads/2015/08/fya-future-of-work-report-final-lr.pdf

This report makes it imperative that we forge ahead with our STRIVE programs and the BYOD program to improve both use of technology and the ability to be flexible and capable thinkers.

We will be repeating the introductory session for the BYOD program in Term 4, followed by ‘stage 2’ of the roll-out for parents’ information.

Parents are encouraged to join us this Thursday evening to hear guest speaker Tim Smith from Catholic Education speak about parental involvement in school. It will begin at 6.30pm in the Secondary Library. All are welcome.

Yours sincerely

Frances Robertson
Principal
A brief summary on NAPLAN results

Recently, the 2015 NAPLAN data was released by ACARA, and families will have received a hard copy of their children’s results. While the full analysis of the school data takes place over many weeks and becomes a reference point for teaching and learning across the school, some initial analysis has been completed. This analysis shows some areas of success and some areas which will become the focus of teaching and learning practices in the coming year.

The successes include an improved overall level in all years, especially in Year 3 and Year 5. There has been a significant ‘upturn’ in most areas across Literacy and Numeracy. ‘School Growth’ (which indicates the value added by the school) continues to be strong. It has been a consistent feature at St Patrick’s that there is good improvement from Year 3 to Year 9.

While traditionally St Patrick’s has shown strength in the middle bands of achievement, this year’s data reveals improvement towards the upper bands in most domains. We are starting to see the success of our interventions in Literacy and Numeracy in Years 2 – 9.

**Year 9:** Significantly more of our students (than the State) answered over one third of the questions correctly in the Reading section. The average score for Reading, Writing and Grammar is above the State average. There were no students below national minimum standards in Reading or Numeracy. There is still work to be done in developing spelling, vocabulary and proofreading strategies, as well as aspects of Numeracy, such as volume, space and indices. On the other hand, fluency in calculations is strong.

**Year 7:** Reading is a strength for most of the students, in comparison to the State, where the average score is 11 points above the State average. Further development around inferential comprehension is planned. There are no students below national minimum standards in Reading or Numeracy. Although ‘student growth’ in Numeracy (the improvement from Year 5 NAPLAN to Year 7 NAPLAN) is positive for all but 2 students, there are areas for development, including patterns, data and algebra.

**Year 5:** The average score for Reading is 22 points above the State average. All students had positive growth over the two years. There are a very small number of students who are below the national minimum standards in some aspects of Literacy and these students are new to our school, so we will work closely with them to lift this. In Writing, areas of grammar and punctuation will continue to be emphasised and developed in class. In Numeracy, every student had improved significantly since the last NAPLAN in Year 3. Improving computation in multiplication and division and understanding of measurement will be given a priority.

**Year 3:** In Reading, the average points for St Patrick’s are higher than the State, although there is further development in building inferential comprehension. In Numeracy, we match the State average. There are no students below national minimum standards, except for spelling, where there is only one student below.

Although this is a ‘global’ summary, we also do close analysis of each student. Each teacher now has access to the individual results of every student. We have adjusted our staffing arrangements for Term 4 to do some more intensive support for some students, to provide enrichment for other students and to re-align some programs. This is a continuation of work that we began earlier this year, where the school allocated some Secondary teachers to support Primary classes with specialist expertise, or time for the Primary teachers to address specific learning needs.

There are aspects of ‘exam literacy’ that we need to address. Many students are still leaving out questions or they are misinterpreting the point of a question.

NAPLAN results are useful in many ways, but they are also part of a bigger picture of looking at information from a variety of sources—formal assessment tasks, classroom quizzes, a student’s approach to classroom tasks, questions students ask in class, ability to respond to challenges, monitoring reading levels through Accelerated Reader – and all are valid in providing relevant and useful information about a student’s progress.

We always encourage parents to discuss results with their child’s teacher if they have questions or concerns.
Expression of Interest
Position of Secondary Support Assistant-Science

An Expression of Interest is sought from a suitably qualified, interested and experienced person to take up the role of Secondary Support Assistant in the Science Department.

This position has become vacant due to the resignation of Mrs Martina Mayhew.

It is currently a 5 hour a week commitment. Timing may be negotiable with the Principal.

Desirable attributes:
The Secondary Support Assistant- Science will demonstrate the ability to:
1. Communicate effectively in both written and verbal format with students/ staff, as needed
2. Work collaboratively as member of a team
3. Maintain confidentiality and manage challenging situations with composure and diplomacy
4. Effectively use computer programs and resources
5. Work with students with a variety of learning and social needs

Key Responsibilities may include:
1. Management of chemical safety protocols for the school
2. Monitoring of WHS in Science and other areas as designated
3. Provision of general in-class support within a regular classroom, in collaboration with the classroom teacher
4. Provision of support in practical activities and excursions, where appropriate
5. To assist in the preparation of resources and equipment for the Science teacher or student, where appropriate

This would be an appointment until the end of 2015.

It is a requirement of employment that a Working with Children Check has been obtained.

Please submit your Expression of Interest electronically to the Principal frances.robertson@cg.catholic.edu.au by Friday 18th September 2015.
Are you ready to join in the fun in preparing for the Bazaar Fair?
Can you pot up some plants?
Can you find some time this Sunday (2-4pm) to join the craft team at the Secondary Art Room (park in Murray St and it’s the building up the hill)? They are bursting with ideas! We have started. See the ideas in the photographs.

Have you got some time in the holidays to do some craft activities?
Do you know someone who might like to do some knitting or crocheting?
Do you like scrapbooking and feel like making some cards?
Are you an artist? Would you like to use your talents to make some smaller works of art?
Building Self Esteem in your Child

Self-esteem refers to the way we feel about ourselves. It can have a considerable impact on how we treat ourselves and others, and on the types of choices we make. Helping to develop your child’s self-esteem will help them develop as an individual. Just like adults, there are times when a child feels low self-esteem. Low self-esteem can have a considerable impact on a child socially, academically and mentally. By building your child’s self-esteem and teaching them the necessary skills to feel positive about themselves you can help guide them to become a confident individual.

Encourage your child to:

- spend time with people who like them and care about them
- ignore people who put them down or treat them poorly
- do things that they enjoy or that make them feel good
- do things they are good at
- develop their talents
- be their own best friend – to treat themselves well and do things that are good for them
- Make good choices for themselves, and not to let others make their choices for them
- take responsibility for themselves, their choices, and their actions
- always do what they believe is right
- be true to themselves and their values
- respect other people and treat them right
- set goals and work towards achieving them

These points have been the focus of discussion in Secondary Homerooms this last few weeks. It might be timely to spend some time talking with your child about them.

Father’s Day

Mrs. John B. Dodd, of Washington, first proposed the idea of a “father's day” in 1909. Mrs. Dodd wanted a special day to honour her father, William Smart. William Smart, a Civil War veteran, was widowed when his wife (Mrs. Dodd’s mother) died in childbirth with their sixth child. Mr. Smart was left to raise the newborn and his other five children by himself on a rural farm in eastern Washington state. It was after Mrs. Dodd became an adult that she realized the strength and selflessness her father had shown in raising his children as a single parent.

There are many men in our lives who are inspirational: biological fathers, grandfathers, stepfathers, godfathers, uncles, neighbours, teachers, priests, employers... and we give thanks for all of them who contribute positively to our lives. We remember the fathers whose death means that they are now just a memory. Fathers, whatever form they take, merit loving compliments and accolades of praise.

“Parents are the pride of their children” Proverbs 17:6.
Ghosts in the Scheme

As many people would be aware, over the last year our school has been a contributor to the BighART organisation’s Project Cosmopolitana and the development of the play ‘Ghosts in the Scheme’, which has just finished a short season at the Canberra Playhouse.

As a result of our collaboration with BighART, we were invited to attend a matinee performance of the play last Thursday. In keeping with the community focus of the project, we travelled to the theatre by bus with a group of senior citizens from Cooma and Berridale, Mr Dunne and Mrs Hulley serving as supervisors.

The play itself was quite challenging for the students, dealing as it did, with such themes as aging, relationship breakdown and terminal disease, but the Q and A after the show helped to sort out many of their concerns. It also allowed several students to re-connect with Mikelangelo and the Black Sea Gentlemen, with whom they had worked earlier in the year.

Overall, the experience was enjoyable and valuable, and our thanks must go to the Canberra Theatre for its invitation.

The preparation begins for the production of

We are busy rejuvenating the ‘Secret Garden’ behind the Convent building. This was a project undertaken by a very committed group of parents and teachers many years ago and it is time to update and refresh. This is going to be the set for the Shakespearean play!

We need some more outdoor plants where the fairies can hide...Can you help? Have you got a very frost hardy outdoor plant that you could donate to the school?
Parish Home-based Sacramental Program
First Communion

Letters of invitation will be sent out in the holidays to those families whose children will be preparing for their First Holy Communion. The first meeting will be on Tuesday 13 October 2015 at 6.30pm in the Church. If you miss out on receiving a letter, and you feel your child in year 4 and onwards should be part of this program, please contact Lou Mackay c/- the Parish Office on 64522062.

Fact Sheet

EAT MORE FRUIT AND VEGETABLES

Eating fruit and vegetables every day will help your child grow strong and healthy. Children aged 2-3 years should eat 1 serve of fruit and 2.5 serves of vegetables and children aged 4-8 years should eat 1.5 serves of fruit and 4.5 serves of vegetables, each day. (Approximately half of these amounts for toddlers aged 1-2 years).

What is a serve?

- 1 serve of fruit is:
  - 1 cup of canned or chopped fruit or
  - 1 medium piece of fruit such as apple, banana, pear or
  - 2 small pieces of fruit such as apricots, mandarins, plums, kiwi fruit or
  - 1½ tablespoons of dried fruit, only occasionally

- 1 serve of vegetables is:
  - 1 cup of salad vegetables or
  - ½ cup of cooked or raw vegetables (such as broccoli, carrot, peas, beans) or
  - 1 small potato
  - ½ cup legumes (such as lentils, chickpeas or kidney beans)

Children may need to try new foods many times before they will like them.
Tasting and learning about new fruit and vegetables is the best way for young children to become more familiar with them. You may feel like giving up if your child rejects them the first few times, but keep offering as it may take 10-15 times before they start eating them.

Easy ways to eat more fruit and vegetables each day

- Put fruit on breakfast cereal.
- Add extra vegetables to casseroles, bolognese, stir-fry, curry or home made pizzas.
- Pack sliced fruit and vegetable sticks in the lunchbox.
- Make a smoothie with fresh, canned or frozen fruit.
- Serve fresh fruit with yoghurt or custard.
- Try a small cob of corn or mug of thick vegetable soup for a snack.
- Put salad on sandwiches and wraps.
- Try avocado and tomato on crackers.

Try to make fruit and vegetables part of every meal or snack

- Eat plenty of fruit and vegetables yourself. When your child sees you eating these foods they will want to try them too.
- Grow some vegetables in the garden and let your child water and look after them.

For more information and ideas on healthy eating and physical activity go to www.healthykids.nsw.gov.au
Thank You Thank You Thank You Thank You Thank You

A massive thank you to everyone for their support of Book week activities.

The children all looked fantastic in their costumes and a fun day was had by all. The Book Fair was very successful and many books, $2100 total, were sold. This enabled the school to select books to the value of $700 for the school library.

This was a great effort by all involved. Keep up the wonderful reading!

Glenyce Moxon
Librarian

Funeral arrangements for Cath Harriden

As you would now be aware, the mother of Bailey Harriden (Year 8) died peacefully in her sleep last week. I am now able to confirm that Cath’s funeral will be on **Friday at 1pm at St Mary’s Catholic Church, Adaminaby. This will be a Requiem Mass.**

Some staff will be attending. Any student who wishes to attend this funeral will need to be taken by their parent. If possible, we would like any attending students to be in their school uniform. Can parents please inform the Homeroom teachers if you intend to take your son/daughter to the funeral?

We ask for your prayers for Bailey and his family. May our Lord bless and comfort them during this time of grief.

CAN– Community Action Network

Congratulations to the Year 9 students, Keisha Nunn and Kadee Laird, who formed a CAN to raise funds for an orphanage in Vietnam. This is the orphanage that Ms Trigg, one of our Science teachers, will be visiting and working in during the school holidays. The students organised a sausage sizzle and funds raised will be used to purchase much needed equipment for the street children who are housed at the orphanage.

This CAN is a wonderful initiative of the students. It has a ‘can-do’ approach!
Do you see what I see?

What a regular vision person sees

What a person with deuteranopia sees

Colour Vision

Not everybody sees colour the same way. In Australia, around 8.0% of the male population is colour blind compared to around 0.4% of the female population, (that is one in 12 boys and one in 200 girls are colour blind). One of the most common forms of inherited color vision deficiency is the red–green deficiency or deuteranopia (as shown in the picture above).

Spotting the Symptoms of Colour Vision Deficiency in young Children

The main symptom of colour blindness is a difficulty in distinguishing colours or in making mistakes when identifying colours. If a child is suspected of being colour blind the main clues to look out for are:-

- Using unusual colours for an object – e.g. purple leaves on trees, often using darker colours.
- Problems in identifying red or green colour pencils or any colour pencil with red or green in its composition (e.g. purple, brown).
- Smelling food before eating.
- Excellent night vision.
- Sensitivity to bright lights.
- Colour blind children may not like to colour in pictures or want to play counting or sorting games with coloured blocks or beads.

If you are concerned about your child’s vision, contact an optometrist for a simple and free test. If there are any colour blind men on the mother’s side of the family – these could be uncles, great uncles, cousins and grandfathers – then you should have your child tested for colour vision deficiency. Some children can be colour blind but not know it.

Colour Blind Awareness has made a video to show teachers and parents what a colour blind child sees. You can watch it on YouTube https://www.youtube.com/watch?v=I5OYL3Kw8L8
What animals are hiding in this picture?

Children with regular vision can see the bear, deer, rabbit and squirrel. They cannot see the fox.

Children with a red-green colour vision deficiency see a cow (instead of the deer), a fox (in the lower left), and usually the rabbit and squirrel. They cannot see the bear. It is thought that red-green colour blindness occurs in varying degrees: mild to severe. Children with severe red-green colour vision deficiency may have difficulty seeing the rabbit and/or squirrel. Anyone with a red-green colour deficiency cannot see the bear, but can see the fox.

For more information, questions or comments, please contact Melinda Barrett (Learning Support teacher) on melinda.barrett@cg.catholic.edu.au

SOURCE: Vision Australia and Colour Blindness Awareness

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Attention Year 10

BOSTES Literacy and Numeracy tests for students planning to leave school before completing the HSC, remain open until Friday 18 September (end of Term 3), then re-open on Tuesday 6 October (beginning of Term 4).

The tests are available between 9am and 4pm on school days, to enable schools to schedule them as close as possible to a student’s leaving date. Students can sit a short demonstration test to get familiar with the look and feel of the tests, which focus on the literacy and numeracy skills required for employment and further education. They are adaptive, so students receive questions aimed at their ability level based on their responses.

The results are displayed to students immediately on completion, and a test report – to show employers – is available the following day via their Students Online account. The results are also immediately available to teachers, and reports are available the following day via Schools Online.

Students who intend to leave school prior to the HSC need to see Mrs Fletcher.
Life on the Goldfields — Injury Day

This term Years 5 and 6 have been studying the history of gold and the early Australian gold rush of the 1850s. The students have discovered that life on the goldfields was very tough, unpredictable and often unjust because of the lack of law and order. There were many ways for diggers to injure themselves while panning, working down mineshafts or settling disputes with other miners or the local troopers. There were also disagreements, scuffles and sometimes fights. Unfortunately, the Diggers had to visit 'Quacks' (unqualified doctors) for treatment of injuries, with many of the remedies that often made the diggers' condition worse.
**Tournament of Minds**

Tournament of Minds (TOM) is a problem solving programme for teams of students from both primary and secondary years.

Teams solve challenges from a choice of disciplines:

- Applied Technology
- Language Literature
- Maths Engineering
- Social Sciences

TOM aims to enhance the potential of our youth by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a competitive environment.

**Well done to the Primary Applied Technology team for winning on the day, competing in the Territory finals on the 19th September.**

Thank you to Mrs Stubbs, Ms Lovat and Ms Trigg for supporting these teams.
Interview with Clayton Miners

This is an interview with SERAS bull riding scholarship holder and Year 8 student Clayton Miners by Caitlin Hain and Zoe Carlson of Year 9

Caitlin and Zoë: When did you start bull riding?
Clayton: I started to ride on poddies when I was seven.
Caitlin and Zoë: What made you want to start bull riding?
Clayton: My dad was a bull rider.
Caitlin and Zoë: How did you get the scholarship?
Clayton: I heard it on the radio and applied for it on the internet.
Caitlin and Zoë: What does the scholarship involve?
Clayton: It involves fitness training at the AIS and riding once a month.
Caitlin and Zoë: What sort of things do you do with the fitness training?
Clayton: We do lots of running and they do fitness testing with us. We also do gymnastics which helps reduce the injuries we might get.
Caitlin and Zoë: Where do you do the riding training?
Clayton: Every month mum drives me to Yass and we ride bulls there.
Caitlin and Zoë: Do you ever get nervous before riding?
Clayton: Sometimes, but once I’m on the bull, the nerves go and the adrenalin kicks in.
Caitlin and Zoë: Have you competed in any competitions yet?
Clayton: Yes, I compete in a lot of different places such as Moruya, Yass, Forbes and Camden. I ride for points and then if I get enough points I can ride in the Australian Championships.
Caitlin and Zoë: Do you have an inspiration?
Clayton: Yes, my dad.

Nail Polish

Do you have a colour or two that you no longer need? We are looking for bottles to be donated to the Bazaar Fair so that we have a range of colours available to make interesting designs. It doesn’t matter if some have been used or not, just send it to the Office.
A Message from the School Board

Another busy term is drawing to a close with some memorable achievements that have been a success for our school and students this term. This includes our inaugural Year 9/10 PASS Camp to the Blue Mountains, Primary and Infants Book Parade, Tournament of Minds held at the ANU, Archdiocesan Athletics, Year 8 Visual Art Competition Winners, the countless hours of rehearsals for students and staff in preparation for Shakespeare’s A Midsummer Night’s Dream production being held in October, Pastoral Care initiatives, the Snowsports Program, NAIDOC Week Celebrations, NET Team visit, the visit from Clontarf students from Moree and Inverell and our Skiing Representative Teams. The list goes on. What a term! This does not include the work that translates in and outside the classroom every day.

To the staff, students and our families at St Patrick’s, we say thank you for your energy, involvement and participation this term.

As we reflect upon the successes of Term 3, we want to further enhance and improve our involvement, engagement and communication with our students and families at St Patrick’s. It is important to look at ways of positive, constructive interaction, how our school can benefit and improve in terms of staying in touch with our families.

We hope we see many parents come along to our forum on Thursday 10 September at 6.30pm in the Secondary Library and listen to our guest speaker, Mr Tim Smith, Senior Officer, Strategy and Public Policy from Catholic Education in the Archdiocese of Canberra and Goulburn. The term "parent engagement" has direct impact in lobbying in governments both federally and locally. As parents, you have a significant role to play in terms of what you can bring to the table in educating your child and working with skilled professional educators at our school to achieve the best result for your child or children. We encourage all our families to come along.

This is also a time to help and remember our families and students who are experiencing hardship through illness or death of a loved one. A simple hello, a smile, or ‘how are you today?’ can make a difference to a person’s day. It never hurts to extend the hand of friendship and show that we care.

Our School Board takes this opportunity to wish our families, staff, carers and students a safe, healthy and peaceful holiday.

Erika Statham
Chair, St Patrick’s Parish School Board
T20 Blast Cricket

Last Friday students from Yr 6, Yr 5 and Yr 4 went to Rotary Oval to participate in a promotional game of T20 cricket with Sean Abbott and Gurinder Sandhu (NSW and Australian T20 players). The students really enjoyed this opportunity and here are their thoughts.

“I thought it was fun because Gurinder Sandhu and Sean Abbott were there. I faced Gurinder and hit him for six!” Charlie Pendergast

“I thought it was good because we got to meet some players and they played with us. We played games against other schools and everyone showed good sportsmanship. I faced Gurinder and I also hit him for six. Sean Abbott was really good to face.” Jack O’Donnell

“I liked how I got to face Gurinder Sandu and he didn’t get me out. I also liked how we got signed posters from the players. I also liked how I got to practise my skills.” Gus Brabham

“I liked how everybody got to have a go. I caught someone out. The music being played created a fun atmosphere.” Lisa Haylock

“I thought it was fun because even if you got bowled out you still got to keep batting. I liked wicket keeping because I was able to say the batsmen ‘Hey have you ever seen those bails that light up’ ” Lucy Kamenz

“It was good fun seeing Gurinder and Sean Abbott. Facing Sean Abbott was fun. Getting 5 wickets in a game was cool.” Jesse Eljuga

“I liked how no one took it too seriously and I also liked facing Gurinder Sandhu because I felt sort of professional. I also liked how we could ask the players questions.” Lachlan McGufficke.

“I liked how we got to meet the players and have a joke with them. I didn’t know how you played, but it was still fun. The afternoon was well organised because if you weren’t batting you had skills development.” Luca Henderson

“I liked how if you weren’t batting or fielding you got to play catching games. I liked how you got 4 overs of batting, no matter how many times you get out.” Hudson Laird.
Rewarding regular savers with amazing prizes.

We’re bringing the exciting news that an intergalactic Prize Portal has appeared on Planet Savings, giving students who demonstrate good savings behaviour the chance to win amazing prizes.

- 75 x iPad minis Wi-Fi 16GB
- 125 x Beats by Dr. Dre Solo²™ Headphones
- 200 x $30 Booktopia Gift Certificates

Help the Dollarmites activate the Prize Portal for a chance to win
To activate the Prize Portal, students must simply make three or more School Banking deposits during Term 3 and they will automatically be entered into the competition for a chance to win one of hundreds of prizes. Students can also complete a Money Mission at [commbank.com.au/prizeportal](commbank.com.au/prizeportal) to double their chance of winning a prize. (Please note, students can start the Money Mission at any time, but are required to make three deposits by the end of Term 3 to double their chance of winning).

Win books for your school library
We’re also giving schools participating in the School Banking program a chance to win one of 75 sets of children’s books for their school library, valued at $200.

For more information, visit [commbank.com.au/prizeportal](commbank.com.au/prizeportal)
Canteen News

Add some vegie sticks or a slinky apple to your order for Fruit & Veg Month!!

All of the K-6 classes are getting the opportunity to taste test St Pat’s Pasta before the end of term. Feedback has been very positive, it is yummy, filling, healthy and inexpensive!

Volunteers - Thank you!
Wednesday 09/09, 10am Kelly Gill
Wednesday 09/09, 1.15pm Kelly and Marjorie
Thursday 10/09, 10am Jackie Bitar
Friday 11/09, 10am Chris Haylock
Wednesday 16/09, 10am Sue Bottom
Wednesday 16/09, 1.15pm Howard and Elsa
Thursday 17/09, 10am Sara Souter
Friday 18/09, 10am Grant Pascoe

A reminder that the price list can always be found on the school website: http://stpatscooma.nsw.edu.au/srcfiles/Price-List-Term-3-2015.pdf

Caroline Blyton
Canteen Manager

2W Class Assembly

On Friday 4 September 2015, Year 2 performed their class assembly at the Cooma Ex-Services Club. 2W have written recounts of their favourite part of the assembly.

They are as follows:

“We were excited about showing our dances.” By Tom W.

“We were nervous for the Ball and the Jack dance, but it was fun!” By Archie and Jett.

“My favourite part was sharing our 3D objects.” By Hunter and Riley.

“We enjoyed showing the dancing of Lou, Lou, Skip to My Lou, Heel and Toe Polka and the Ball and the Jack.” By Ben and Reece.

“Summer’s favourite artwork was the rocket and so was mine!” By Esther and Summer.

“We enjoyed doing the Mexican Hat Dance, showing our rockets and sharing our Pentagonal Prism 3D object.” By Meg and Ollia.

“I enjoyed showing the dances, Heel and Toe and the Mexican Hat Dance.” By Alana H.

“We were excited and enjoyed doing the dancing of Lou, Lou, Skip to My Lou, Heal and Toe Polka, Ball and the Jack and the Mexican Hat Dance.” By Laura and Tia.

“I liked playing my guitar and reading.” By Thomas
Social networking sites such as Facebook, MySpace and Twitter, are very popular with children, even those as young as 8 and 9. These types of sites allow children to be incredibly creative online, keep in touch with their friends and express themselves using a whole range of different media and applications such as video, photos, music, and chat.

However, it’s important to recognise that while these are fun and offer great possibilities for children, there are potential risks including cyberbullying, contact by adults with a sexual interest in children and the misuse of personal information.

As a parent, carer or teacher it’s really important to familiarise yourself with social networking services. Most sites stipulate a minimum user age of 13 or 14, although some interactive sites are designed specifically for younger children. By understanding these sites you can help to support your children in choosing an appropriate site and using it in a safe and constructive way.

Social networking sites, alongside sites which enable users to put up their own pictures, text and videos (known as user-generated content) such as YouTube, blogging sites, and interactive games sites for example are part of a social and technological revolution that is known as Web 2.0. Web 2.0 is characterised by the ease with which anyone can produce and publish their own content and link with others.

Young people especially love this new environment because they can have a powerful voice to express their identity and opinions and many are using it to good effect. For example, some musicians and bands have launched themselves entirely on the strength of this new stage. And all this is for free and with just one password – is it any wonder why young people love it?
PRIVATE OR PUBLIC SOCIAL LIFE?

Increasingly children and young people are able to access and use these applications on the go through mobile and gaming devices, where they are away from supervision, enabling the instant publishing of pictures.

What sometimes appears as a private space for a child can become public very quickly and this blur between public and private expression can potentially put a child at risk in two main ways:

**CONTENT:**

Children creating or posting inappropriate, offensive or even illegal content in their or others’ Web pages could get them into trouble with their school, friends, and even the police, depending on the nature of the material. Content posted to the Web can be copied, altered and reposted by anyone and it’s very difficult to ‘take back’ what may be later regretted. This can damage reputations as well as future prospects.

**CONTACT:**

Children can also put too much personal information in these sites, exposing their information to adults with a sexual interest in children. Posting or chatting about personal details might enable someone to identify and contact your child online or in person. There is also the more likely risk of cyberbullying with young people intentionally harming another person online.

It is not easy talking to a young person about their social networking online or offline. Young people often think of these sites as their private domain, in much the same way as they would a personal diary and address book.

However because of the public nature of this environment and because young people have been hurt by inappropriate behaviour in these spaces, it is important that they understand the risks and are able to safeguard themselves with the help and support of others.

Here are 5 Ps for parents to consider about social networking sites.

**1. POSITIVE:**

Stay positive about social networking sites – try to strike a balance between educating children and young people to behave safely and trusting them to get on with it.

**2. PRIVACY:**

Most social network providers make available tools for user protection, including privacy tools and it is important to make sure that children know how to use these tools. It’s important to discuss the value of privacy with children. Encourage your child to keep their passwords private and work with them to check the privacy settings on their account which limit how much of their information can be seen by others – for example, encourage your child to change their settings to private so that only people they allow can see what they post and comment on their space, rather than public which leaves their site open to be viewed by anyone. And encourage them to add friends they know in the real world, remembering that friends they have only met online are still strangers.

**3. PHOTOS:**

It’s natural that children will want to include a photo on their site or profile, but help them think about the implications of posting photos and what is suitable. It is important to think about the type of picture and the kind of attention it might attract, the information it could divulge and who could see it. Suggest that your child ask permission of other people in the images that they post. Also, be aware that photos can be easily copied, changed, shared, used elsewhere, and can potentially stay online forever. One question to ask your child is “would you want a relative or future employer to see this photo?”

**4. POSTINGS:**

The ability to interact with this media and comment on other people’s sites is part of what makes these sites so attractive. However, make sure you help your child to think before they post. Set some ground rules about what is and isn’t OK to say in a blog or profile. This relates to what the child says about others as much as about themselves. What starts off as a joke or gossip can quickly escalate to cause real pain which cannot be taken back.

**5. POLICE:**

It’s really important that you encourage your child to tell you about inappropriate or illegal activity they may come across. If they are being harassed by another user, keep the evidence and report that person’s screen name to the SN provider which should act on violations to its terms of service. If you suspect your child is or has been the subject of an inappropriate sexual contact or approach by another person, it’s vital that you help them keep a copy of the evidence and report it to the police via
Bazaar Fair 2015
Saturday, 7 November 2015
Centennial Park, Cooma
9.00 am - 2.00 pm
Colour Theme: Green and Gold (just like St Patrick’s!)

Whether you are into veggies, plants, trees, perennials or annuals we need our families, staff and students who are gardeners to start thinking how they can contribute towards this stall.

The Bazaar Fair Committee (BFC) would like to hear from you. Please do not be shy.
We have a colour theme: Green/Gold (just like St Patrick’s!).

For those who have farming properties who are in close proximity to shearing sheds, why not bag up some manure for composting to sell at this stall.
Get gardening, propagating or bagging manure.

Contact: Ruby Curtis 0402 038 676 or Erika Statham 0400 787 398

Cooma Gymnastics Club
September Holiday Workshops
Saturday 19th & Monday 21st September
- Kinder Gym 9 am-10 am ages 2-5 years old
  (must be accompanied by a parent or carer)
  Cost $10.00 per child
- Gymnastics Fun and Games 10.15 am-12.15 pm ages 5-8 year old
  $20.00 per child
- Gymnastics Fun and Games 1.00 pm-3.00 pm ages 8-12 year old
  $20.00 per child

Bookings are essential phone 0437 763 616 or email coomagymcub@gmail.com
You will need to wear comfortable shorts or tights and a fitted T-shirt or Leotard and bring a bottle of water.

Cooma Gymnastics Club is located in the Gymnastics Stadium Bolaro St Cooma North.
You are invited to an evening of beautiful live acoustic music with

**String Theories**

and special guest

**Local Singer / Songwriter**

**Cielle Kinross**

Exploring the boundaries of ‘New Acoustic’ / ‘Progressive Bluegrass’ music styles, the String Theories Trio, consisting of Glenn Skarratt (acoustic guitar, mandolin & vocals), James Church (dobro & vocals) and Simon Watts (violin & viola), offer a rich, unique sound through instrumentals and vocal songs inspired by great acoustic players such as Bela Fleck, Jerry Douglas, Chris Thile and Edgar Myer. The trio perform an array of songs drawing on broad influences that is both highly structured and highly improvised, whilst challenging themselves with each piece to create a wide scope of musical moods, taking audiences on an expressive journey through an enjoyable listening experience.

Glenn and Simon have been performing together for over a decade as the duo, ‘Skarratt & Watts’ and have crafted a tight and dynamic live act between them. Since meeting the young, super-talented James Church, String Theories have received rave reviews at festival and concert performances and supported the Flying Emus on their 2014 Sydney tour. They are working hard to complete their debut album to be released in the coming months.

Cielle Kinross is a Singer/Songwriter who is known for her captivating stage presence and ability to move audiences with her soulful, resonating. Raised on the land in the small country town of Cooma NSW listening to artists such as Neil Young, John Williamson, Emmylou Harris and John Denver, there was never any doubt that country music was in Cielle’s blood.
Snowy Mountains Grammar School presents

Performance Classes

OFF THE BEATEN TRACK

NIDA GRADUATES AND PROFESSIONAL ACTORS COME TO YOU

HOME AND AWAY STAR and NIDA actress Lisa Gormley coming to Jindabyne

START YOUR ACTING CAREER NOW!

Join Home and Away star Lisa Gormley for an intensive acting workshop. After attending NIDA Lisa played Bianca on Home and Away for the past 5 years, receiving many awards. She has since done professional theatre in Australia and in the UK and just finished the feature film ‘Extremis’ in London.

During these 2 days you will be taught to act in front of a camera using TV scripts and commercials. Additionally, you will work on a TV or film scene that will be filmed for you to take home.

Being in the spotlight for 5 years, Lisa will share practical tips on how to start your acting career going from NIDA to Home and Away. Don’t miss out on this wonderful opportunity.

Get ready for an amazing 2 days!!!

Dates: Friday 2nd, Saturday 3rd October 2015
Time: 10.00am - 4.00pm
Venue: Snowy Mountains Grammar School
Cost: $250
Who: High School students

For bookings and enquiries contact
Cath Batson on 0405 306 650 or performanceclasses@gmail.com or +61 2 8005 6711