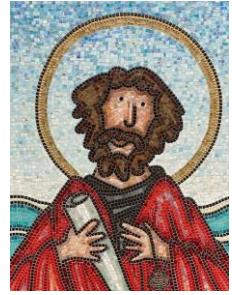




**St Peter's Primary School, Keilor East**  
***Celebrating 52 Years: 1971 - 2023***



**Supervised School Hours – 8.30am until 3.30pm**  
**Remember to bring your BRAIN FOOD & Sun Hat each day!**

**REMINDER: Please be mindful of the speed limit around the school when dropping off and picking up children. **It is 40kph!****

<b>TERM 1</b>			
<b>WEEK 8</b>	Thursday	16 March	Grade 2 Mass @ 9.15am
	Friday	17 March	St Patrick's Day Altar servers to attend the Mass at the cathedral for Catholic Education Week activities Interschool sports @ Keilor Heights PS- Tball @ EKC
<b>WEEK 9</b>	Monday	20 March	<b>School photos</b> – Operoo note will be coming in due course. Full summer uniform
	Tuesday	21 March	Harmony Day – <b>Please read Operoo note</b>
	Thursday	23 March	Grade 1 Mass @ 9.15am. All welcome
	Friday	24 March	ISS @ Home vs St John Bosco Ps
	Fri - Wed	24 – 29 Mar 24 March	Semper Dental Van visit Years 4 5 & 6 to attend the Sacrament of Reconciliation
<b>WEEK 10</b>	Monday	27 March	Parent Teacher Student Learning Conference
	Thursday	30 March	Prep & Grade 6 Buddies Mass @ 9.15am. All welcome! Bishop Terry Curtin's visit to Year 6 Confirmation candidates
<b>WEEK 11</b>	<b>Monday</b>	<b>3 April</b>	<b>2024 Prep enrolments due by 4pm</b>
	Thursday	6 April	Holy Thursday - Easter prayer celebration @ 11.45 – 12.45pm <b>End of term 1 @ 1.30pm</b>

**Lenten Reflection: Choices**

I consider my choices:

- to love courageously or to withdraw into my shell;
- to act in hope or to wallow in desperation;
- to give kindness to others or to turn away with bitterness;
- to listen to others or to close off my heart;
- to speak up for people or to stay quiet about injustice;
- to take up the responsibilities of service or to retire to my comforts;
- to care for our planet or to make peace with destroying it;
- to pray for insight or to rely on myself;
- to share the burden or to keep my own counsel;
- to notice the light or to despair of the dark.

My life is full of decisions, which can be a light for others.

– James O'Brien

### Dear Parents, Staff and Students,

Welcome to week 8! It has been a busy fortnight and it's hard to believe we only have about 3 weeks left until the end of term 1. Please ensure you attend the parent-teacher student-learning conference on **Monday 27 March** as this is compulsory. I know the teachers are looking forward to meeting with you and your child.

### Dental Van

Semper Dental Van will be onsite from Friday 24 March. If you wish your child to see the dentist, please ensure your forms are filled in and returned as soon as possible.

### Open Days

We had two very successful open days last week. Our students were a credit to the school, with visitors making very positive comments as we moved from one classroom to the next. Our school captains, Christian and Eve – gave a fabulous presentation about what our school stands for, what we offer and what they love about St Peter's. I am very grateful to the Leaders who helped with the tours and all our outstanding staff. I am especially proud of the children who were able to engage with the visitors and answer questions clearly and confidently about their learning. The prep children appeared to have been at school much longer than 8 weeks. They have adjusted to the routine and understand the expectations of school life. Well done! Please remember that if you have a child ready for school in 2024, you must submit the enrolment form to secure your place, even if you are an existing family.

### Student Leaders

At our last assembly we announced the Sports Captains, Mini Vinnies and Social Justice Leaders. We congratulate the following students:



#### Sports Captains

**Blue House:** Eva Lamaris & Hamish Rose

**Red House:** Zara Ciavarella & Zachary Patsanas

**Gold House:** Mia Hayek & Marcus Capuano

**Green House:** Riley Marando & Tate Pearce

### Mini Vinnies Team

We congratulate our Mini Vinnie Team who will be working with Mrs Martin: Majella Venables 6RE; Anna Wykes 6DR; Eva Van Roon 6RE; Mia Teesdale 6DR; Teresa Giorgi 6DR; Matilda Arena 6DR; Eva Lamaris 6RE; Aran Arunan 6RE; Madeline Priscoglio 6FG; Marcus Capuano 6FG; Christian Labbad 6FG & Max Simone 6FG.





We congratulate our Social Justice Leaders from Prep – Year 5: Max Carle PFM; Evie Kennedy PSC; Dante Fastuca PKR; Will Stanko 1AH; Frankie Bickle 1SS; Cruz Mason 1AC; Mason Power 1SW; Ava Pырchalla 2LM; Sean Browne 2ME; Luka Kalc 2OC; Evie Fastuca 2SF; Ben Saunders 3AT; Joshua Forsyth 3JM; Jordan Agresta 3ZT; Eliza Sheridan 4DM; Sophia Biviano 4TK; Elijah Sgro 4MT; Violet Gleeson 5JG; Abigail Mortellaro 5KH & Lily Stavrou 5ES.

### Catholic Education Week 2023

Catholic Education Week is an opportunity for all Catholic schools in the Archdiocese of Melbourne to celebrate their Catholic identity, the pivotal role they play within their local community and the strength of the sector. The theme for Catholic Education Week 2023 is 'Forming lives of faith, hope and love in the light of Christ'. Seona Martin (REL) will be taking the altar servers to St Patrick's Cathedral for the special Mass for all schools primary and secondary in the archdiocese of Melbourne on Friday 17 March. I am sure it will be a lovely celebration.

### St Patrick's Day – Did you know ...

- March 17th marks St. Patrick's Day, the Catholic feast day for the patron saint of Ireland, who died on that day in the 5th century.
- Patrick was not Irish but was born in Wales in about AD 385 and for much of his youth did not practise the Catholic faith. He considered himself a pagan until the age of 16 when he was sold into slavery by a group of Irish marauders that raided his village and brought him to Ireland. During his 6-year captivity, he became closer to God.
- He did not remain in Ireland but instead escaped to Gaul (France) where he studied for the priesthood.
- His name was originally Maewyn. He took the Christian name of Patrick after becoming a Catholic.
- St. Patrick did not drive all the snakes from Ireland into the Irish Sea. Snakes have never been indigenous to Ireland.
- After years of living in poverty, travelling and enduring much suffering he died on March 17 around the year 461.
- Our cathedral is dedicated to St Patrick, the pioneering Irish bishop who faithfully and courageously led the Church in Ireland.



### LEADERSHIP and MANAGEMENT

School Closure report-writing days – pupil free

- **Monday 22 May 2023**
- **Monday 6 November 2023**

Please mark these dates in your calendar.

### Nationally Consistent Collection of Data (NCCD)

What is the Nationally Consistent Collection of Data?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the Disability Discrimination Act 1992. Schools provide this information to education authorities.

### **Why is this data being collected?**

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

### **WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?**

All students have the right to a quality learning experience at school. Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (e.g. health professionals) must work together to ensure that students with disability can take part in education. The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 describe schools' responsibilities.

### **WHAT IS A REASONABLE ADJUSTMENT?**

An adjustment is an action to help a student with disability take part in education on the same basis as other students. Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (e.g. adapting teaching methods). They can also be for individual student need (eg providing personal care support). The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers. Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

### **WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?**

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school. The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

### **WHAT INFORMATION IS COLLECTED?**

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability. Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided. A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

### **HOW IS THIS DATA USED?**



The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community. The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, nonidentifying NCCD data.

#### **WHEN DOES THE NCCD TAKE PLACE?**

The NCCD takes place in August each year.

#### **IS THE NCCD COMPULSORY?**

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the Australian Education Regulation 2013. For more information, ask your school principal or the relevant education authority.

#### **HOW IS STUDENTS' PRIVACY PROTECTED?**

Protecting the privacy and confidentiality of all students is an essential part of the NCCD. Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities.

#### **STUDENT WELLBEING**

##### **What can parents do if their child tells them they are being bullied?**

There are six key steps for parents if their child tells them they have been bullied:

1. listen calmly to what your child wants to say and make sure you get the full story
2. reassure your child that they are not to blame and ask open and empathetic questions to find out more details
3. ask your child what they want to do and what they want you to do
4. discuss with your child some sensible strategies to handle the bullying – **starting a fight or fighting back is not sensible**
5. contact school and stay in touch with them
6. check-in regularly with your child.

##### **What strategies can parents suggest to their child who is being verbally or socially bullied?**

'The Bullying. No Way!' website provides information about [strategies that can help](#). These can be tried if the child feels safe:

1. ignore them
2. tell them to stop and then walk away
3. pretend you don't care, try to act unaffected or unimpressed
4. try to deflect the bullying (e.g. pretending to agree in an offhand way 'okay, yeah, maybe')
5. go somewhere else
6. get support from your friends
7. talk to an adult at the school or at home who can help stop the bullying
8. keep asking for support until the bullying stops.

##### **What strategies can parents suggest to their child who is being bullied online?**

If bullying happens online, some of the [strategies](#) for face-to-face bullying may apply and, as well, suggest that the child:

1. avoid responding to the bullying
2. block and report anyone who is bullying online
3. protect yourself online – use privacy settings and keep records.

## What should parents avoid telling their children to do?

Strategies not recommended for dealing with bullying include:

- fighting back
- bullying the person who has bullied them
- remaining silent about the problem.

## What can parents do if they are told or suspect that their child is bullying others?

If a parent suspects their child has been bullying others, they can talk to their child about:

- why they have been behaving this way
- taking responsibility for their behaviour
- how to sort out differences and resolve conflicts
- how to treat others with respect
- the effect of bullying on others
- the need to repair harm they have caused to others
- the need to restore relationships.

<https://bullyingnoway.gov.au/WhatIsBullying/FactsAndFigures/Pages/FAQs-Parents.aspx>

## The Resilience Project - Empathy

Working on empathy helps us to identify, understand and feel what another person is feeling. When we show empathy or we do something kind for someone else our brain releases oxytocin. This leads to increasing our self-esteem/confidence, energy levels, positivity and overall happiness.

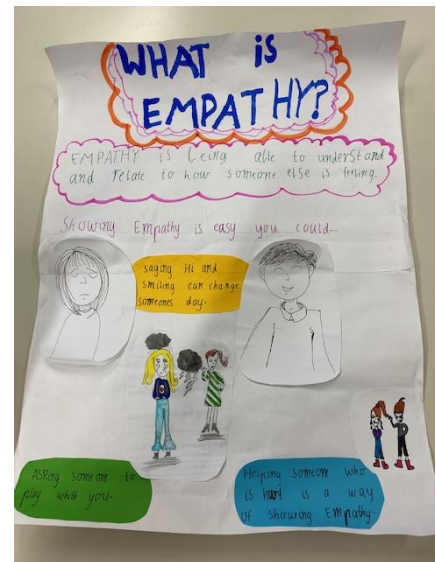
### Whole Family Activity:

Neighbourhood Kindness Challenge - As a family, choose an act of kindness from the list below that you would like to do for a neighbour or family friend. Each family member can select one to commit to, or you can choose to do one together.

- Cook them something delicious like a cake, hot bread, or cookies.
- Write a note to put in their letter box thanking them for being a great neighbour or friend.
- Design them a Thank You card.
- Pick or buy some flowers to deliver to them.
- Choose a little plant from your garden to give them.
- Make them a gift from things around your house.
- Offer to do a job for them, like wash their car or water their garden.
- Offer to take their pets for a walk.
- Invite them over for afternoon tea.
- Invite them on a walk.
- Recommend one of your favourite books to borrow and read.
- Ask them if they need anything from the shops next time you buy groceries.
- Say hello next time you see them and ask them how their day is going.

**Family Habit Builder:** Every night at dinner, have each person thank another family member for something they've done or said today, or give another family member a compliment.

One of our Year 3ZT student Araylia Mobilia made the great poster on empathy. Well done Araylia Check it out!



## HEALTH ALERTS

If your child has an allergy, please ensure you provide the appropriate action plan signed off by your medical practitioner and provide the school with the medication, i.e. epi-pen or antihistamine.

### Life Threatening Allergies Anaphylaxis

The following year levels have children with allergies:

Prep: eggs

Year 1: Cashews, pistachio, eggs, wheat, milk

Year 3: Nuts, seafood, cashews, pecans, hazelnuts, macadamias, walnuts, pistachios, egg

Year 4: Cashews, pistachios, red lentils

Year 5: Eggs, peanuts, hazelnut, walnuts, pecan, nuts, milk.

Year 6: Nuts, pistachios, cashews, egg

Please note: We suggest, regardless of the class your child is in, that you avoid sending your child with peanut butter or Nutella sandwiches or any health bars which contain tree nuts. As expressed in earlier newsletters, if a child comes into contact with the allergen even if it is by a touch on the hand, it can trigger an anaphylactic reaction. Children having a severe anaphylactic reaction will experience difficulty breathing, swelling of the throat, face, lips and tongue, sweating, low blood pressure, abdominal pain, dizziness, fainting and nausea. It might be challenging to make our school completely nut free, however we do make a conscious effort to reduce every possible risk. We need your help and cooperation in this matter.

Please note: if your child is having a birthday and you wish to give something to the class, please ensure it is a **non-food item**.

## BEFORE AND AFTER SCHOOL CARE

OSHCLUB are our before and after school provider. OSHCLUB operates at the following times:

- Before school care: 7.00 – 8.30am
- After school care: 3.15 – 6.15pm

### How to book

An OSHCLUB online enrolment form must be completed. Enrol online at [www.oshclub.com.au](http://www.oshclub.com.au). Once enrolled with OSHCLUB, log in to your account and select a place – either a permanent or casual booking.

### Final Word

Our school community, at its heart, strives to foster goodwill and cooperation. Please do come and speak with me if you feel there is an issue to discuss. If you are unable to make a time during the school day, I am available most weekdays until 6pm. If contacting me by email ([principal@spkeiloreast.catholic.edu.au](mailto:principal@spkeiloreast.catholic.edu.au)), please follow the communication policy protocols. Email will not be used to answer lengthy or serious concerns, as in such cases the school requires that parents arrange a meeting time so that the situation can be discussed properly, and actions implemented if needed.

NEXT NEWSLETTER – TERM 1, WEEK 10

Enjoy your day!

Linda Tarraran – Principal