



# St John Bosco's School NEWSLETTER



St John Bosco's School is committed to the safety and wellbeing of all students and young people  
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Edition 16  
4 June

*Without confidence and love, there can be no true education. If you want to be loved, you must love yourselves, and make your children feel that you love them" St John Bosco*

## PRINCIPAL NEWS

Next Tuesday we welcome back our Year 3-6 children as we slowly move towards normality. Because of the increase in student numbers, drop off and pick up procedures need to be strictly followed to ensure the smooth flow of traffic. We ask all parents to be mindful of the needs of all and to move in and out quickly.

Recess and lunch breaks will be back to normal, with all children on the yard at the same time. The day to day timetable will change slightly as the children will be dismissed at 3pm, 3.15pm or 3.30pm depending on surname. Please see the new instructions below.

Please be mindful that children will not be uploading as many seesaw posts during this initial return period due to the reduction of time within the school day.

On behalf of the St John Bosco's staff I would like to acknowledge the **black lives matter** movement and pray that we can see people for what is in their soul rather than the colour of their skin, their religion or their sexual orientation. Remember God only makes diamonds.

Thank you once again for your support of myself and the staff during the last 2 months. It is most appreciated.

## SCHOOL DROP OFF/PICK UP PROCEDURES

You will need to arrive and leave school at a particular place and time depending on surname.

### SCHOOL DROP OFF/ ARRIVALS

**A- D** 8:30am -Teague St  
**E-G** 8:30am -Muriel St  
**H-K** 8:40am - Muriel St  
**L-O** 8:40am - Teague St  
**P-S** 8:50am - Teague St  
**T-Z** 8:50am - Muriel St

### SCHOOL PICK UP

**A-D** 3:00pm (Wed 2:45pm) -Teague St  
**E-G** 3:00pm (Wed 2:45pm) -Muriel St  
**H-K** 3:15pm (Wed 3:00pm) - Muriel St  
**L-O** 3:15pm (Wed 3:00pm) - Teague St  
**P-S** 3:30pm (Wed 3:15pm) - Teague St  
**T-Z** 3:30pm (Wed 3:15pm) - Muriel St

**Parents are required to email permission to their child's teacher for their child to leave school and walk or ride home at their designated time.**

**At this stage parents must remain outside the school grounds.**

## IMPORTANT DATES

2020

Mon 8 Jun	Queen's Birthday holiday
Tues 9 Jun	Years 3, 4, 5 & 6 return to school
Fri 26 June	Last Day Term 2, 1pm dismissal
Mon 13 July	First Day Term 3
Mon 10 Aug	School photos (revised date)
Wed 16 Sep	Parent teacher interviews- 1.30-7pm
Fri 18 Sept	Last Day Term 3, 1pm dismissal
Mon 5 Oct	First Day Term 4
Mon 5/Tues 6 Oct	Year 3 Urban Camp
Mon 19 Oct	Whole School Photo
Tues 15 Dec	Last day 2020, 12.30pm Dismissal

*\*Teague St - sandpit gate (Wet weather- multipurpose room gate)*

*\*Muriel St - main back gate (Wet weather- canteen gate)*

## RE NEWS

### Liturgical Calendar

The Most Holy Trinity - Year A

*Think of all the wonderful things that God has made.*

How can we praise God, the Father, Son and Holy Spirit for all that we have been given?

God sent his Son Jesus because he loves us.

How can we return that love?

### World Environment Day June 5

This ties in very nicely with the Gospel reading for this weekend which speaks of God's love for our world and that he loved the world so much he sent us his son. This day is a time to stop and think how our actions affect the world we live in and what small changes we can take to make a difference to our beautiful world.

God of life,  
we praise you for the beauty of creation,  
its richness and variety;  
yet, through greed and ignorance,  
we scar your world with plastic waste  
and throw so much away.  
Make us more like Jesus,  
treading gently on our common home,  
and breathe your Spirit on us,  
that we may care more deeply for your  
Earth.  
We ask this through Jesus Christ our Lord.  
Amen.



## ICT NEWS

Students who have borrowed a school device MUST bring it back to school on the morning of the Tuesday 9th of June. Please disinfect the device and ensure you also return the allocated charger attached to the device.


Once back at school the condition of the device will be assessed. If any damage has occurred, please send an email providing as much information as you can about what happened.

\*Students not returning to school must bring back their device during the last week of term.

Please see the following poster on how to clean the device before returning.

**CLEANING CHROMEBOOKS BEFORE RETURNING**

#StopTheSpread  
**Do NOT use water and do NOT spray anything directly onto the device!**



Use a disinfectant wipe or apply a small amount of rubbing alcohol solution to the cloth and completely wipe down the entire Chromebook, including the screen and around each key of the keyboard.

Use a small amount of pressure to remove any fingerprints or smudges on the screen, but not too much since this could damage the display.

If you aren't comfortable using the cleaning solution on the screen, you can buy disinfectant wipes specifically designed for LCD and laptop screens.

Use a rubber band and tie the charger around the chromebook device. Please don't hand them in separately.

**PLEASE RETURN FIRST DAY BACK**



Happy birthday to the following children who celebrated their birthdays this week.

*Gemma Hill, Samantha Cuce, Samuel Guajardo Bridges, Alexandra Panopoulos, Patrick Campagna, Paras Mavromihalis*



## WELLBEING NEWS

### Returning to school Social Story

We were again very proud of our junior students this week as they independently walked into school and set themselves up for the day. In every challenge there is room to learn and grow! Next week we welcome back our middle and senior students. We hope they notice how grown up our Prep - 2 students have become! In assisting our Year 3-6 students transition back to school, we have included a link to an updated version of the social story titled Welcome Back to SJB! -

[Welcome back to SJB Years 3-6](#)

All families may like to read through to familiarise themselves with updates in procedures effective from Tuesday June 9th.

### Conquering Kids Techno-Tantrums

Screen time is part of our everyday life, especially in our most recent climate. The article accompanying our newsletter this week 'Conquering kids' techno-tantrums' helps us to understand the array of behaviours we are presented with and sometimes shocked by when we ask our children to put down a screen. It was interesting to read of the connection between screen time and neurological responses. We have also provided details on how to access a parenting webinar which will present us with ideas on how to establish healthy relationships and habits with screen time.

### Expected Behaviours

Next week we will continue to instill our SJB Expected Behaviours. We will be on the hunt for children who are being *Responsible and Ready* in any setting. We have attached our SJB Expected Behaviours chart to refresh your memory on the behaviours we are looking for.

[SJB Expected Behaviours Chart 2020](#)

### NCCD

At the end of today's newsletter is information regarding the National Consistent Collection of Data (NCCD) on School Students with a Disability. As explained in the information presented, the word 'disability' comes from the Disability Discrimination Act 1992 and it can include many students who receive additional help or who have adjustments made for them. Please take the time to read this information.

### Thank You

As we start to return to a different kind of normal, Naomi and I would like to thank you for your ongoing support over the last term. As a wellbeing team we have never been so essential in our school community, it has certainly been a rainbow of emotions for all of us, and let's face it, there were some thunderstorms in there too! We couldn't be prouder of how our students have faced the changes and the challenges. Having the opportunity to work with parents, even at their most vulnerable points was a privilege. We know there is a way to go but we have confidence that as a community we can work through it together. As always if you or your child requires support please reach out to us.

Enjoy your long weekend,

Sommer Azzopardi & Naomi Scott  
Student Wellbeing Team

SJB Expected Behaviours						
Great Learners are..	CLASSROOM	PLAY SPACES	TOILETS	ASSEMBLY / MASS	MOVEMENT	ALL SETTINGS
<b>Responsible and Ready</b>	We use our dispositions when participating in all learning tasks. We listen to and act upon feedback. We look after our belongings.	We try and solve problems before seeing an adult. We take responsibility for our behaviour. We play within designated areas.	We use the toilet at appropriate times. We wash our hands and return quickly to class.	We celebrate other people's achievements. We enter and exit quietly with the teacher. We are active participants.	We stop playing and move calmly to the line when the music plays. We stay out of the corridor at break times.	We tell a staff member if we feel unsafe. We use our manners. We care for all members of our community. We care for all property. We listen to adults and children when they are speaking.
<b>Respectful</b>	We use whole body listening. We let teachers and students learn. We care for all members.	We look after our equipment and environment.	We respect ours and others privacy. We keep the toilets clean.	We are whole body listeners.	We walk quietly.	
<b>Safe</b>	We use equipment safely. We move safely in the classroom. We ask permission to leave the classroom.	We are aware of others around us. We wear our hats correctly during term 1 and 4 to be sun smart.	We use the taps and toilets for their intended purpose.	We enter and exit quietly with the teacher.	We walk at all times. We ask permission to use the lift. We use the stairs safely.	

## SCHOOL PARENT LIAISON

We have had a fantastic start with the return of our Prep-Year 2 students. We have certainly noticed a huge improvement in the independence of our Prep students, especially when saying goodbye to parents at the gate and walking into school. It has been such a pleasure to witness. We hope this continues as it instills confidence, efficacy and independence within the students. We are looking forward to seeing the Year 3-6 students return on Tuesday.

Depending on recommendations from the State Government and the Catholic Education Office, we are hoping that the Parent Classroom Helper Program can resume next term, including our Prep parents. When I know more I will keep you updated.

Have a safe and happy long weekend.

Cheers

Marc Guzzardi

## SCHOLASTIC BOOK CLUB

Scholastic Book Club looks a bit different this term. Books can only be ordered online through a Scholastic Loop account. Follow the link below to view the digital catalogue and make a purchase directly from Scholastic Books. **Orders must be made by the 7th June.**

All orders will be delivered to school for distribution.

The link to the digital catalogue is [Book Club Catalogue](#)

## TOP SCHOOL WEAR

**MID-YEAR SALE 15% OFF STORE WIDE\***

Saturday 27th June Until Monday 13th July

While stock lasts...

Top School Wear, 137 Military Road, Avondale Heights 3034

Phone: 9331 1066, [info@topschoolwear.com.au](mailto:info@topschoolwear.com.au)

Mon to Fri 9am to 5pm, Sat 9am to 1pm, Sun Closed

Open all year round except public holidays

\*Please note any phone orders that we receive, we are offering free delivery until end of Term 4.

## PE NEWS



### GREAT AUSTRALIAN CROSS COUNTRY CHALLENGE

Have you registered for the Cross Country Challenge yet? Thank you to all of those students and families that have registered for the Cross Country Challenge. If you have not registered

yet and you are interested, please join us! There is still plenty of time to register and get your results in before the competition ends on August 31st.

Please remember this event is for all year levels and you are welcome to walk or run.

Watch this video for more information

[https://www.youtube.com/watch?time\\_continue=28&v=dj215W46jK4&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=28&v=dj215W46jK4&feature=emb_logo)

<https://gaccc.com.au/>

Click here for the [STUDENT INFORMATION PACK](#) and details on how to register. If you are interested, please get in contact with me so I can assist you with registration under our school name.

[ebeslis@sbniddrie.catholic.edu.au](mailto:ebeslis@sbniddrie.catholic.edu.au)

[ebeslis@sbniddrie.catholic.edu.au](mailto:ebeslis@sbniddrie.catholic.edu.au)

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Elena Beslis



# SJB BUSINESS DIRECTORY

The SJB Business Directory asks you to keep all our registered businesses in mind, particularly during this difficult time. We are here to support them and they are ready to support us.

## Rothmans Coatings

Theo - 0414 013 315



<https://www.mistermagnets.com.au/>



<http://schembrilawyers.com.au/>



Management Group

<http://www.gmwealth.com.au/>

## SNDTek

<http://sndtek.com/>

## TONY'S PIES



<http://www.tonyspies.com/>



<http://westwoodaccidentrepairs.com.au>



<https://kepropertystyling.com.au>



<https://sassifit.com.au/>



<https://reedplumbingsolutions.com.au/>



<https://collinsfp.com.au/>

## BlueRock

<http://www.bluerock.com.au>



**BlueRock** is an entrepreneurial advisory firm that exists to help business owners run and grow successful businesses

## KT Hair Design

<https://www.facebook.com/KTHairDesigns/>



Hairdressing services including ladies cut & style, colour foils, hair ups, mens and kids cut and style



## INSIGHTS

# Conquering kids' techno-tantrums



Many of us have witnessed our kids or teens emotionally combust when asked to switch off their gaming console or put their phone away. I colloquially call these 'techno-tantrums'. Many of us fret that this signals that they're 'addicted' to technology and find ourselves worrying about why they behave in such intense ways.

So, what makes technology so psychologically appealing for kids and how can we help them to unplug so that screen-time doesn't end in scream time?

### Technology is so appealing

Technology has been intentionally designed to cater for our kids' most basic psychological drivers. As humans, our three most basic psychological needs are the need for connection, competence and control.

Technology caters for these needs in very clever ways. For example, our need for relational connection explains why many of our boys are obsessed with multi-player video games and girls are infatuated with social media. These online tools have also been designed to help young people experience competency- gamers see tangible measures of their performance by their levels of attainment, or battles won. Scrolling through YouTube and 'selecting' which video they'll watch next also enables young people to experience a sense of control and agency over their lives – something they biologically crave.

### Here's what technology does to their brains and bodies

Digital technology impacts on children and young people in the following ways:

#### 'It feels good'

When our kids use a screen it's usually a pleasurable experience for them. Their brains secrete the neurotransmitter dopamine, which makes them feel good. This means, when you demand that they turn the device off, you're terminating their production of dopamine (pleasure response). It's better to provide a choice of more appealing transition activities when you want them to move away from a screen. For example, suggest that they ride their bike, or walk the dog after they've switched off the device.

#### 'I want more'

The online world has no stopping cues, so our kids and teen never feel 'complete' or 'done'. They can always refresh social media; continue to play to attain another level in a game; or watch another YouTube clip. This is also referred to as the state of insufficiency.

One parenting tip that works is to give your children and teens hard end points. Rather than giving them a quantity of time (for example, you can watch an hour of TV today), give them the finish time (for example, I'd like you to switch off the TV at 4:30pm).

## 'It's so novel'

Our brains are wired to seek out new and interesting stimulus. The online world is always instantly gratifying, fast-paced and requires minimal cognitive effort. In comparison the offline, real world doesn't always offer novelty. The real world is a lot slower-paced, and it's not always instantly rewarding and interesting like our kids' digital world.

Ensure your kids and teens have ample time to experience boredom. Our brains were never designed to be switched on and processing information as they are in the digital world. Opportunities for boredom allow the brain time to reset and help our kids become accustomed to not always being 'switched on'.

## Related webinar

Our school has a membership with Parenting Ideas. As part of this membership, you can attend the upcoming webinar 'Understanding techno tantrums' at no cost.

## About

In this webinar Dr Kristy Goodwin helps parents and carers understand why children and teens emotionally combust when they digitally-disconnect, and how to establish new, healthy technology habits.

## When

17 June 2020 8:00pm AEST

To redeem

1. Click this link: <https://www.parentingideas.com.au/parent-resources/parent-webinars/webinar-understanding-techno-tantrums>
2. Click 'Add to cart'
3. Click 'View cart'
4. Enter the voucher code TECHNO and click 'Apply Coupon' Your discount of \$37 will be applied.
5. Click 'Proceed to checkout'
6. Fill in your account details. These details are used to login to your account and access your parenting material
7. Click 'Place Order'

The voucher is valid until 17 September 2020.



### Dr Kristy Goodwin

Dr Kristy Goodwin is a digital wellbeing and performance speaker, author and researcher (and mum who also deals with her kids' techno-tantrums!). She's the author of *Raising Your Child in a Digital World*, and a media commentator who doesn't suggest that we ban the iPhone, or unplug the gaming console (digital abstinence isn't the solution). Kristy worked as an educator for fourteen years before becoming an academic and speaker who's on a mission to help children, teens and adults tame their technology habits so they're not a slave to the screen. For further details visit [www.drkristygoodwin.com](http://www.drkristygoodwin.com).

## Nationally Consistent Collection of Data (NCCD) On School Students with Disability

### What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

### Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

### What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the student's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

### **What sort of help does the school give students?**

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

### **How will the NCCD be different this year?**

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

### **What will the school need to know about my child for the NCCD?**

Schools work together with families to understand the needs of each child. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child's work and learning plans) helps the school to understand and meet your child's needs.

### **What happens to the NCCD data? Who will have the NCCD information?**

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

### **Does the school need me to agree with them about counting my child in the NCCD?**

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

### **Where can I find out more?**

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).