



St Augustine's PARISH PRIMARY SCHOOL



TUESDAY 21 FEBRUARY 2012

TERM 1 WEEK 5 2012

LEADERSHIP TEAM NEWS

13 February 2012



Dear Parents and Carers,
Next Monday (20 February) the Australian Government will release its report of the **Gonski Review of Funding for Schooling**. This report is the first step towards the Government's plan to introduce a new funding system for Australian schools from 2014 and it could have significant consequences for Catholic schools.



We believe it is vital that Catholic school communities are well informed of the facts about school funding and are able to constructively participate in the discussions that will follow the release of this report.

Some of the key facts about funding for Catholic schools are:

- ▮ Catholic schools educate 1 in 5 Australian children, yet on average operate with 10% less recurrent funding than government schools, even when parent contributions are taken into account [NB: 'recurrent funding' is the money received every year by a school for its day to day operations].
- ▮ On average, 53% of Catholic school income is provided by Federal government and 19% by State government, while 28% is contributed by parents and community.
- ▮ On average, Catholic schools receive just 73% of the annual recurrent government funding (per student) received by government schools. Catholic schools receive \$7,708 per student while government schools receive \$10,562 per student.
- ▮ Including government funding + parent contributions, Catholic schools have an average annual income of \$10,008 per student, while government schools receive \$11,132 per student and Independent schools \$13,711. (MySchool website 2011)
- ▮ Through parent and community contributions to schooling costs, Catholic schools deliver savings to Australian tax-payers of around \$2.2 billion per year.

The school funding debate should not be reduced to an 'us' or 'them' argument. The success of Australia's education system relies on children in all schooling sectors - Government, Catholic and Independent - receiving fair and equitable government support.

Fair and equitable government support for Catholic schools guarantees real parental choice in education. Catholic education authorities are seeking a modest increase in funding that will assist Catholic schools to build on their capacity to provide high quality education while keeping school fees as low as possible and striving to address educational disadvantage.

We encourage you to take note of the recommendations of the Gonski report and remain vigilant of the school funding policies that will be framed by government and opposition in the weeks that follow its release.

For further information we invite you to visit www.fundinginfo.catholic.edu.au or contact your school principal or Diocesan education office if you have particular queries or concerns.

Yours sincerely

Mike Byrne
Executive Director
Queensland Catholic Education Commission

Carmel Nash
Executive Director
Parents & Friends Federation

Tuesday 21 February – Shrove Tuesday

Don't forget the pancakes today! Pancake Tuesday, Shrove Tuesday or Fat Tuesday as it was once known was the day when everything in the house that was considered 'indulgent' was eaten up so that there would be no 'temptation' during the 40 days of Lent.

Uniform Shop Opening Times

Our Uniform shop opening hours have been slightly adjusted. The new times are:

Monday:	8.15 – 9.15am	Tuesday:	8.15 – 9.15am
Friday :	8.15 – 9.15am		

Stephen Montgomery, Lynne Rohanna and Jane Marrison (Leadership Team)

GENERAL NEWS

School Fees

School fees were due last Thursday 16 February. Those families who would like to set up a direct debit and haven't already done so, can contact Mr Sheahan of a morning until the end of February. Families wishing to pay their school fees in full (4 terms) have until 29 February to do so, and will receive a 2.5% discount.

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Ed Alive Orders

Any parents who did not receive their Ed Alive order from last year, please contact Mr Dick in room 2.

Sincere Condolences

Please keep the Botica family (Jackie, Karlene, Mitchell, Kurt and Regan) in your thoughts and prayers on the recent passing of Paul (aged 45) in New Zealand after a long battle with cancer.

*Eternal rest grant unto him O Lord
May perpetual light shine upon him
May he rest in peace, Amen.*

New Arrival

Congratulations to Justine and Matt Harriden, on the arrival of their baby daughter, Luella. Little sister for Beau (Year 2) and Elli (Prep) to love and spoil.

Pastoral Care Officer

Maree Burgess is our Pastoral Care Officer and can be found in the Drama room (the room between the Music and Art Rooms, near the Prep area) on Tuesday and Wednesday afternoons and Friday mornings. Maree's main role is to liaise between the students, parents and staff. She is the unofficial 'mother' to all of our students. Maree keeps a close eye on our student's well-being and provides a listening ear for our parents and carers. She will soon contact all new school families to welcome them to St A's. Maree also organises monthly family Masses at St Monica's and assists in co-ordinating the Mini Vinnie's Group – a group which encourages Year 6 students to give their time to help others. Maree also works as a part-time school officer and is mum to four of her own children.

Administration of Paracetamol IN AN EMERGENCY

If you wish your child to receive Paracetamol IN AN EMERGENCY please fill in the attached authority form and return to the front office. Please note that administration of paracetamol, if provided to a student by the school is subject to strict controls. For fever, student temperature needs to be greater than 38 C and discomfort/pain . Once paracetamol has been given (after a phone call to parent) the parent/guardian will be required to take the child home or to a doctor.

<http://www.sa.qld.edu.au/files/file/Our%20School/Forms/Paracetamol%20Administration%20in%20an%20Emergency.pdf>

Wanted

1 x second hand working vacuum cleaner for Tuckshop.

LIBRARY NEWS

Take Home Readers

This is a special call to parents with students in Years 4, 3 and 2 this year. There are still a large number of Take Home Readers missing from last year. Would you please check at home and return these books to the library asap. They have a white sticker on the front cover with "Reading Recovery Level .." Your help with this would be greatly appreciated.

RIBIT (Read In Bed It's Terrific!)

This week Liam Bramley, Courtney S, Ruari W, Jonah S, Bonnie W, Eli Hughes and Timeera B received their RIBIT prizes. This is a wonderful effort. Keep up the great reading. Kids who read, succeed!

THE LEARNING CENTRE NEWS

The Learning Centre (TLC) is the home of St Augustine's Learning Support Team. The Learning Support Team includes our two Support Teachers, Inclusive Education - Sue Murray and Debbie Hyland. Sue works 3 days each week (Tuesdays, Wednesdays, Fridays) and Debbie also works 3 days each week (Mondays, Wednesdays, Thursdays). School Officers are also members of the Learning Support Team, working in partnership with the class teachers and support teachers to support specific students and programs within the school.

The TLC classrooms (Rooms 15 and 16) are used for assessment of small groups and individuals, teaching intervention groups, meetings, training tutors, storing resources, MULTILIT, Support-a-Reader etc.

Support team members are often busy in classrooms supporting teachers and students, so there will not always be a staff member in TLC room. All are welcome to visit TLC at any time, but you are encouraged to make an appointment if you wish to speak with Sue and/or Debbie.

We try and have as many children as possible experience some time in TLC. It is important that the school community view TLC as an integral part of the school and talk positively of experiences in the room.

One of the ways we support students at St Augustine's is by offering long and short term Learning Centre Intervention Programs. If these programs involve withdrawing your child from class for lessons you are always notified in writing.

Parent/Volunteer Workshop

The first workshop this year will be held on: Friday 24 Feb 1.30pm – 3pm in TLC

TOPIC: Using Pause, Prompt, Praise to Help Low Progress Readers.

Recommended for:

Parents/Volunteers who support the reading of students with reading difficulties

Parents/Volunteers who are interested in becoming TLC and/or Support-a-Reader tutors

If you are planning to attend this workshop, please send a note to TLC with your child.

TLC: Co-operative Raffle

When co-operative, respectful and hard-working students (Prep – Year 7) visit TLC for assessment, messages, teaching programs etc. they may be asked to write their name on a slip of paper and put it into the TLC Co-operative Raffle Box. Sometimes when Mrs Murray or Mrs Hyland visit classrooms they write out tickets for the raffle. If your name is drawn in the raffle at Friday's assembly you win a prize from the TLC prize box.

TLV Volunteers Wanted: Learning Centre helpers, tutors or specialist tutors

Helpers work in The Learning Centre with the Support Teacher(s). This might involve listening to children read, helping with story writing, publishing stories on the computer, preparing or making resources etc. Helpers need to be patient, flexible and resourceful. Tutors are matched with individual students and work with these students on specially prepared programs, usually for 2 or 3 regular sessions per week. These programs are planned in cooperation with the class teacher and usually involve commercial reading programs (MULTILIT); remedial reading type activities, mathematics or language work. Tutors need not be experienced, as they receive training in the use of programs. They will be asked to keep a record of the work they do with students. Tutors require instructional skills, patience and good communication skills. Tutors will need to commit to a regular session times.

Specialist Tutors are those in our community who can offer specialised instruction for individuals or small groups in areas such as speech and language therapy, physiotherapy, occupational therapy, remedial and extension education. These people are usually retired or part time teachers, speech and language therapists, physiotherapists, occupational therapists, educational therapists etc. They are matched with individual children and work on cooperatively planned programs.

If you would like to volunteer (or know someone in the community who would be interested) please complete the Volunteer Learning Centre Helpers and Tutors Form attached to this newsletter or available from TLC or the School Office.

Support-a-Reader

The St Augustine's Support-A-Reader (SAR) program provides opportunities for students to read to/with a supportive trained tutor on a regular basis.

Support-A-Reader tutors are volunteer parents or community members who are trained in techniques that help to support the student reader. The reader is positively reinforced for good reading by means of highly specific and contingent tutor praise.

If you would like to volunteer as a Support-A-Reader Tutor please complete the TLC volunteer form. If you were a tutor last year we'd love to see you again, but please complete the volunteer form to express your interest.

SAR sessions will be held Monday- Thursday afternoons (2pm-3pm) in TLC room2. Tutors do not have to commit to regular sessions.

Wanted

2 small seater lounge(s) for Support-a-Reader sessions.

Classroom Helpers/Literacy Block Volunteers

Class teachers may call for volunteers to help with literacy blocks; Support-A-Reader and other classroom activities. This is a great way to support the school in a practical way and become more involved with your child's education. Class teachers will provide more detailed information at their parent information sessions.

Wow (Working Out Words) Peer Tutoring Program

WOW training will commence next week for a group of students in Years 6. WOW is a peer tutoring program in which the Year 6 students are matched with Year 2 students. The Year 6 students provide reading instruction to the Year 2 students. Peer tutoring using the WOW program is of great benefit to these students. The younger students receive some one on one attention and individualised instruction in early reading skills. The older students (the tutors), by revising and teaching these early reading skills, often develop in reading competence and confidence. They also receive practical opportunities to learn and develop their organisational and social skills such as time-management, record-keeping, responsibility and independence. Class teachers nominate students to be part of the WOW program.

WOW lessons (in which the tutors work with their younger buddies for two, twenty minute sessions per week) will commence in Term 2. All sessions are coordinated and supervised by Mrs Murray and/or Mrs Hyland.

Sue Murray & Debbie Hyland (Support Teachers, Inclusive Education)

SPORTSCENE

St A's 2012 Swimming Champions

Congratulations to the following swimmers who won individual age champion medallions due to their consistent swimming at this year's carnival.

Age Champions:

Girls:

8 year Ellena P
9 year Eden G
10year Abbey H
11year Mia H
12year Jemma S
13year Nikola B

Boys:

Bailey S
Damien S
Matthew D
Oliver S
Jared C/James P
Aaron K

School Swimming Champions:

Female: Jemma S Male: Aaron K

Records:

Congratulations to Ellena and Jemma who both broke two age records this year.

		Old:	New:	
8 year	Girls Freestyle	41.61	37.59	Ellena P
8 year	Girls Butterfly	51.32	50.41	Ellena P
12 year	Girls Breastroke	42.49	42.20	Jemma S
12 year	Girls Butterfly	36.33	36.25	Jemma S

House Colour Points

The Currumbin Blue Whales are the 2012 House Colour Swimming Champions. Well done to all swimmers in this team.

4th	Tugun Green Sharks	1030
3rd	Kirra Red Dolphins	1085
2nd	Coolangatta Gold Marlins	1093
1st	Currumbin Blue Whales	1100

District Swimming Carnival

Last week five St A's swimmers qualified and attended the District Carnival at Somerset Pool. Jemma S, Jared C, James P, Mia H and Annika D competed in either the 11 or 12 years divisions. Congratulations to Jemma S who qualified for Regionals in the 12yr girls 100m freestyle and breastroke, 200 IM, 50m breastroke and butterfly. Mia H also qualifies for Regionals in the 11yr girls in the 100m freestyle and butterfly. Well done to all five swimmers who competed and congratulations to Jemma and Mia on their terrific efforts to get through to Regionals next Monday 27 and Wednesday 29 February at TSS pool.

Catholic Swimming Carnival

This carnival will be held on Friday 2 March at Pizzey Park Pool, Miami. St A's will have a large squad representing the school this year. Students aged 8-13 years will be participating, with the full squad listed on the front school noticeboard this week. Each member will be receiving an information note outlining all details for this carnival. More details in next week's newsletter.

Winter Sport

Over the next few weeks, students in Years 5-7 will be nominating and trialing in either Rugby League, Soccer or Netball. This process will be fun, yet difficult, as some students are so keen to make a particular sport. Unfortunately numbers are both limited and also required for some sports. The selection process will be conducted fairly by all teachers, however, there will be disappointment for some. Our first round does not take place until Friday 23 March,

week 9 of this term. We look forward to lots of fun and hopefully dry weather for this great competition.

Cross Country Training

Students wanting to start training for Cross Country or simply wanting to improve general fitness, are invited to attend morning training on Tuesday and Thursday mornings at 7:50am. The first morning session will be next Tuesday 28 February. Joggers are required for these sessions, not black school shoes. We look forward to seeing students involved (Years 1-7 welcome), as House Colour points will be awarded and added on to the final points tally at next term's Cross Country Carnival (Wednesday 18 April). Please meet Mr Dolan in the undercover area on the oval.

Mr Shaun Dolan (Sports Co-ordinator)

GUIDANCE COUNSELLOR NEWS

At this time of year, I usually include some information on school refusal and separation anxiety. I have already received a number of emails about this problem. This situation is not too much fun for any of the participants, as there is often quite a scene. In my experience though, it is usually the parent who suffers the most, because within five minutes of their departure, the child is happily going about her business, almost as if nothing happened. So, what is the best way to manage this reluctance?



School Refusal/Separation Anxiety:

Respond to any protests about going to school using an understanding, positive and reassuring voice: "I know you would prefer to stay home today, but everyone has to go to school and even if it is hard for you, I know you will be able to manage". Stay calm, confident and matter-of-fact. Use a 'broken record' strategy, if necessary, by repeating your response, especially if your child escalates the protests. Economy of language works best, even when you are tempted to over-explain or over-justify.

Make a plan with your child about the drop-off arrangements and insist on your exit strategy: "We will walk together to the gate, you can give me a cuddle, then I will leave straight away, as I have to go to work (get home to finish the cleaning, go to the gym" etc). " I (or dad, or grandma) will collect you again at 3:10". If you expect any further problems (ie your child will run after you), then have a backup plan: "If you make a scene, I will take you to the office and leave you with the principal, APA, APRE," (you may have to pre-arrange this). Ask him is there anything else that would make this easier for him. If his request is reasonable eg if he asks if his mate can meet him at the gate and you can make this arrangement, then by all means do so. Otherwise, let him know firmly that you expect him to follow the plan.

On the way to school, remind your child of the plan, respond to protests as above and communicate that you expect her to follow the plan. Do not make promises that you cannot keep.

Above all, make sure that you follow your part of the plan, including the back-up if required. There may be lots of tears and protests, but continue to communicate your confidence in your child to manage this and exit immediately according to the plan. While you may think all eyes are upon you as you leave with screams echoing in your head, be aware that most parents have had some experience of this, and therefore, will be understanding. Teachers and school personnel respect parents who act responsibly in dropping their children, giving a quick cuddle and a brief word of reassurance and exiting without a backward glance.

Don't hesitate to ring the school to check how your child has settled, but only after you have left the school environs. The most important thing is to ensure that your child does not avoid school. If a child is effective in getting the parent to give in, then remedying the situation later becomes so much more difficult. Avoidance only serves to reinforce the anxiety and make it harder the next day, next week and even next year, despite any promises your child may make.

Tony (aposhea@bne.catholic.edu.au)

STUDENT OF THE WEEK

OW	Tiahna M / Amia J
ON	Talysa J
OY	Bailey R/Dylan McE
1N	Polly M / Molly Rogers
1W	Figgy G / Zoe R
2N	Piper R / William O'B
2Y	Sophie B /Holly F
2W	Ruby M / Cooper S
3N	Merryn B / Eden G
3W	Bailey S / Ellie F
4N	Ryker S / Jayden F
4W	Ella B / Jett L
5W	Alex D / Joel B
6W	Jasmine McD /Bodhi N
6N	Jordan P / Timeera B
7D	Jess B / Rory I
7W	Kirra E



TUCKSHOP ROSTER

Date:	Tuckshop Helpers:	Home Baking Roster:
Wed 22 February	C Scotcher (8.30-11.30), F Boyle	
Thurs 23 February	Helper needed.	
Fri 24 February	S O'Grady (8.30-11.30), A Wolff (11.30-2.30)	
Tues 28 February	K Favot, K McLuckie	F Hore
Wed 29 February	S Beame, T Jones (11.30-2.30)	M Suddes

P&F NEWS

Starlight Drinks Under the stars -16 March

Invitations are being sent out this week so please take a look and organise a group of friends to come and enjoy this fantastic night. Nibbles will be provided and of course a selection of wines and beers. Don't forget that we have the ladies from OHSC to take care of school aged children for \$5. There will be popcorn, movies and games to be played with the children! RSVP by 13 March so you don't miss out!

Parent class Reps.

Each class is on the lookout for Parent reps. Some of the things required from a parent rep are organising coffee mornings, welcoming new families to the school and being a 'go to' person for the P & F. It's a great way to meet the mums and dads of your child's class. If you are interested in becoming a Parent Rep. please contact Clare in the office.

COMING EVENTS

Tues 21 February	P & F AGM, 6.00pm – 7.00pm
Tues 21 February	Parish Consultation Meeting at St Monica's Centre, Tugun, 7pm
6 March	Compulsory Parent Reconciliation Meeting, for parents of Years 3 and 5, 7.00pm at St Monica's, Tugun
14/15 March	Year 3 Reconciliation, 7:00pm
Fri 16 March	Starlight Drinks Under the Stars, 6.00 – 9.00pm, \$15pp
21/22 March	Year 5 Reconciliation, 7:00pm
Fri 23 March	Winter Sport
Fri 30 March	End of Term 1
26 April	Compulsory Parent Meeting, Confirmation/Communion, 7.00pm St Monica's, Tugun.
Mon 16 April	Term 2 commences
Tues 22 May	ICAS Computer Skills
6/7 June	Confirmation
Wed 6 June	ICAS Science Competition
9/10 June	First Communion, St Monica's, Tugun
16/17	First Communion, St Monica's, Tugun



School Holidays for 2012

- Term 1 – Tuesday 24 January to Friday 30 March
- Term 2 – Monday 16 April to Friday 22 June
- Term 3 – Monday 9 July to Friday 21 September
- Term 4 – Monday 8 October to Friday 7 December



It's Not Ok to be Away Nor to be late for school

One of the most important things you can do to ensure your child has a bright future is to make sure he or she goes to school every day—and gets there on time. It sounds simple, but it's true. The correlation between school attendance and children's achievement levels is well-established. The more time kids spend at school, the more likely they are to experience school success.

Conversely, according to a report from the Victorian Auditor General, students who are regularly absent from school are at the greatest risk of dropping out of school early, and of experiencing long-term unemployment. When kids miss school, not only is their academic progress impeded, forcing them to catch up on missed work (which some never do), they often miss important interactions with their peers which can compound issues of social isolation and low self-esteem. Also, many teachers tell me, it's often the kids who can least afford to take time off school who are most likely to be serial absentees.

Of course, most people know this intuitively, yet school absenteeism is a huge problem in Australian schools—and much of it is parent-condoned. It's hard to get an accurate picture across the country but it would appear that Australian students miss an average of between 12 and 15 days per school year, with parent-condoned absenteeism highest among young primary-aged children.

That adds up to a year's lost schooling over the school-life of a child. In today's highly competitive world, this rate of absenteeism is alarming, putting our kids at a distinct disadvantage.

That's not a reason to be away!

It's now commonplace for children to stay away from school for reasons that would have been unheard of just twenty years ago. These include staying away to celebrate their own or a sibling's birthday; being absent because they stayed up too late watching television; going shopping for clothes; an extended long weekend; and kids not wanting to take part in a sports day or special school event.

This type of absenteeism sends a strong message to kids that parents don't really value learning or their children's school experiences. Australian kids only spend 15% of their total time at school. They spend more time asleep than they do at school. So we need to maximise every day to get full value. That means turning up to school every day, on time.

Being late is not okay either

Missing a few minutes each day may not seem like a big deal but your child may be missing more than you realise if he or she is continually late. Current research shows that mornings for most children are the most productive time of the day, with 10.00am the peak period for productivity. When children arrive late and take time to settle as they inevitably do, valuable learning time is lost.

It takes strong parenting...

As a parent myself I know how persuasive children of all ages can be when it comes to taking a day off school. It takes a strong will to resist the persistent pressure that kids can bring to bear, particularly if they play the guilt card with comments such as "It's not fair that I have to go school today because Aunty is coming to visit!" Nice try. But the answer should be "No!".

As parents we need to make a commitment that our kids make the most of their precious time at school. That means that we send them to school every day, on time and ready to make the most of the school day. Of course, there will be times, such as illness or genuinely extenuating family circumstances, when kids should be away. But these need to be a rarity rather than the norm.

It's reassuring to know that you increase their chances of future success just by making sure they turn up to school every day. And of course regular school attendance also helps kids prepare for the workforce, where it will be expected that they turn up each day work-ready. The real world is unforgiving of those who stay away with NO EXCUSE.

When kids miss school, not only is their academic progress impeded, forcing them to catch up on missed work (which some never do), they often miss important interactions with their peers which can compound issues of social isolation and low self-esteem.

It's not okay to be away ... nor to be late to school

Commit to sending kids to school every day. Make sure kids arrive at school and class on time. Inform the school when they are away, sending medical certificates and other evidence of genuine absence. Consider catching-up on missed work. Make kids who are away stay in their bedroom – that is where ill kids should be.