Dear Parents and Members of our School Community

Last week our classes were brilliant in presenting their Holy Week liturgies. The way all the children kept each liturgy sacred, participated and displayed their understanding was excellent. Tomorrow morning at 9.00am we celebrate mass together as a whole school, with the parish, to conclude our Easter/Holy Week liturgies. This liturgy will be lead by our year 2 classes.

Today students from PP-6 will be bringing home their progress files. These files are designed to be a snapshot of your students’ learning and help give parents and students an understanding of their strengths and areas to continue to work on. These files will form a good basis for your conversations at Parent Teacher interviews that will be happening on this coming Monday April 4. This is also a Pupil Free Day so interviews can occur. Please see your teacher/child’s teacher to arrange a time if you haven’t already. There is information further in the newsletter about how you can prepare for the interviews. They are 15 minutes in length and should you require more time please let the teacher knows and they will make another time with you to continue discussions.

I have been impressed with the quality of information the progress files are providing us about student progress, it has also been evident that as achievement levels and expectations have become clear to students through the rubrics that there has been a consistent rise in achievement.

This afternoon our staff are networking with St Pius X staff to discuss planning using the curriculum and judging standards. We look forward to working with the St Pius X staff again.

This Friday morning Year 2 White will be presenting our first assembly item for the year. It will be a reflection of the classroom learning and I can’t wait to see what they have in store for us. I know it will be enjoyable.

Next Tuesday we will be having our annual swimmer’s breakfast to wish our interschool swimming team good luck for the Carnival which will be on Wednesday April 6 down at Fremantle.

Please see below important information from last week’s newsletter:

We are currently taking applications for enrolments for 4 year old Kindergarten for 2018. Your child must be 4 years of age before June 30 2018 to be eligible. Upon a successful enrolment interview positions for 3 year old 2017 will be discussed with parents. Please download our forms from our school website for applications. Get them in early to avoid disappointment. Interviews will be taking place in term 2. If you know any families that would be new to the school please pass on this information.

Mr Ian Elder, principal of Santa Maria College, has asked me to notify our community of two items:

- All girls who attend a Catholic primary school will be guaranteed an interview for year 7. This of course includes St Benedict’s.
- Anyone wishing for their daughter to attend Santa Maria from year 7 onwards please do not engage in the enrolment process begun in year 4 for year 5 entry.
- Other factors to be aware of here is that the primary section of Santa Maria has three streams of students, it then opens up more multiple streams in secondary leaving plenty of room for Girls from St Benedict’s.
- Ian has stated to me that Santa Maria are more about offering a primary Catholic education to girls who are not already obtaining one from their current primary school rather than accepting girls from other primary Catholic schools.

Well the only good thing about Collingwood at the moment is that we are above Fremantle on the ladder! C’mon Pies, bounce back this week against the Tigers.

“Celebrate what’s Right With the World”

Until next week
God Bless

Darren McDonald
Principal
Dear Families and Friends,

With Progress Files coming home today for students in Pre-Primary to Year 6, I thought I would share with you the below article by Kathy Walker (Proactive Parenting Approach). More articles by Kathy are available at http://earlylife.com.au/info/parenting-fact-sheets

Encouragement, Not Just Praise

It may sound strange to consider not always praising our children. However, constant praise that implies everything is always “great, wonderful, fantastic and good” sometimes becomes a bit overdone. Using encouraging phrases often helps children to keep trying even when things aren’t “great”. It also acknowledges that the effort, the attempt, the act of having a go and working on something is worthy of acknowledgment, even if it doesn’t always work out. Encouragement helps build resilience and self-esteem and models for children that it is productive and constructive to have a go - even if you don’t always achieve the intended outcome. Praise and encouragement are both lovely for children but encouragement is often underdone and praise is often overdone.

Finding the balance is the key! Some examples of encouraging phrases and comments:

- I like the way you had a go.
- I can see you have had to try really hard with that.
- I wonder if there is another way you could try to make that work.
- I know you are finding this hard. Perhaps there is another way...
- I love the effort you have put into this.
- You have worked really hard and tried really well with this.
- I know it isn’t quite how you thought it would be, but you really persisted and tried hard.

Hope you enjoy the rest of your week,
Michelle Christian

Important Dates to Diarise

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>31 Mar</td>
<td>Yr2 Easter Mass - 9am</td>
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<td>Whole school PP - Yr 6</td>
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<td>1 Apr</td>
<td>Swim training @ Melville</td>
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<td></td>
<td>Yr2W Class Assembly</td>
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<td>4 Apr</td>
<td>PUPIL FREE DAY</td>
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<td>Parent Teacher Interviews</td>
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<td>6 Apr</td>
<td>ASCS Swimming Carnival, Fremantle</td>
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<td>8 Apr</td>
<td>Merit Assembly</td>
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Yr 1 Blue Religion News

Over the past couple of weeks we having been learning about the importance of Easter.

We have been exploring how Jesus' story teaches people about new life: how to live in new ways by loving, sharing and caring about others. Jesus' death and Resurrection teaches his followers about God's love, and that Jesus is alive today to help everyone to live the new life he taught.

Throughout learning about this special holy time the students did many activities such as we went on a nature walk around our school looking for signs of new life, learnt about symbols that represent Easter. We learnt that Hot Cross Buns signify the dying and rising of Jesus, Easter Eggs signify the empty tomb and Jesus being raised to new life.

Yr 1 White Religion News

In Religious Education we have been learning about the life of Jesus and how special he was. We have been focusing on the real meaning of Easter and why we celebrate it. Here are some of the children's thoughts on Easter and what it means to them:

- **Stella** - Easter is a time when we thank Jesus for dying for us.
- **Preston** - Easter is when Jesus died.
- **Lucy** - Easter is when Jesus died for spreading the word of God.
- **Taj** - Easter is when Jesus died from talking about God.
- **Andres** - Easter is when the bad people took Jesus away.
Tuesday, 5 April 2016
after the lunch bell
from the Canteen Counter
$1 / icy pole
Please support this fundraiser

We’re very excited to be fundraising with Entertainment™ this year. Order your NEW 2016 | 2017 Entertainment™ Books and Entertainment™ Digital Memberships from us today, and 20% of the proceeds contribute towards our School!

NEW this year, when you purchase a Perth Entertainment™ Membership, you will now have access to more than 30 of the best restaurants, attractions and accommodation that Bali has to

Order your new Entertainment™ Book or Entertainment™ Digital Membership before 4 May 2016 and you will receive up to $230 worth of additional offers that

Available as a traditional Entertainment Book - or - Digital Membership on your smartphone, your Membership gives you over $20,000 worth of valuable offers valid through to 1 June 2017!

Entertainment™ Memberships are packed with thousands of up to 50% OFF and 2-for-1 offers for the best local restaurants, café, attractions, hotel accommodation, travel, and much more!

Term Dates 2016
Term 1
1 February - 8 April
Mid Semester Break 9 April - 25 April
Term 2
26 April - 1 July
Mid Semester Break 2 July - 17 July
**Community News**

**ACT-Belong-Commit Education Program**

Immerse your students in the excitement of a live jazz big band, enjoy the brilliance of some of the greatest tunes of all time, and learn what makes a classic! WA Youth Jazz Orchestra’s Act-Belong-Commit Concert for Schools encourages the musical aspirations of students through interactive stimulating music concerts. Further enhancing the jazz experience, our online Education Resources assist teachers to engage students before, during and after the performance.

**Holiday/Vacation Care Program**

It is only 2 weeks until the first term ends and holidays begin. For the autumn holidays, the theme for our program is Jungle Quest. The program runs from Monday 11th April and ends on Friday 22nd April and is open from 7am-6pm. A more detailed program will be made available closer to the time but you are able to log on to [www.campaustralia.com.au](http://www.campaustralia.com.au) for information or to enrol/register.

**Now Available to order from our school.**

Open to family, friends, neighbours, colleagues etc. Monies must accompany the order.

**Lost Property**

Please ensure that you check the tub (in the breezeway) for any lost items. All unmarked school clothing items will be returned to the Uniform Shop for resale at the end of the term.

A Key, a necklace and a Bluetooth earpiece has been handed into Admin. If any of these items belong to you then please see Mrs Funga in Admin.
Our aim for every Restorative Intervention is to:

Develop empathy

- Encouraging reflection on how their actions are affecting others
- Validating their worth; separation of deed from doer
- Listening to their pain and expressing sympathy

Encourage identity & shame management

- Encouraging the basic human needs of ‘belonging’ & ‘significance’
- Enabling them to acknowledge & discharge shame

Build & repair relationships

- Encouraging sharing of personal narrative
- Empowering through respectfully listening to their story

To work with

- Educating towards self-directed right behaviour
- Enabling and promoting re-storying
Hi there, my name is Mrs Bolton and I am the part time School Social Worker, working alongside staff to support the needs of our students and families. Together we aim to provide a safe and positive learning environment. I can see children individually (on referral) and in groups for discussions on various topics – so stay tuned for my page! If you think your child may benefit from some additional support please do not hesitate to contact me.

**St Bene’s to commence teaching Protective Behaviours**

The Protective Behaviours Program has been developed by Protective Behaviours WA(Inc) in consultation with The Department of Education WA and is taught in hundreds of schools across the State. The current program has reviewed the old “Stranger Danger” message and replaced it with interactive and fun lesson plans that provide students with the skills and strategies required to keep safe.

At St Benedict’s we are now fortunate enough to be able to deliver this valuable and important program within the classroom to all our students.

**The Protective Behaviours Program**

The Program relies on a 3 way partnership between School, Home and the Community so that children receive a consistent message. The two themes taught are that “we all have the right to feel safe at all times” and that “we can talk with someone about anything, no matter what it is”

In Term 2, Kindy and Pre-Primary children will be the first to receive the Protective Behaviours Program. This is delivered in an age appropriate way through the use of stories, games, songs and fun activities. The following topic areas are covered in short lessons over 9 weeks:

1. Theme One: “We all have the right to feel safe at all time” and Feelings
2. Early warning signs in our bodies
3. Safety Continuum and Problem Solving
4. Theme Two: “we can talk with someone about anything, no matter what it is” and Secrets
5. Networks
6. Persistence Expectations
7. Body Awareness and Ownership (private and public)
8. Personal space and safe and unsafe touch
9. Assertiveness

Information and activities will be sent home following each lesson and I encourage you to visit the PBWA website at [www.protectivebehaviourswa.org.au](http://www.protectivebehaviourswa.org.au) for any information you may require including information on parent workshops available throughout the community and the ability to purchase parent handbooks which can assist in reinforcing the strategies and concepts at home.

**Contact:** Stephanie Bolton  
St Benedict’s Primary School (Monday and Tuesday 9-10am)  
Ph: 6217 3500, Email: bolton.stephanie@checednet.wa.edu.au
Parent–Teacher Conferences:
A Tip Sheet for Parents

As a parent, you are your child’s first and most important teacher. You and your child’s school have something in common: You both want your child to learn and do well. When parents and teachers talk to each other, each person can share important information about your child’s talents and needs. Each person can also learn something new about how to help your child. Parent–teacher conferences are a great way to start talking to your child’s teachers. This tip sheet suggests ways that you can make the most of parent-teacher conferences so that everyone wins, especially your child.

What should you expect?

**Checklist: Before the conference**

1. Schedule a time to meet. If you can’t go at the scheduled time, ask the teacher about other times.
2. Review your child’s work, grades, and progress reports.
3. Talk with your child about his or her progress in school.
4. Talk with others—family members, after school staff, mentors, etc.—about your child’s strengths and needs.
5. Make a list of questions to ask during the conference.
6. Think about ways you would like to be involved in your child’s learning so that you can discuss them with the teacher.

**A two-way conversation.** Like all good conversations, parent–teacher conferences are best when both people talk and listen. The conference is a time for you to learn about your child’s progress in school: Ask to see data about your child’s attendance, grades, and test scores. Find out whether your child is meeting school expectations and academic standards. This is also a time for the teacher to learn about what your child is like at home. When you tell the teacher about your child’s skills, interests, needs, and dreams, the teacher can help your child more.

**Emphasis on learning.** Good parent–teacher conferences focus on how well the child is doing in school. They also talk about how the child can do even better. To get ready for the conversation, look at your child’s homework, tests, and notices before the conference. Be sure to bring a list of questions that you would like to ask the teacher.

**Opportunities and challenges.** Just like you, teachers want your child to succeed. You will probably hear positive feedback about your child’s progress and areas for improvement. Be prepared by thinking about your child’s strengths and challenges beforehand. Be ready to ask questions about ways you and the teacher can help your child with some of his or her challenges.

Continued →
What should you talk to the teacher about?

**Progress.** Find out how your child is doing by asking questions like: Is my child performing at grade level? How is he or she doing compared to the rest of the class? What do you see as his or her strengths? How could he or she improve?

**Assignments and assessments.** Ask to see examples of your child’s work. Ask how the teacher gives grades.

**Your thoughts about your child.** Be sure to share your thoughts and feelings about your child. Tell the teacher what you think your child is good at. Explain what he or she needs more help with.

**Support learning at home.** Ask what you can do at home to help your child learn. Ask if the teacher knows of other programs or services in the community that could also help your child.

**Support learning at school.** Find out what services are available at the school to help your child. Ask how the teacher will both challenge your child and support your child when he or she needs it.

How should you follow up?

**Make a plan.** Write down the things that you and the teacher will each do to support your child. You can do this during the conference or after. Write down what you will do, when, and how often. Make plans to check in with the teacher in the coming months.

**Schedule another time to talk.** Communication should go both ways. Ask how you can contact the teacher. And don’t forget to ask how the teacher will contact you too. There are many ways to communicate—in person, by phone, notes, email. Make a plan that works for both of you. Be sure to schedule at least one more time to talk in the next few months.

**Talk to your child.** The parent–teacher conference is all about your child, so don’t forget to include him or her. Share with your child what you learned. Show him or her how you will help with learning at home. Ask for his or her suggestions.

“BE HEARD”

Keep these principles in mind for a great parent–teacher conference:

- **B**est intentions assumed
- **E**mphasis on learning
- **H**ome–school collaboration
- **E**xamples and evidence
- **A**ctive listening
- **R**espect for all
- **D**edication to follow-up