



# St Paul's Post

At St Paul's we are Safe, Respectful, Learners

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Term 3, Week 8

11 September, 2020

## **From the Principal**

Dear Parents and Carers,

Let's face it, parenting can be hard work sometimes. Rewarding - yes, challenging - yes! The role that you play in your child's life is one of the most important in life. You are their advocate, their friend, their compass and their challenger. This week, I've included a piece from Dr Justin Coulson titled "10 Things Every Parent Needs to Know". Dr Justin Coulson is one of Australia's leading experts in the areas of parenting, relationships and wellbeing. I hope you enjoy it and can relate to it as much as I did as a parent of two boys.

### **10 Things Every Parent Needs to Know**

*When they're babies, it's usually pretty simple. Feed them. Change them. Put them to sleep. Then they start growing. Fast. They talk. They get moody. They have 'needs'. They get siblings and start fighting, biting, pinching, punching, scratching, and more. They start school and come home with nasty words, threats that "you're not my best friend anymore", and all-too-often, even more challenging behaviour. Even when they're a dream, we still worry about how we can give them the best start in life.*

#### **We do best as parents when we parent on the same page**

*Raising children is a tough enough job already without opposition and antagonism from other adults who share in the responsibility. United parents don't do everything the same. You'll never agree on everything. But when there is a level of consistency between parents, and a willingness to work together to achieve the outcomes we believe matter, we can create a sense of harmony and purpose in our family that is positive for our children and our partnerships.*

#### **Our kids thrive when they know they matter**

*When your children need you, stop and really pay attention. Don't simply turn your body towards them while keeping your head facing the screen. Don't humour them by saying 'Uh-huh, yep, I hear you' if you're not really listening. Stop what you are doing. Look them in the eyes to show you are paying attention. Listen. Respond in an active, engaged way. Our children need us to be available, to nurture them.*

#### **Being understood is often a child's greatest need**

*If our children were icebergs, their behaviour would be what we see above the water, but the larger part of the iceberg (their emotions) rests below the surface. This remains invisible unless we take the time to understand what is down there. Feelings, developmental progress, the broader context and more each contribute to our children's behaviour. As we understand those things, we can help our children manage their behaviour rather than us having to be the ones doing all the managing all the time.*

#### **For discipline, kids need something better than punishment**

*We need to be caring allies in our children's development. But all too often, we become punishers and enforcers. The focus of discipline should be helping, rather than hurting. The best discipline teaches in positive ways. This means we spend time explaining what we want and why. We explore things from our kids' perspectives. And we empower them to make great choices with our guidance.*

#### **We need to teach them to get along**

*The heart of resolving conflict between our children, or between any humans, is empathy. As they see the impact they have on others (and vice versa) they feel empathy and make changes that are much longer lasting than changes that are forced upon them by powerful parents.*

#### **They need to work out who they are**

*Our job is not to make our children what we want them to be. It's to help them figure out their identity. How do we do that? We teach them about their past, tap into that authentic potential for excellence that is inside them and makes them strong, support them to have the courage and capacity to stand alone, and then trust that the process will be enough.*

#### **Understand and balance technology**

*The moral panic around screens may be a little over the top from time to time, but it is well founded. Screens are impacting wellbeing, relationships, physical health and academic learning. It is up to us to give our children a wide range of experiences that will develop them as a whole child. Screens will inevitably be a part of their world, but they will ideally only be a small part.*

#### **We need to protect our children's childhood**

*Childhood is shrinking. Those years of carefree innocence are being crowded out with education agendas, personal development plans and fewer opportunities for play and exploration. They lose control over their lives as we take over, dictate, drive and demand. Yet play, curiosity, slow and agenda-free development and*

*the chance to pursue interests that align with personal strengths are some of the most important gifts we can give a child to truly experience childhood. When our children see us, they do not need to be burdened with more work and study. They need us to fall on the floor, tickle, wrestle and laugh. They need opportunities to learn and create; to sit quietly on the grass under a tree and stare at clouds; to experience the simplicity of childhood; and to simply be. As we give them back their childhood, they won't seem to be so old, so young.*

### **Find the joy – for them and for us**

*Most of us experience moments of extraordinary joy when our children are young. We seem to be a little less good at finding those moments as our children get to about age three. By the time they're in their teens, it's even harder. It gets messy in those middle years (from three to 23). But there is joy everywhere throughout our parenting lives if we're looking. We are also excellent at finding joy when everyone is happy and life is peaceful. These are joyful times. But there are times when joy is hard to find. Family life tries us. In those moments, we grow the most – if we are open to growth. And we find joy. Maybe that mix of joy and growth is exactly what we need?*

*Ten Things Every Parent Needs to Know is ultimately about this final idea: **finding joy**. Finding joy in family life is the key. These ideas are a surefire way to put us, our kids, and our families on the pathway to regular injections of joy at home.*

### **Long Service Leave**

For the next two weeks, I will be taking Long Service Leave and Mrs Jane Misek will be Acting Principal and Mrs Johra Brackenbury will be Acting Assistant Principal. I thank Jane and Johra for taking on additional responsibilities during this time. I hope you all have a happy, safe and healthy school holiday break and I look forward to seeing you in Term 4.

*Peace and Joy*

Mrs Megan Baird  
Principal

### **From the Assistant Principal**

In many of my conversations with parents we talk about the anxiety and worry that our young children have faced this year. While there is no fast cure for anxiety we can as parents and teachers try to reduce the impact that anxiety can have on our children.

The following are some tips from Parenting specialist, Michael Grose

### **The impact of anxiety can be minimised**

Anxiety may be a constant companion for many children but it's certainly not their best friend. Often, it's a situation where they are locked in a long-running, laborious battle where simple activities such as attending school camp or doing at home learning become something they dread. Alternatively, they can avoid events or situations that make them anxious or bring them discomfort. It's better to give an anxious child or young person tools such as mindfulness, checking in and deep breathing with which they can manage their anxiety, rather than allow them to miss out and be miserable, or tackle discomfort full on and be stressed out.

### **You can build anxiety resistance**

While we can't necessarily tackle anxiety at its source and make the situations that overwhelm a child disappear, we can help them to develop a lifestyle that builds their resistance against the very worst of anxiety. Plenty of sleep, adequate diet, regular exercise and sufficient time in nature are some of the lifestyle factors that build strength against the psychological ravages of anxiety.

### **You can help kids reduce their ongoing anxiety**

A combination of being nurturing and firm offers the best protection against ongoing anxiety. A child is best prepared to face difficulties when they have a confident, calm adult in their life who says, "I think you can do this," encouraging them to face their fears. This approach needs to be supported by an empathetic adult who understands the impact of anxiety and makes sure that kids feel safe and secure.

While parenting an anxious child or young person can feel overwhelming and difficult, I encourage you to think about it differently. We can't change what is happening right now, and we can't undo it. Help your anxious child to flourish, give them the tools to help them push anxiety into the background. Promote a lifestyle that will protect them from its effects by ensuring they experience nurturing, firm, brave and hopeful parenting. The good news is that there is so much you can do to help and that we as a school are here to support you and work together to support your child.

Regards  
Jane Misek  
Assistant Principal

## REMINDER NEW Building Child Safe Communities - Volunteer Undertaking

All Volunteers have until **30 September 2020** to submit a **new** Undertaking in the new system. Visit [www.parra.catholic.edu.au](http://www.parra.catholic.edu.au) for more information.

## Religious Education

### Stage 3 Draft Religious Curriculum - Trial Inquiry

#### "What is my existential purpose in life?"

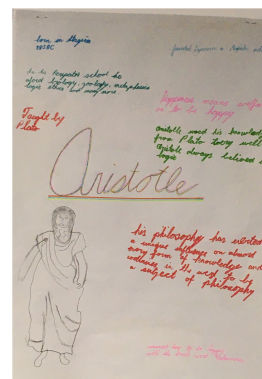
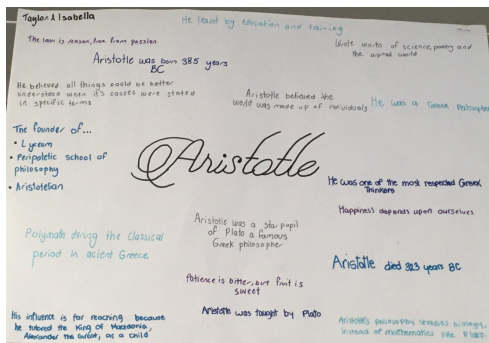
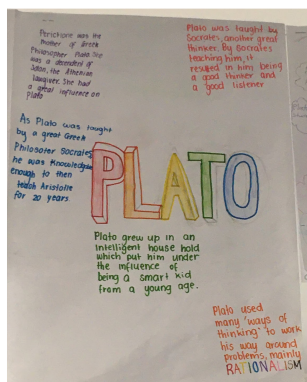
*"The Holy Spirit is given to each of us in a special way" 1 Corinthians 12:7*  
I have been called to use my gifts and talents to contribute to God's Mission.

The trialling of the Draft Religious curriculum continues in Stage 3. Over the past 3 weeks the teachers have listened to the student voice of what they know and need to know to answer this question.

They have grouped these into smaller inquiry questions. These include so far:

- What are the different ways of knowing?
- The students explored epistemology, the study of knowledge. How do you know?
- How do you know something is true?

As Catholics, this study leads us to ethics, how do we know if something is right or wrong? The students looked at the 5 ways of knowing, explored different philosophers and explored how they think in different situations.



They concluded this section answering the question:  
*What might I do to continue to be a great thinker?*

They are now inquiring into:

How does the Holy Spirit guide us to identify and use our gifts and talents?

We are looking forward to seeing what the students discover over the next 2 weeks.

### First Holy Communion

Due to the ever changing restrictions of COVID19 our parish based First Holy Communion looked very different this year. Congratulations to our first group of Holy Communicants who received the Eucharist on Saturday 5 and Sunday 6 September - Emma D, Anders S, Zara F, John N, Kobe P, Raymond Y, Allanah C, Sarah B and Isaac D.

Praying that as you receive your  
First Holy Communion,  
you draw ever closer to Jesus,  
the Bread of Life,  
and that you always will live  
As a child of God.



Mrs Johra Brackenbury  
Religious Education Coordinator

### Reminder: Staff Development Day

**Term 3's Staff Development Day (Pupil Free Day) will take place on Friday 25 September.** Our thanks to parents for organising care for their children on this day. If you would like to enquire about places at COSHC for this day, please contact Britany or Dana on email - [coshcstpaulwinstonhills@parra.catholic.edu.au](mailto:coshcstpaulwinstonhills@parra.catholic.edu.au) for booking inquiries.





### Year One Learning Snapshot

Year One have been working very hard during literacy groups. They have engaged in a variety of activities including letter writing, word games and technology tasks. The children have been very excited to write letters to their teachers and friends, to post their letters and to have an opportunity to be post person for the day.

*We may have some future posties in our midst!*



Thank you to Olivia's Mum for sending in some stationery and stickers for our letter writing post!



## Student Awards

Although we haven't been publishing student names in our newsletter this year, COVID19 has restricted our ability to hold assemblies. So, whilst restrictions are still in place, we will acknowledge students in our fortnightly newsletter.

|     | St Paul's Awards        | Student of the Week Award |
|-----|-------------------------|---------------------------|
| KL  | Archie H                | Anthony T                 |
| KM  | Claudia A               | Abraham K                 |
| 1H  | Klara Z & Nathanael S   | Lily D & Mark T           |
| 1JC | Bridgette B & Leandro A | Dominic V & Scarlet D     |
| 2BH | Felix K & Jake D        | Julian F & Savannah Y     |
| 2D  | Serea H & Ethan M       | Mackenzie N & Timothy V   |
| 3L  | Serenity H              | Frankie S                 |
| 3P  | Cooper H                | Imogen G                  |
| 4SA | Thomas C                | Savanah N                 |
| 4SH | Erin L                  | James M                   |
| 5G  | Jackson E & Caitlin M   | Oliver C & Sienna A       |
| 5H  | Lara L                  | Ronan F                   |
| 6PR | Cooper P                | Mitchy B                  |
| 6S  | Gabby A                 | Annabelle J               |

## General School Information

### Changeover into Summer Uniform Term 4

Children will officially continue in their winter uniform until the end of Term 3.

However, with the forecast of hot days ahead, the children may wear their summer uniform at parents discretion.

Children must either wear their full summer uniform or full winter uniform until the end of Term 3 and not a mixture of both (Sport/PE days remain unchanged for the remainder of Term 3).

From Term 4, all children are expected to wear their full summer uniform. Uniforms can be ordered through the Qkr App, OzFashions.

Children are responsible for their own belongings so please label all items clearly, especially hats and jackets.

Lost property is placed in a tub outside the uniform shop and can be accessed by the children at recess or lunch to search for missing items.



### Catholic Education Office leaving the school policy

If you are leaving the school, **one term's notice in writing is required** (except for those graduating Year 6), otherwise you will be charged the term's school fees as per the enrolment agreement. Thank you for your understanding.



## Changes to Family Levy

We advise that your school fee statement may look a little different next year. You will notice that the Resource Fee has increased and there is no longer a Family Levy as the Family Levy and Resource Fee have merged. In the majority of cases this has little or no impact. For families with 3 or more students there will be a slight increase in the combination of these fees. For 2021, there will be no increase in diocesan tuition fees or the building levy and therefore you will find that the total school fees increase is within the bounds of normal annual increases. Please contact the school office if you require any further information.

## Work, Health and Safety Reminders

### Social Distancing COVID-19

**Our staff continue to be vigilant with monitoring and acting regarding children who appear to be unwell. Please keep your child at home if you think they are sick, runny nose, cough, headache etc. If a child presents as unwell at school, they will be isolated from other children and staff in the sick bay or an area of the office. Parents will be contacted to collect their child immediately. We understand that this may be difficult but it is in the best interests of the school community as a whole.**

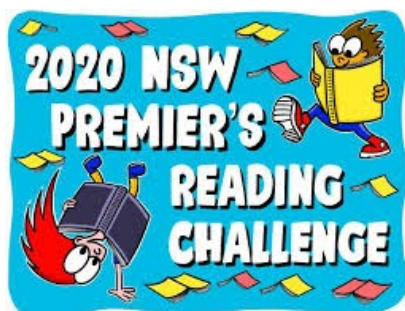


- Additional cleaning is taking place on a daily basis.
- Our staff are reminding students how and when to wash their hands.
- There are soap dispensers in the toilets, and these are topped up regularly.
- Signs have been placed in classrooms and toilets to remind the children and to demonstrate to them appropriate hand washing procedures.
- Each class has been provided with hand sanitizer, disinfectant wipes and additional paper towels.
- All learning spaces have designated "used tissues only" bins with lids which are emptied daily.
- The school has discouraged handshakes, hugs and kisses.
- Please limit the number of people in the foyer to five - if there are 5 or more, please wait outside.
- Our amended line up afternoon dismissal procedures are in place and we ask that parents do not enter the space under the COLA, please wait on the outer area for your child.

Thank you all for continuing to keep our community safe.

## Reminder

**Please remind your children to wash their hands.  
Help us to keep them safe.**



**Here are the last of the Premier Readers Challenge for this year. Azalia B, Chelsea B, Maddison S (Kindy), Monique M (Year 1), Nate B, Ella-Jade J, Mackenzie N (Year 2), Savanah N (Year 4), Olive A (Year 5) Declan A, Saskia B, Jacob J (Year 6).**

**Congratulations to the 90 children who took part and completed the challenge this year. Certificates will be issued towards the end of Term 4 when they are received from the Premier's office.**

## Happy Birthday

**Happy Birthday to all those who celebrated their birthdays recently and who are celebrating in the next few weeks.....**

**Claudia A, Jesse K, Mark T, Kiara S, Olive A, Grace H, Grace M, Amity W, Lara F, Rafael R, Nicholas A, Scarlett T, Isla S, Savannah G, Evelyn H, Elijah C**





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9 September 2020

Dear Friends,

**Re: Draft New Curriculum**

Following my letter to you on 28 August 2020, I write to update you on the Draft New Curriculum that is in development through Catholic Education Diocese of Parramatta.

The important things to note about this curriculum are:

- The curriculum is still in draft form, consultation is continuing;
- The curriculum completely adheres to the Catholic faith; and
- The curriculum does not teach gender theory or gender studies or associated material.

I wish to reiterate that this curriculum does not teach students anything that is contrary to the Catholic faith. The curriculum review process is not complete, and the document is still in draft form. We are currently in draft one of a four draft process.

We, in the Diocese of Parramatta and Catholic Education Diocese of Parramatta, take the trust you have placed in us to educate your children extremely seriously. We would never teach anything contrary to Catholic Scripture and Tradition.

The final version of the curriculum will only be implemented once the review and consultation process is complete. If changes need to be made, we will ensure this happens.

**Media Commentary**

Some of the commentary we have seen in the media (print media, social media, television) on this topic is wrong and misleading.

Most public commentators have not sought clarification from the Diocese of Parramatta about this curriculum and instead have relied on secondary sources for their information.

I understand your fear and anger based on these reports. It is your right to be concerned with these reports, if they were true. Yet, they are not.

I wish to be clear and direct on this point. There is no truth to reports that we are developing a curriculum that goes against the Catholic faith.

It's nowhere to be found in the curriculum, and completely untrue to say this curriculum teaches gender theory or gender studies or associated material. That is just wrong.

Without any shadow of a doubt there is nothing in the curriculum, specifically the 'Essential Content' component that is not Catholic.

A lot of confusion, as appearing on social media, rests on the 'Inquiry Questions' of the curriculum. To clarify, these questions are not necessarily taught.



It is important to note these questions were derived from our students, who raised thousands of questions during our seven-year survey and consultation process.

The 'Inquiry Questions' are not, as has wrongly been claimed, the content of the curriculum. They are questions that might arise and that will be critiqued through a Catholic perspective.

Put another way, students will learn the Catholic response to these questions, if and when they arise in a class.

I again point you to the vast resources developed by Catholic Education Diocese of Parramatta on this curriculum. Their website contains podcasts, videos, and discussions on the new curriculum. Please visit [www.parra.catholic.edu.au](http://www.parra.catholic.edu.au) for more information.

Any questions can also be directed to a dedicated email address we have established to help address your concerns [feedback@parra.catholic.edu.au](mailto:feedback@parra.catholic.edu.au).

Yours in Christ,

A handwritten signature in black ink, appearing to read 'Chris de Souza'.

**Very Rev Christopher de Souza**

Vicar General

Episcopal Vicar for Education