

SCHOOL NEWSLETTER

Term 2 Week 2 2024

Thursday 9 May

Rosary Park Catholic School

Station Street, Branxton NSW 2335

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We acknowledge the Wonnarua people-the first custodians of this land

Built on Faith, Knowledge, Respect

The Catholic Diocese of Maitland-Newcastle has an abiding commitment to promote the safety, welfare and wellbeing of children and vulnerable adults - particularly those who participate in the life of the Diocese. All employees are required to undergo a National Police Check and, where legislated, hold a Working with Children Check. Diocesan workers are expected to personally adopt and enact the Diocese's Safeguarding Commitment Statement.

IMPORTANT DATES

Weekly Mass Times: 6pm Saturday Branxton; 8am Sunday Greta

MAY		JUNE	
Wed 15 th	Diocesan Cross Country	Mon 10 th	PUBLIC HOLIDAY
Mon 20 th	Winter uniform starts (week of 13 th is optional for winter uniform if weather is cold)	Wed 12 th – Fri 14 th	Year 5 Great Aussie Bush Camp
Mon 20 th – Fri 24 th	CATHOLIC SCHOOLS WEEK Tues 21 st – liturgy and open classrooms	Fri 28 th	Aboriginal Dance Performance
Thur 23 rd	School Spelling & Maths Bee	Fri 28 th	Year 2 Excursion
Fri 31 st	2:00pm Jump Rump for Heart	JULY	
JUNE		Mon 1 st	PUPIL FREE DAY Student Led Conferences
Fri 7 th	Year 6 Student Led Conferences	Tues 2 nd	Regional Athletics Carnival
		Fri 5 th	LAST DAY OF TERM 2

IMPORTANT DATES

PUPIL FREE days : Monday 1 July and Friday 20 September

FULL winter uniform starts Monday 20 May

Catholic Schools Week Rosary Park celebration from 12:15pm Tuesday 21 May

Grandparents' Day Thursday 25 July

"You can have flaws, be anxious and even be angry, but do not forget that your life is the greatest enterprise in the world. Only you can stop it from failing. You are appreciated, admired and loved by so many. Remember that being happy is not having a sky without storm, a road without accidents, a job without effort, a relationship without disappointments."

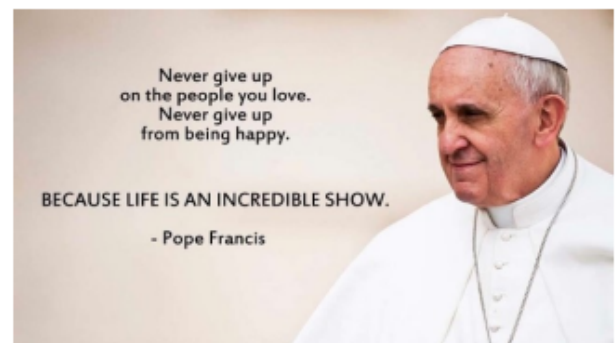
"To be happy is to stop feeling like a victim and become the author of your own fate." It's walking through deserts, but being able to find an oasis deep in the soul. Is thanking God every morning for the miracle of life. It's kissing your children, cuddling your parents, having poetic moments with your friends, even when they hurt us."

"Being happy is letting the creature that lives in each of us live, free, joyful and simple. You have the maturity to be able to say: "I've made mistakes". It's having the courage to say "I'm sorry". It's having the sense to say "I need you". Is having the ability to say "I love you". May your life become a garden of opportunities for happiness... that in spring he may be a lover of joy and in winter a lover of wisdom."

"And when you make a mistake, start over. Because only then will you be in love with life. You'll discover that being happy isn't having a perfect life. But use tears to irrigate tolerance. Use your defeats to train your patience."

"Use your mistakes with the serenity of the sculptor. Use pain to tune into pleasure. Use obstacles to open the windows of intelligence. Never give up ... Above all never give up on the people that love you. Never give up on being happy, because life is an incredible spectacle. "

Pope Francis



Principal's Message

Welcome to Term 2! I hope you all had a relaxing holiday and enjoyed the glorious weather. The Easter Season is the pivotal time for our Catholic faith, where we see the love that God has for all of us, that was witnessed through His son Jesus. Easter asks us to stop to reflect and pray on the Easter messages of forgiveness, hope, love, and compassion.

Thank you to the many families who attended our Branxton/Greta RSL ANZAC march.

The children should also be commended on the respectful and reverent way they interacted during our Holy Week 'moving' liturgies last term and our school ANZAC liturgy on Monday 29th.

Student- led conferences.

On **Monday 1 July we will have a PUPIL FREE day** for student led conferences (8am -5pm). All parents *are expected* to attend a meeting on these days with their child/ren. As the name suggests, students will lead the conversation with the support of their teacher to articulate their learning successes and future goals. Parents will be there to hear their children articulate their goals and challenges and to offer support for a plan moving forward to help their child reach their goals in semester 2.

Teachers have been contacting parents over the last two weeks to discuss any academic or social goals we are working on at school, and what your child's semester 1 report might look like.

As the conference is an opportunity for children to lead conversation about their achievements and to set future goals for semester two, we will not be discussing the reports as such.

Staffing

Mrs Paige Pringle (6 White teacher) is due to start maternity leave around 6 June, possibly earlier. As advertisements for this position, brought no applicants, I have asked Mrs Simone Cameron (M-T-W) and Mrs Kate Burgess (Th-Fri) to teach 6 White for the rest of 2024. Simone Cameron will remain teaching 3 White Thur-Friday.

Applications are currently opened for a teacher to replace Simone 3 days/week in providing teacher RFF. In addition, advertisements are also opened for a teacher to replace Kate Burgess two days/week in 5 Blue- job sharing with Debbie Parkes.

As part of their award teachers are entitled to RFF (Release From Face to Face) teaching. At Rosary Park, teachers choose to take this as weekly RFF as well as one accumulated full day per term to work on students' semester reports. At this time of the year, teachers are using these days for semester 1 student report preparation and casual teachers are here to take classes in the class teacher's absence.

Mrs Jessica Dougherty is reaching the final stages of her university studies for her teaching degree. She is now able to undertake teaching positions and is doing so in many classes across our school as a casual teacher. As such she is no longer working in her previous roles as our Aboriginal Torres Strait Islander (ATSI) support worker and Pastoral Care worker.

Erin Dewey has resigned from her Library Assistant position and will not be returning to Rosary Park. We wish her every success for the future.

Please keep our Learning Support Teacher Nichola Ellis and her family in your prayers. Over the school holidays, Nichola's mother died in the UK.

Dance Aerobics

On Saturday 18 May we have three teams entered to compete in the FISAF Australia Super Series at NEX Newcastle in the Schools' Dance Aerobic competition. This is the first time we have entered teams in this competition, and it is through the hard work of Kimberley Gargan and Kate Burgess that this is possible. We look forward to watching our team compete! Thank you to families for supporting their children in this.

Catholic Schools Week -theme: Follow Me

You are invited to join us from 12:15 pm on Tuesday 21 May when we celebrate Catholic Schools Week. We will start with a liturgy followed by 1pm open classrooms and a shared afternoon tea at 1:30pm. From 2pm our senior students will lead the whole school in a game's afternoon. Please bring your own afternoon tea.

Stage 4 Building works

Unfortunately, the wet weather has delayed our year 4 children moving into the new classrooms. We will not be moving until late in June.

Changes to school uniform

All additions to our school uniform that were voted on by parents in 2022 (addition of a beanie, zip up vest, girls long sleeve shirt with emblem and sport skort) are available from Flanagan's menswear.

We now have a Rosary Park beanie, so if your child wants to wear a beanie in Winter, it must be the Rosary Park beanie from Flanagan's.

School Uniform Expectations

As we transition to winter uniform (full winter uniform must be worn from **Monday 20 May**), it is timely to remind parents of our school uniform expectations. Please use your discretion and if we have a cold snap, children are welcome to wear full winter uniform before 20th.

I would particularly like to bring to your attention the following issues. Firstly, the sport uniform- Branded socks are NOT permitted (e.g. Adidas, surf brands), socks are to be plain white, and joggers are to be *plain white*, not coloured.

Secondly, children are to be neatly groomed and wear polished shoes (black leather only: no boots, Mary Jane style or joggers). School Socks must cover the ankle.

Jewellery must be kept to an absolute minimum e.g. one pair of ear studs (studs only, for safety), one flat signet ring and wristwatch, plain wrist bangle (silver/gold). Neck chains and bracelets are not permitted due to safety concerns e.g. when playing sport.

Hair must be neat and tidy. Hairstyles should not be outlandish- no Mohawks, tracks or rat tails. Extremes of style and colour are not permitted. Children with long hair should have their hair tied back every day.

There have been several children recently with 'tracks' shaved into their hair. These are not permitted at Rosary Park.

Please supply a note if your child is out of uniform for some reason. Thank you in anticipation for your co-operation with this.

See below our Winter uniform:

Winter Uniform - Girls

TUNIC	Navy tartan print tunic. Tunic is worn with navy stockings. No dance pants, leggings or tights.
PANTS	Navy tailored pants, navy blue socks, and black leather shoes.
TOP	White Peter-Pan collared, long-sleeved blouse.
JACKET	School embroidered jumper. School embroidered sport jacket can also be worn on very cold days.

Winter Uniform - Boys

TOP	School blue long-sleeved shirt with embroidered logo.
PANTS	Navy trousers. NO CARGO STYLE PANTS . Navy socks, to be worn above the ankle.
JACKET	School embroidered jumper. School embroidered sport jacket can also be worn on very cold days.

School Sports Uniform: Winter

PANTS	Navy lined microfiber pants with school initials. School embroidered sports jacket
TOP	Short sleeve polo shirt for boys and girls with school logo - polo only available from the school.
SHOES	Predominately-white joggers. Plain white socks (no sport/surf logo such as Puma, Adidas), worn above the ankle.

Legal References for Parents

The Catholic Diocese of Maitland-Newcastle has an absolute and abiding commitment to promote the safety, welfare and wellbeing of children. As a parent sending your child or children to a Diocesan school, you should be aware of your rights and obligations in protecting your child and all children in our schools.

The Children and Young Person's (Care and Protection) Act 1998

In NSW we can report certain information to the Department of Communities and Justice (DCJ). If we are concerned for one or more of the children in the school, we can discuss our concerns with a teacher, Assistant Principal or Principal. We can report our concerns to the Child Protection Helpline (Ph. 132 111, 24 hrs/7 days) if we have reasonable grounds to suspect that a child or young person is at risk of significant harm and our concerns are current. Risk of significant harm may occur from a single act or omission or to a series of acts or omissions.

It is better to be safe than sorry, so if uncertain, talk to a staff member at the school.

Part 4 of the Children's Guardian Act 2019

This legislation defines Diocesan schools as a 'schedule 1 entity' and as such we must have systems for preventing, reporting (to the Children's Guardian) and investigating reportable conduct.

All staff and volunteers that hold a working with children check in Diocesan schools fall within the scope of Part 4 and may be investigated for alleged 'reportable conduct' which includes sexual offenses, misconduct, assault, ill-treatment, neglect and behaviour that causes psychological harm to children.

The Office of Safeguarding is the Diocese's specialist child protection service who works with the Children's Guardian to ensure the Diocese meets its obligations under Part 4 of the Act. Information about the role and functions of the Office of Safeguarding can be found here: <https://officeofsafeguarding.org.au/>

The Child Protection (Working with Children) Act 2012

Under this legislation people who undertake a role in child-related work in a paid or volunteer capacity in the Diocese of Maitland-Newcastle are required by law to have a Working with Children Check Clearance. This 'Clearance' can be obtained from applying online at check@kidsguardian.nsw.gov.au.

As a parent, if we learn about a staff member or a volunteer working in the school without a Clearance, we should talk with the Principal or Assistant Principal as soon as possible. If we believe that nothing is being done about our concerns, we can contact the Office of Safeguarding directly (Ph. 4979 1390 Mon-Fri).

Diocese of Maitland-Newcastle Reporting Policy

As a parent you can report any concerns we have for a student, or group of students, to our principal, assistant principal or directly to the Office of Safeguarding (Ph. 4979 1390 Mon-Fri). Information about reporting concerns for a child can be found on the Office of Safeguarding website: <https://officeofsafeguarding.org.au/reporting-abuse/>

As parents you are entitled to contact the Office of Safeguarding directly about any concerns we have about the safety, welfare or wellbeing of a child or if we are concerned that the school isn't addressing allegations of reportable conduct or abuse. (Ph. 4979 1390 Mon-Fri).

Online Safety

No matter what their age, if your kids are online, now's the time to talk about online safety especially in these times of home learning online. It can be hard to know how and when to talk to kids about staying safe online.

While they might know a fair bit about technology, they don't always know as much as you do about life. To better understand the issues and start the conversation, you need to have the right tools, tips and advice. Through the eSafety website, you can learn how to talk to your kids about cyberbullying, online predators, and inappropriate content.

Talk to your kids before a stranger does. Visit [eSafety.gov.au](https://esafety.gov.au)

Kindergarten 2025 Enrolments

These are now open and filling fast. Please make family and neighbours aware of this. Enrolment packages are available from the school office where families are asked to make an appointment for an enrolment interview.

Enrolments for Kindergarten 2025 will CLOSE on Friday 24 May

Kind regards,

Sallyanne Stanbridge (Principal)

Assistant Principal's Message

Tell Them From Me (TFM) Survey

The "Tell them from me" survey is used by the Diocese of Maitland/Newcastle across all schools to gather data from staff, students and parents. This data is used to inform initiatives and ensure an environment of continual reflection and improvement. Over the next few weeks schools across our diocese will be planning for this survey to take place. Please keep an eye out for information about the survey and links to ensure you can have your say. Information will be included in future newsletters as well as posted on Compass.

Raising Healthy Minds App

The Raising Healthy Minds app is a FREE, personalised pocket resource to help you raise confident, resilient children. Co-designed with parents and experts and funded by the Australian Government, the app offers a mix of quick-read articles, videos and animations designed to support your child's social and emotional wellbeing from birth to age 12.

Simply download the App and add details to create an account. This will give you access to supportive content relating to the age and needs of your children. I myself have downloaded the App and can say that the resources I have found here are informative and helpful.

Please see the flyer at the end of this newsletter for the QR code link to the App or simply search "Raising Healthy Minds" in the App Store.

Research based support for Student Led Conferences

At the end of this term on Monday 1st July, we will again conduct our student led conferences. It is important to communicate with parents the reasons behind planning for student led conferences. This includes the strong, research based data that shows the important positive impact that this process has on student achievement.

The Research

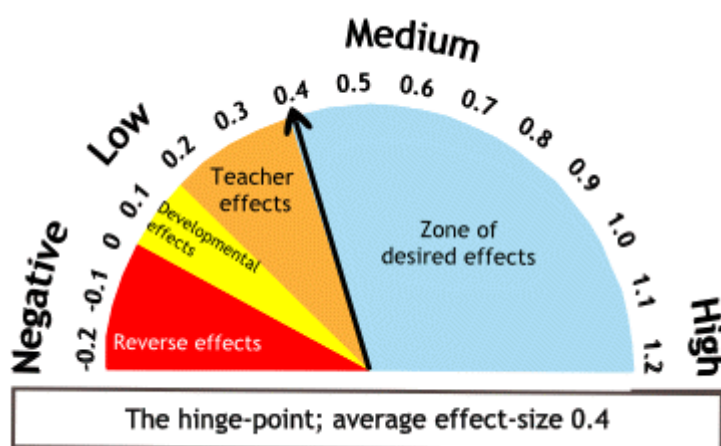
Professor John Hattie, educational researcher, professor and director of the Education Research Institute at the University of Melbourne, is internationally renowned for his research into student achievement. In his book "Visible Learning" and subsequent related titles, Hattie unpacks his meta-analysis on the influences that most greatly relate to student achievement. Over the past 15 years, Hattie has completed more than 130 000 studies involving more than 400 million students worldwide. He is continually adding to his data and updating his recommendations.

Shown below is a snip of the top rated influences on student achievement according to Professor Hattie's data. One important aspect to note is the fact that self-reported grades has remained among the top 3 influences since 2009!



It is evident here that teachers having a shared view of high expectations and collective efficacy top the list. This means teachers need a common language and shared high expectations of students. The top student centred influence is self-reported grades, or student expectations as stated by Professor Hattie. Students being able to verbalise their learning, set goals and speak to what they are learning and how they are going has a proven substantial positive influence on their achievement.

How much effect?

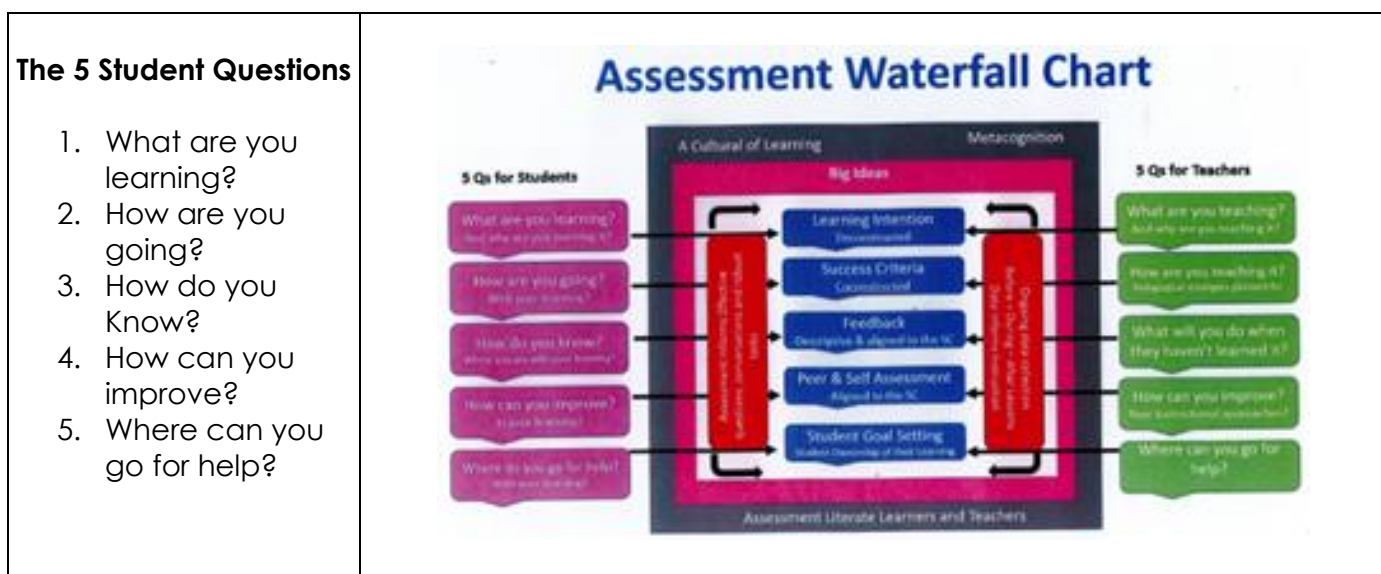


Hattie's list of influences of student achievement have effect sizes ranging from -0.4 to 1.62. Hattie says that the "hinge point" is 0.4, meaning anything below this has a negligible effect on achievement. It is also stated that an effect size of 1 will improve student learning by approximately 50% or advance student achievement by approximately one year. Hattie ranked 252 different influences on his list with effect sizes ranging from negative effects, including television and corporal punishment, to negligible effects, including parental

employment, diet, gender and class sizes. Some of those with effect size greater than 0.7 include feedback, classroom discussion and teacher clarity. The influences discussed above, including teachers having high expectations of students and a shared vision, along with student self-reported grades, all have an effect size of greater than 1.3!

Our Commitment to Student Achievement

At Rosary Park we have a whole school approach to learning from K-6. All teachers follow the assessment waterfall when planning for learning, teaching and monitoring student achievement. A continual focus for us as a staff is asking our children the 5 questions. This framework, created by Dr Lyn Sharratt and outlined in her book "Clarity," has been a focus for all schools in the Maitland/Newcastle Diocese since 2019. The language and teaching practices are embedded in all classes at Rosary Park and align closely with the 3 highest ranked influences on student achievement from Hattie's research.



In the classroom, teachers involve the students in learning by unpacking learning intentions, co-constructing success criteria, providing annotated work samples that outline what is expected of the task, and offering specific feedback to students. This process allows students not only to self-assess their work, but also peer assess, offering suggestions to their classmates. This teaching structure increases student autonomy, putting them in charge of their learning, and supports them to answer the 5 questions.

Teacher efficacy and data driven focus

Three times each term the teachers from each grade meet with members of the school executive and specialised teachers to follow the collaborative inquiry process. During this half day teachers analyse student data, identify areas of current need, and carry out in depth case studies to ensure we provide the opportunity for every student to take the next step in their learning. These collaborative discussions are essential to ensure a common language and goals throughout the school, along with the shared belief in high expectations for every student.

Student Led Conferences

The student led conference is an opportunity for every child to share their learning with their parents or carers. It enables the child to lead these learning conversations, celebrating their successes, unpacking their learning journey, and identifying the goals they have for next steps with the support of the teacher. These conferences ensure that at Rosary Park we are providing the opportunity for children to gain the most benefit from this strategy which has been proven to have a high impact on student achievement.

If you would like more information on Professor John Hattie and his research you can search his name or the name of his book "Visible Learning" on the internet or contact the school for further links to information about the benefits of student led conferences.

Warm Regards,

Janelle Dixon

Religious Coordinator's Message

Anzac Day:

We were so proud of the wonderful students that represented our school during the holidays for the Anzac Day March. There was a beautiful sense of community, and all the students were beaming with pride during the parade. Thank you to all the students that came and a huge thank you to are 4 school leaders who did a wonderful job carrying our school banner and wreath.



Thank you to our Year 6 students and teachers who led our whole school in a beautiful Anzac Day liturgy at the beginning of this term. I thank Brain the president of Branxton RSL service club and members of his team who also joined us and presented us with a gorgeous wreath. On 25 April we commemorate Anzac Day. This date is the anniversary of the day Australian and New Zealand soldiers landed on the beaches of Gallipoli in 1915 as part of the Allies' invasion. We recognise more than 1.5 million men and women who have served Australia in all conflicts, wars and

peacekeeping operations. It's also a time to remember some 102,000 Australians who lost their lives while serving.



Project compassion:

A huge thank you to all our students and families who contributed to the 2024 project compassion. We raised a total of \$1000.75 that will go straight to project compassion. Thank you for your generosity and helping transform lives today and for all future generations.





God bless,

Mackenzie Gageler

Library News

An enormous thank you to both the Chard and Parkes families for their very generous donation of books to the school library.

You may have seen articles like this in previous newsletters and wondered what the process of donating books is. Please read on for a brief explanation:

Although all donations of used, good quality books are welcomed and appreciated this does not mean that every donated book will make it to the shelves of our library. Every resource needs to go through a selection process.

The teacher librarian will make selection decisions. The decisions are based on the following selection criteria:

(An item does not need to meet every requirement)

Relevance to the current/future curriculum

Suitability of format for intended use, including the age group

Currency of information

Fills an identified need in the collection

Quality of the resource physical as well as accuracy and reliability of information

Popular demand

Reputation of author

Appropriate reading level and/or subject matter for intended audience

Thank you and happy reading,

Melanie Flynn
Teacher Librarian

Year 7 2025 Enrolments for St Josephs – Lochinvar

St Joseph's in Lochinvar are working through the enrolment process for Year 7 2025 enrolments, and still have quite a few students from the feeder schools that have not submitted an application as yet. They would like to remind you that if applications are not submitted by 24th May 2024, they will not be able to consider them until all others are reviewed.

They also wanted to remind parents and carers that they will be holding an **Open Afternoon** on the 21st of May 2024, starting from 4.30pm. For more information they will post on the school Facebook page, or you could contact the school directly.

Soccer Gala Day

On Wednesday 3rd of April, 47 students from Stage 2 & 3 attended a Soccer Gala Day in Kurri Kurri. We would like to thank the parents and caregivers who helped to manage and cheer on the 4 teams. Days like this cannot go ahead without your support. The students had an AMAZING day, with great weather and were complimented on their sportsmanship displayed throughout the day.

Thanks,
Miss Easton and Mrs Ellis





COLLEGE OPEN DAY

ST CATHERINE'S CATHOLIC COLLEGE IS
WELCOMING PROSPECTIVE FAMILIES AND
MEMBERS OF THE COMMUNITY TO TOUR
OUR COLLEGE ON MONDAY 13 MAY FROM
4PM - 6PM

ENROLMENTS ARE NOW
ONLINE:
SIMPLY CLICK ON THE
QR CODE



*Free ice
creams,
coffee & Hot
chocolate*

**Enrol
Now
Online**

ENROLMENTS FOR FIRST ROUND
OFFERS CLOSE 24 MAY

FIRST ROUND ENROLMENTS
OFFERED 14 JUNE

"Become part of the family in 2025"

Weekly Awards

Congratulations to the following students who received awards.

Week ending Friday 12th of April (Term 1 Week 11)

<i>Class</i>	<i>Class Award One</i>	<i>Class Award Two</i>	<i>MJR Award</i>
Kinder Blue			
Kinder White	Thomas S	Emily G	Tate K
Year 1 Blue	Zoey A	Teren G	Millah L
Year 1 White			
Year 2 Blue	Alexis I	Dylan R	Aiden L
Year 2 White			
Year 3 Blue	Liam H	Sofia P	Mackenzie H
Year 3 White	Annie H	Imogen M	Holly N
Year 4 Blue	Emmett C	Liam R	Lucy S
Year 4 White	Luke H	Claire B	Jackson L
Year 5 Blue	Eyden G	Lilly S	Cooper C
Year 5 White	Alex L	Ruby N	Neveah D
Year 6 Blue			
Year 6 White	Samantha R	Saige M	Nicholas L

Week ending Friday 3rd of May (Term 2 Week 1)

<i>Class</i>	<i>Class Award One</i>	<i>Class Award Two</i>	<i>MJR Award</i>
Kinder Blue	Luca C	Carter L	Tyler T
Kinder White	Georgie-Lee K	Ayla D	Olivia M
Year 1 Blue	Indigo M	Baylee H	Porter B-S
Year 1 White			
Year 2 Blue	Alexis I	Ethan T	Dylan R
Year 2 White	Scarlett C	Eleanor C	Grayson B
Year 3 Blue	Will M	Annabelle B	Lexi D
Year 3 White	Hudson L	Jayden M	Baxter D
Year 4 Blue	Aria G	Jackson A	Hudson W
Year 4 White	Luke H	Hunter B	Charlize L
Year 5 Blue	Shelle C	Indi M	Johnny N
Year 5 White	Jesse C	Kendra C	Owen C
Year 6 Blue	Aden P	Lewis C	Rose D
Year 6 White	Aubree C	Madeleine P	Brooke H

Principals Awards Halle G, Georgie W, Louis D, Alfie T, Ruby N, Hugh M, Claire B, Ava M, Brailyn L, Abbey A, Addison K, Maci H, Shahaan S, Jackson L, Ellie A, Logan B, Hunter G, Lauren M, Frances M, Johan C, Aiden L, Kenny A, Maya S, Lylah H, Annie H, Stella M, Stella G, Samantha R, Phoebe C.

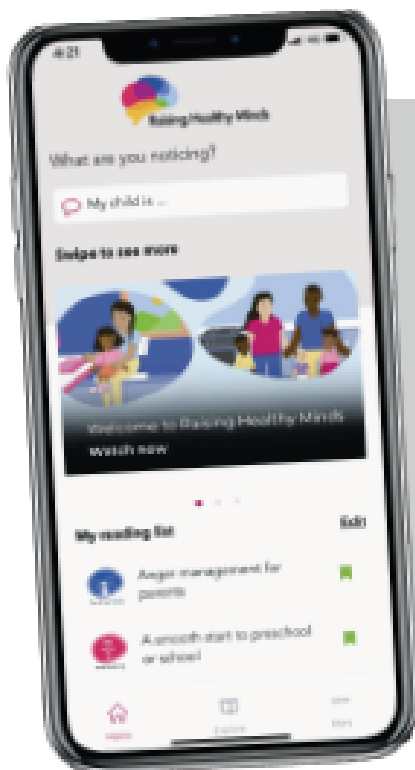


Raising Healthy Minds

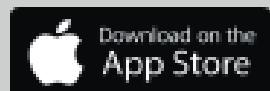
Do you have a question about your child's emotions, behaviours and wellbeing?

The Raising Healthy Minds app is a FREE, personalised pocket resource to help you raise confident, resilient children.

Co-designed with parents and experts and funded by the Australian Government, the app offers a mix of quick-read articles, videos and animations designed to support your child's social and emotional wellbeing from birth to age 12.



Download the app from Google Play or the App Store



Find out more about Raising Healthy Minds at raisingchildren.net.au/rhm



MAT LIFE SKILLS PROGRAM

the **MAT** program
a therapeutic martial arts program

"The MAT Life Skills Program is aligned to the Australian Personal and Social Capability Curriculum strands of Self-Awareness and Management, and Social Awareness and Management"

www.tessainc.org.au/impact

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castellanos.r@tessainc.org.au
Rodrigo Castellanos
Life Skills Manager

@thematprogram

BE STRONG • BE CALM • BE KIND • TRY HARD

BE STRONG • BE CALM • BE KIND • TRY HARD

The MAT Life Skills Program is an active modality that combines the principles of physical and mental wellbeing with those of therapeutic martial art training techniques. Its format engages and empowers young people to learn life skills and to better manage the challenges in their lives.

The MAT Life Skills Program has been successfully implemented across Australian schools and community agencies in the following modalities:

- Targeted Interventions for young people who are at risk of disengagement from school due a variety of risk factors, including: mental health issues, family crises, drug or alcohol use, low educational achievement, criminal behaviour. Targeted Interventions can be delivered on a One on One basis, or in groups of up to 12 students in order to better focus on common challenges and key strategies for that individual or cohort of young people.
- Positive Behaviour Support Programs for larger groups of young people or entire school year levels in consultation with the school or agency as a way to reinforce a set of positively stated behavioural expectations.

The MAT Life Skills Program uses therapeutic martial arts drills, games, metaphors and stories, to deliver the physical and mental wellbeing objectives of your school or agency in a **fun and interactive way**. The program does NOT rely on sparring of any form amongst its participants.

The MAT Life Skills Program uses an **evidence-based approach** including pre and post group surveys, school interviews, key success measures and risk management strategies throughout the planning, delivery and reporting phases of the program.

Each session is prepared with a **Lesson Plan and Lesson Review** which will be used for Reporting purposes. A brief example of exercises included in the sessions can be found below:

MAT EXERCISE	EXECUTION	LINK TO CURRICULUM STRAND (Example)
Samurai Patrol	Group exercise that allows students to also perform individually and respond to basic commands.	<i>Social Awareness:</i> Understand relationships. Importance of listening skills. Experiencing the difference between teamwork and "pack mentality"
Noodle Dodge	Instructors use foam noodles that the students avoid with particular movements.	<i>Social Management:</i> Make Decisions under pressure. Understanding anxiety, how it works on our bodies and what can we do to manage it.
Breathing Exercises	Chest breathing, chest-belly breathing, belly breathing and importance of the diaphragm.	<i>Self-Awareness:</i> Recognize emotions. Understanding breathing techniques as method to reduce stress responses, anxiety and self-regulation.
The Rock	Exercise where children are encouraged to look to the front while instructors, without physical contact, try to make them laugh.	<i>Self-Management:</i> Express emotions appropriately. Understanding the difference between events, emotions and behaviours. Opportunity to learn how events influence our emotions and what we can do about it.
Teicho and Board Breaking	Palm strike with open fingers. Different versions with emphasis on cooperation rather than force. Traditional martial arts boards used are age appropriate.	<i>Self-Awareness:</i> Recognize personal qualities and achievements. Celebrate a journey and appreciate what can be achieved when we work hard for it.

The MAT Life Skills Program supports a **Positive Climate for Learning** amongst Australian schools and agencies as well as **empowering over 30,000 young people** by:

- Helping young people to be able to recognise their **emotions** and express them appropriately
- Supporting them in becoming **confident, resilient and adaptable**
- Developing pathways for **effective communication**
- Showing positive ways in which to negotiate and **manage conflict**
- Becoming disciplined and capable of **setting goals**

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MAT Life Skills Program - Content

The MAT Program covers the criteria for the Personal and Social Capabilities curriculum which includes the following themes:

- Recognise emotions
- Express emotions appropriately
- Appreciate diverse perspectives
- Communicate effectively
- Recognise personal qualities and achievements
- Develop self-discipline and set goals
- Contribute to civil society
- Work collaboratively
- Understand themselves as learners
- Become confident, resilience and adaptable
- Understand relationships
- Make decisions under pressure
- Develop reflective practice
- Negotiate and resolve conflict
- Develop leadership skills

A sample of the content of a program can be seen below

Program content changes depending on the needs of each group of students.

Introduction to the program and self-control.

Students learned the basic rules of the program as well as our basic **set of values** called "The CODE": **be strong, be calm, be kind and try hard**. Students begin to understand themselves as learners with a selection of strengthening exercises (e.g., push ups, sit ups, squats) as well as other isometric challenges (Wingspan challenge). **Engagement** is fundamental part of our program so the students get to enjoy the first session with some interesting activities such as noodle dodge or Samurai patrol.

Understanding the different types of strength

(physical, mental, and emotional) this includes games around the **dichotomy of control** where students learn to identify things they can and can't control in each situation and put effort on the ones they can control. This session also focuses on allowing students to identify their **habits and mindsets** before finding strategies to improve them.

Learning to recognise our emotions and their nature.

Students are introduced to the concept of emotions and how these are neither positive nor negative in themselves but provide valuable information of the world around us. Students play with different games (e.g., The Rock, noddle dodge, fishing rod) that let them experience the **cycle of "event, emotions, reaction"** so they begin to recognise physical sensations associated to emotions.

Learning to manage our emotions and impulses.

In this session the students experience the interconnection between thoughts, emotions, and behaviours. They learn to "make distance" between these 3 elements in order to have a better chance of managing their impulses. Games such as the Rock as well as different martial art exercises such as traditional blocks or parries are used also to learn how to be able to **identify and control impulses and not overreact to them**.

Teamwork.

Identifying strengths on themselves and on other members of the group is an essential element for teamwork. Students practice with a variety of exercises including holding pads for each other, in order to learn how to support their partners while improving their own technique. Courage as an element of emotional strength is better seen by **being "kind" to ourselves as well as to each other**.

Establishing and achieving goals.

Students learn to establish clear and achievable goals (**SMART process**) as well as to recognise failure as an essential component in the process of learning. Students continue to develop their skills towards board breaking by asking themselves simple questions such as **"what I did well?"** and **"what can I improve on?"** during each of their exercises. Students learn about their limitations and that while they cannot necessarily be everything they want; they definitely can achieve more than they think they can.

Understanding communication and respectful relationships.

Defining and respecting boundaries as well as **effective communication** are key messages during this session. Students learn how their words, voice and body language affect their communication. Of equal importance is to be able to **listen attentively and consciously and paying attention to the other person**. Physical exercises are used to demonstrate these points including the importance of correct posture as an essential element of body language.

Celebrate and put all the elements together.

During this session the students have the opportunity to break age-appropriate boards in order to bring together the **lessons on self-control, focus, perseverance and mutual support**.

NET SKILLS AGES 5 - 6 YEARS

SINGLETON NETBALL ASSOCIATION

Woolworths **net set g**

REGISTRATIONS OPEN!!
 Saturday Mornings: 11:00am - 12:00pm
 Commencing Saturday 4th May 2024
 Ages: turning 5 & 6 years old in 2024
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FREE CLOTHES SWAP

JOIN US FOR A FUN AFTERNOON OF FASHION, FRIENDS AND FABULOUS FINDS

Clothes swaps are the clever and thrifty way to update your wardrobe.

Whether you're a trendsetter, a thrifty shopper, or just looking for a fun way to reduce your environmental footprint, this event is perfect for anyone who loves a wardrobe refresh.

To ensure a high-quality swap for all, please make sure:

- Items are clean, folded or pressed
- Items are of good quality with a long potential lifespan
- Items are likely to be valued by others and free of faults.



Saturday 4 May
North Cessnock Community Hall
75C Church St, Cessnock
Cost: FREE (bookings are essential)

Check in: 1pm - 1.30pm
Swap: 1.30pm - 2.30pm
Bring: up to 10 great items of clothing or accessories



To book your place and find out more about this event, visit:
<https://cessnock.nsw.gov.au/CS-May2024>







Screen habits to improve sleep

Did you know?

School aged children need between 9 & 11 hours of sleep each night to help them play and learn during the day.

Using screens can affect the quality of sleep and the time it takes for your child to fall asleep.

Try these tips to reduce the negative effects of screens on your child's sleep:

-  Avoid using screens for at least one hour before bedtime. Wind down by reading or playing quiet games
-  Keep tablets, mobile phones and other screen devices in a dedicated place outside of the bedroom every night
-  Encourage your child to connect with friends during the day, rather than messaging or playing games at night
-  Encourage active play outside, rather than using screens after school



Developed by Hunter New England LHD

HNELHD-GoodForKids@health.nsw.gov.au
<https://goodforkids.nsw.gov.au>



Good for Kids acknowledge the traditional owners and custodians of the land that we live and work on as the first people of this country, and pay our respects to Elders past and present.



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