Dear Parent/Carer, Students & Friends of San Clemente

At the start of the year, I addressed Year 7 and their parents at our Opening Liturgy. A key focus during this speech was the importance of the parent teacher relationship.

Being a parent is a hard job, a complicated job and sometimes a lonely job. Probably, it’s the most important job parents will ever have, because they are the child’s first teacher, they will make a difference one way or another. At school, parents have the opportunity to form a viable partnership with their child’s teacher, because together they have a common goal: a successful school year for each child. Parents need to know that we are all on their side and if we aren’t, we need to be able to express ourselves as to why not.

It’s important to remember that parents and teachers are partners in helping each child achieve a successful transition to adulthood. This combined support is essential if the transition is to be a positive developmental experience for your child. A good relationship with your child’s teachers will make it easier for you to stay informed about your child’s progress across all areas of schooling and to work together if problems arise during the year. Ongoing dialogue between parents and teachers is beneficial and we encourage regular contact with the School.

On occasion, you might find that the teacher has constructive criticism about your child; it’s important to keep an open mind to the teacher’s comments. Neither the child nor the teacher is perfect – nor parents for that matter – so, if a problem arises, it’s important to consider both sides of the story. The outcome should be the one that helps your child succeed at school. There needs to be a sensitivity that respects the teacher as a well-trained professional and respects the parents who have special knowledge of their child.

Teachers are dedicated and caring and want to be good teachers. We are blessed at San Clemente in having a team of staff who are compassionate, innovative and hardworking professionals. Jonathan Sarks, Rabbi and author of “The Politics of Hope”, said about them: “Teachers open our eyes to the world. They give us curiosity and confidence. They teach us to ask questions. They connect us to our past and future. They are the guardians of our social heritage. Life without a teacher is surely not a life.”

Everyone likes to be appreciated and teachers are no exception. If we go for the “We” attitude and work with our child’s teacher, then our child will have a great school year and so will we, and, with a bit of luck, so will the teacher.

Finally, thank you to Mr Doyle and the Year 7 Mentor Team who accompanied our Year 7 students on last week’s camp for three days. It was a wonderful experience for our students who actively engaged and connected with each other during this time. Friendships were both strengthened and developed amongst the students and they have returned to San Clemente this week in excellent spirits and with an air of excitement amongst the cohort. Next week, I will be joining some staff and our Student Leadership Team for their annual immersion trip to Sydney. The focus for this trip is ‘servant leadership’. I am sure this will once again prove to be a very productive, worthwhile and enjoyable experience for our School Leaders.

God, our Father, bless us, so that Your Spirit within us will give us a common bond as together we take responsibility for the well-being of Your gift of creation to us.

We ask for strength and determination to create more space in our lives for You, so that by the example of our lives, our children will be inspired to follow Your ways. Amen.

Scott Donohoe, Principal
I recently attended a professional development day where the topic of discussion was 'Visible Learning'. A book published by Professor John Hattie has raised a number of questions about what is effective teaching and learning. The day was very worthwhile and whether you question Hattie’s statistics or not, you don’t need to be a professor to understand that certain influences have a greater impact on student learning. Hattie states that “The greatest effect on learning is the expectations students place on themselves.”

This year teachers at San Clemente have been asked to raise their expectations of the quality of work to expect from students. If we do not have this high standard then the students will not strive to achieve. It is just as important for students to have high expectations of themselves. They must believe that they can achieve and work hard towards pre-determined goals that challenge them. All students need to be reminded, “The person most responsible for my learning is me”.

Students need to constantly ask themselves:

- Where I have been? (How am I going?)
- Where am I at? (What am I learning?)
- Where am I going? (Where to next?)

**Important dates:**

Year 10 Elevate education study day and evening information session.

Tuesday 8th March, 6pm - 8pm at San Clemente. (Rooms D1 and D2)

Can I encourage all parents and carers of Year 10 to attend this very worthwhile presentation on how to best support your child in relation to study skills and time management.

NAPLAN testing will take place from May 10 to 12. All students in Years 7 and 9 are expected to take part unless there is a good reason for exemption. More information will be provided in the coming weeks. There is often controversy about NAPLAN but it is a useful tool for teachers to be able to identify areas in which students need help. Literacy and numeracy are the absolute basics in learning. If we can be specific about student weakness, teachers are able to address these areas more effectively.

Interim reports will be mailed home in Week 11 of this term. Interim reports are a wonderful gauge for how your child has settled into school and what type of learning habits they have developed. This is a good opportunity to correct any misdirection early or to congratulate your child on the wonderful start to their studies.

Mr M Romano, Assistant Principal, Teaching and Learning

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Assistant Principal, Wellbeing

“Research indicates the greatest predictor of happiness in young adults is emotional intelligence, followed by social behaviours and then academics.” (SMH, August 2014)

Last week I had the pleasure of spending the first night of the Year 7 camp with staff and students. The Southern Cross Outdoor Education camp has been our venue for many years now and unfortunately will be closing its doors soon. The coordinator of the centre made a comment to us as we left – “I have been watching staff and students at this camp for many years. I think it’s a good barometer for what a school is like. Your school must be a great school!”

He was specifically referring to the relationships between staff and students, the respect shown, the engagement and he put it simply – “your kids are nice”. “Nice” is quite possibly the best feedback I could hear from an outside member of the community. “Nice” is essentially referring to Social and Emotional Intelligence (EQ) - the ability to use emotions effectively and productively. At San Clemente we strive to develop and maintain the EQ of all members of our community. Not just through our explicit PosED sessions but in our daily interactions, our use of Restorative Justice techniques, our Catholic values and beliefs and our willingness to take time to develop the “whole person”. Current research in education, psychology and related fields is accumulating to show the benefits of Social Emotional Learning (SEL) programs for children as young as preschoolers. Public awareness is catching up to the research. Recently a New York Times editorial reviewed key research findings and concluded, “...social and emotional learning programs significantly improve students’ academic performance.” Additional research also shows emotional intelligence is strongly linked to staying in school, avoiding risk behaviours, and improving health, happiness, and life success. Emotional intelligence improves effectiveness, relationships, health, influence, decision making, and quality of life.

⇒ Young people with high EQ earn higher grades, stay in school, and make healthier choices.

⇒ Adults with high EQ have better career advancement, are more effective leaders and salespeople, and have better personal and professional relationships.

In other words, the learnable skills of emotional intelligence are central to personal and professional success. Everywhere that people connect with others, everywhere that people need to juggle complex decisions, everywhere that people need to lead themselves and others — there are compelling reasons to develop and apply the science of EQ.

At a recent Teaching and Learning meeting the evidence showed that a key indicator for success is the relationship between students and staff – if we are all able to continue to work on our EQ, relationships can be maintained and learning will be at a premium.

Nathan Beckett, Assistant Principal, Wellbeing

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Reminder to Parents and Students

**Early Leavers & Timetables**

Parents picking up students through the day for appointments should send a note with the student in the morning. The note is processed and a leave pass given to the student. This avoids class disruptions and delays for the parent when picking up their child.

**Timetables:** Reprints of timetables now cost $0.50. Please check pockets before washing. Students should have an electronic image of their timetable or have several written copies. From Term 2 Students requesting reprints of a timetable will have to see Mr Romano or Mr Beckett for a reprint.
**Year 7 News**

Year 7 attended Challenge Ranch for three days and two nights last week. The students were not only challenged by the vast array of activities they participated in such as, abseiling, high ropes, indoor rock climbing just to name a few, but by mother nature itself. Last Thursday temperatures reached approximately 40 degrees. Such temperatures would normally be associated with moaning, groaning and enthusiasm diminishing – but this was not the case with Year 7 and staff. Everyone at camp accepted the challenges we faced and continued to participate with the same enthusiasm as the first activity session on Day One. I would like to congratulate Year 7 on their behaviour and attitude at camp under such trying conditions. Of course I arrived back to school on Friday afternoon tired and exhausted, like every student and staff member, but also a very proud man of the Year group I have inherited. A special thank you to all the staff who attended camp and sacrificed their normal routines for Year 7, your efforts have not gone unnoticed.

Around this time of the term assessment tasks are due or scheduled in the coming weeks. They key is to be organised, commence research tasks when you receive them and do not leave them until the night before they are due. Any questions/ issues with a specific task the first point of the contact is the relevant subject teacher. The Teacher and Learning Coordinator for each subject is also a valuable source of advice and information and don’t forget the Feldt Learning Centre at school is always available for all students who require assistance with assessment tasks.

Congratulations to the Year 7 students listed further in the Newsletter who were elected Student Representative Council representatives for their mentor group. This is a position of great responsibility and an opportunity for students to contribute more to the life of San Clemente. There was a large number of Year 7 students who nominated themselves for SRC elections this year. This process involves the risk of not being selected; those who did nominate should be congratulated for their willingness to lead and be a part of the San Clemente community at such an early stage.

**Shout Out**

Congratulations to Mitchell Saxby who came 2nd in the Junior Whip Cracking event at the King of the Ranges tournament at Murrurundi last weekend.

A reminder to Year 7 and parents, if you have any concerns at all please contact me at school on 4014 7300 or on the following email address:  patrick.doyle@mn.catholic.edu.au

A final thought Year 7, “The best preparation for tomorrow is doing your best today.”

**Year 8 News**

Term 1 is starting to get VERY busy for Year 8. Assessment Tasks for many subjects are in the process of being completed and many extra-curricular activities are on offer including House System competitions and Bill Turner Soccer. During this time, students are encouraged to continue to refer to their Assessment Booklet to remain organised and to seek assistance in advance if they are having any difficulties.

In visiting Home Rooms and observing students during break times, uniform for Year 8 has been acceptable. However, correct shoes for Academic Uniform still remains an issue. Students are also reminded to only wear their Sport Uniform for days on which they have practical PDHPE lessons and Friday Sport day.

The first PosEd session for 2016 took place earlier this week, providing an opportunity for students to revisit their character strengths. In visiting a couple of sessions, it is fantastic to see the level of engagement and enthusiasm displayed by all students during this time. Students were asked to consider how their strengths have changed and/or remained the same since Year 7. I encourage all students to utilise these traits in their daily life and be open to expressing these in the classroom, on the playground and at home.

Socially, some students have been experiencing difficulties in relation to their friendship groups of late. In high school, it is not uncommon for friendship groups to change over time. Just because one chooses to change or move between different groups, doesn’t mean he/she does not wish to be friends with the others anymore. When dealing with any animosity, the key is respect! Students are reminded that changing friendship groups is OK and speak to others as you would like to be spoken to.

The most recent whole school assembly provided an opportunity to recognise the members of the Student Representative Council for Year 8 in 2016. The SRC do fantastic work in assisting with fundraisers and is a channel to voice the opinions of the student body regarding the organisation of the school. Congratulations to these students listed later on in the Newsletter.

If you have any concerns, please contact me at school on 4014 7300 or nicholas.marsh@mn.catholic.edu.au

Nicholas Marsh – Year 8 Coordinator (Wellbeing)

**Year 9 News**

School is quite busy at the moment for Year 9 students. Assessments for most subjects have now been completed or handed out and there are many extra-curricular activities on offer. Special mention to all our Year 9 students who competed in the swimming carnival last week, it was a great day had by all. Throughout all facets of life.

In visițing a couple of sessions, it is fantastic to see the level of engagement and enthusiasm displayed by all students during this time. Students were asked to consider how their strengths have changed and/or remained the same since Year 7. I encourage you to discuss these strengths with your son and daughter and how they can be used at home, school and throughout all facets of life.

Congratulations to all out SRC reps that were commissioned this week. Names are listed further along in this newsletter.

Finally, a shout out to Gemma Balkin. Gemma competed in ABC skating competition over the weekend achieving a rank of ninth! Well done Gemma!

Mrs B Denham, Year 9 Student Coordinator, Wellbeing
Year 10 News

School life encompasses so much more than classroom learning. Last week the annual swimming carnival was held at Mayfield Pool. I would like to congratulate Year 10 on their attendance, participation and leadership during the day. The year 10 attendance was magnificent, the leadership in encouraging and organising students to participate was outstanding. Many staff commented on how impressed they were with the efforts of all year 10 students.

On Tuesday 1st March Year 10 students, in their mentor groups, participated in the VIA strengths survey to identify their personal strengths. Students are provided with their 5 top strengths at the completion of the survey. These strengths are a focus area in mentor sessions for 2016. I encourage students to place their 5 top strengths on the fridge at home or in a prominent position in their bedroom to remind them of their talents and strengths and ways that they contribute to family, friends, school life and the community.

Many subjects have assessment tasks that are being completed at present. A considerable amount of students have indicated to me that they have noticed the increase in workload and expectations of students in class work, assessment tasks and homework this year. At the beginning of the year in mentor sessions, Mentor Teachers provided sessions for the students to learn how to prioritise and organise their time as well as assistance in organising and completing assessment tasks. Being organised and having a viable and realistic plan that takes into consideration other commitments like part-time work, sport, cultural events, socialising and recreation are important factors in achieving academic successes.

On Wednesday 2nd March the Tony Kelly Cup competition commenced with Stage 5 students competing in House Competitions. It was absolutely amazing to see the leadership displayed by Year 10 students. So many students really shone, displaying outstanding leadership by participating in volleyball, organising equipment setting up and also supporting the teams. I was absolutely beaming with pride! So many staff commented on the efforts of Year 10.

In conclusion, I have been reflecting on leadership amongst Year 10. All Year 10 students are leaders, not just the leadership team of 16 who wear badges. Throughout history we have witnessed different styles of leadership, but what are the key ingredients to successful leadership? Should we ask Donald Trump, Hillary Clinton, Barack Obama, Malcolm Turnbull, Mr Donohoe, Mr Kelly, Julia Gillard, Oprah Winfrey? I am sure that their thoughts would all be different! At Clemente we feel a deep sense of responsibility to provide opportunities for our students to develop their leadership skills. It is easy for schools to assign a badge and a title to a young person. Opportunities, experiences, responsibilities and challenges that are created for young people are what allow them to grow and develop as leaders of substance.

I encourage students to strive for their best in 2016 as the year of their final compulsory schooling at San Clemente will conclude quickly.

High fives: Year 10 You are on fire!!!!

Sophia Baird who has been assisting a year 7 student.
Chloe Charlton who has been assisting many a lost year 7 student finding their way to class.

Mrs Tolfree, Year 10 Wellbeing Coordinator

Year 10 News

Let the games begin!

Community and house spirit are overflowing at San Clemente. Wednesday saw our house competition begin with great passion and enthusiasm. Year 9 and 10 students took to the volleyball courts to play the initial heat of our lunchtime games. Sienna returned with a vengeance, beating Castille in a well fought match and Calaroga had Aquino in the last minutes. These games will continue across the weeks, providing students with the opportunity to be active and connect with new friends.

Year 7 and 8 students will begin their lunchtime competition with touch football on Wednesday 9th March. All students are invited to be involved – either to play a game or cheer on their classmates!

Emma South, Positive Education Coordinator

Year 11 2017, St Francis Xavier’s Enrolment Timeline

Visit to San Clemente — Tuesday 7 June at 10.00am
Parent/Student Compulsory Info evening — Monday 25 July, 7.00pm at St Francis Xavier’s College
Subject Choice Forms to be returned by 4 August 2016. Subject selection ‘on line’ (SSO). Login, password and instructions issued to parents at Information Evening
Compulsory Interview for Parents and final subject selection — week of 24/10 — 28/10 at St Francis Xavier’s College
Half Day Orientation at St Francis Xavier’s College — Tuesday 6 December, 9am — 1pm

Students across every year level participated in PosEd sessions this week. Year 8, 9 and 10 students were focused on identifying the best use of their character strengths. I would encourage parents to discuss these strengths with these children, some questions to consider...

⇒ What is your #1 strength?
⇒ How did you use it today?
⇒ What can you do to use it tomorrow?

Year 7 students were focused on kindness, spending time considering the immense power of even the simplest act of kindness. Gratitude was also a point for discussion in this session, with students sharing stories of the small things in life that they are thankful for.

Emma South, Positive Education Coordinator
Generational poverty has led to many challenges in Dominic’s community in Papua New Guinea, including gender inequality, alcohol abuse and violence. Since receiving training in the Caritas Australia supported Community Conversations program, Dominic has learnt communication and problem solving skills to lead his community towards a more peaceful, prosperous future.

Please donate to Project Compassion 2016 and help empower communities in Papua New Guinea to lead their own development and create more harmonious futures. You can donate through School boxes, by visiting [www.caritas.org.au/projectcompassion](http://www.caritas.org.au/projectcompassion) or phoning 1800 024 413.
Call out for Lego bricks!

As we all know, Lego is a wonderful set of tools that allow imaginations to run wild and foster the creative elements in each of us. It is wonderfully adaptive and can be used in an almost endless range of applications. It is also tremendously expensive—especially when you need large amounts of it.

As a teacher of both Science and the iSTEM elective at San Clemente, there have been many times when the use of Lego would have been extremely useful to reinforce a concept or practice lesson content. And as I continue to develop the iSTEM programme I find, once again, Lego would be the perfect tool to have students understand the concept of LEAN manufacturing—but I need lots of it.

As parents we ALL have old Lego lying around (usually on the bedroom floor)....we’re not really sure what we are going to do with it; not wanting to throw it away—here is a way that your Lego can live on. We are kindly asking for any unused Lego to be donated to the school to further enhance and support the development of our students in discovery, creativity, lateral thinking and collaborative learning.

If you have any Lego you would like to donate, please send it along with your child or contact me at the following address to arrange drop-off: Jason.stuart@mn.catholic.edu.au

Thank you for your support in your child’s education.

Jason Stuart
Teaching and Learning Coordinator - Science

Japanese Excursion: JEWELS OF KYOTO

Last Wednesday, Year 9 & 10 elective classes, plus a few very interested students, went to Sydney to experience a rare and authentic Japanese event.

Two geisha and two apprentice geisha, called Maiko, came to Australia to demonstrate traditional dance & music—and also to display their beautiful kimono & accessories.

Maiko are apprentices of Geisha, traditional female artists who have done rigorous training and are accomplished in the Japanese arts, such as tea ceremony, flower arrangement, dancing and music. They also shared a mini lesson on the gentle and refined dialect of Kyoto.

They completed the performance by inviting students to play two traditional games, which were lots of fun. Some of the boys who took part gave a great display of EAST MEETS WEST. They high-fived the geisha, who happily high-fived back.

The day was topped off with a Japanese lunch nearby, an Obentou (traditional lunch box).

Thank you to Mrs Daly for organising the excursion & to Mr Newman who also accompanied us.

Jessica Lopez, Creative Arts and Languages TLC

Creative Arts and Languages (CAPA)

Use your strengths... Art Competition- Harmony Day ‘Design a Poster’ with the theme ‘Stop, think, consider others’. See website for details: www.harmonyday-everday.org

Song Competition- Write the theme song for ASPIRE and win $600 Muso’s Corner voucher. See Miss Lopez or the website for details: http://www.mn.catholic.edu.au/students/performing-arts/aspire-performing-arts-program

Connect... Vocal Group- Monday lunchtime in the Music room. Learn vocal technique and modern repertoire in preparation for DioSounds 2016. The group is currently rehearsing ‘Fire and Flood’ by Australian artist Vance Joy.

Be active... French- Students are excited to have received the itinerary for the New Caledonia trip 22nd September. See Mrs Churchward for details.

Drama- Year 9 and 10 students will be representing the school at the Diocesan Theatre Sports event, competing against other schools in the Diocese. Best of luck!

Keep learning... Japanese- Well done to the students who participated in a cultural trip to Sydney learning about apprentice Geisha, Japanese culture and cuisine.

Visual Arts- Congratulations to Year 9 who experienced and experimented with underwater photography at Mayfield pool on last Thursday.

Upcoming events:

- CAPA Immersion Tour (Year 9/10 elective option)- Deposit accepted from the 29th February
- Drama (Year 9/10 elective)- Dio Theatre Sports- 10th March

Isabella Hawke Yr 10    Charlotte Phillips Yr 9

Students and teachers have been working productively in English and achieving impressive results. Students are in the process of completing formative tasks and receiving valuable feedback from their teachers. This feedback assists students as they prepare for their summative tasks. Year 10 commence their summative task Monday Week 7. Year 10 are presenting a persuasive speech on a text studied in class. Year 9 complete a test related to the media on Thursday Week 7. Year 8 sit for their sustainability tests on Wednesday and Thursday Week 8 and Year 7 submit their ‘Through My Window’ assignment and complete an in-class task on Tuesday Week 8. The assessment notifications and the due date are at the beginning of the English MOODLE.

Students have been aware of these tasks since the beginning of term and teachers have explained these tasks and the marking criteria in detail to the students in class. If there are any questions related to these tasks please email me on the address below.

Karen Brennan, English Teaching and Learning Coordinator
Karen.brennan@mn.catholic.edu.au

English News

As a teacher of both Science and the iSTEM elective at San Clemente, there have been many times when the use of Lego would have been extremely useful to reinforce a concept or practice lesson content. And as I continue to develop the iSTEM programme I find, once again, Lego would be the perfect tool to have students understand the concept of LEAN manufacturing—but I need lots of it.

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Teaching and Learning Coordinator - Science

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The day was topped off with a Japanese lunch nearby, an Obentou (traditional lunch box).

Thank you to Mrs Daly for organising the excursion & to Mr Newman who also accompanied us.

Isabella Hawke Yr 10    Charlotte Phillips Yr 9
iSTEM Pasta Towers

Students discovered the Pasta Tower Challenge in Yr9 iSTEM class to be more difficult than they expected. Students were given the task to make the tallest tower possible using spaghetti sticks and blue tack. They quickly discovered that the sticks are not very strong and don’t support the weight found in a sizeable tower. However, inquisitive minds soon found that certain structures using certain shapes were supportive of the loads generated by the towers and pretty soon structures began to soar. The tallest tower was 1.75m tall – a commendable height.

The students look forward to many such challenges in the months ahead. iSTEM has now been running at San Clemente for three years. It aims to develop students’ enquiry and problem solving skills around the areas of Science, Engineering, Technology and Mathematics. Later this year, Yr10 iSTEM will be participating in the Hunter Valley Electric Vehicle Festival held at Minmi and entering up to three battery powered bikes that they have designed to be able to travel at the fastest pace for the longest time possible. Stay tuned for updates. iSTEM would not be able to run as an elective without the support of RDA Hunter and their Manufacturing in Education program that has provided needed funds and staff development for the subject.

SRC Project Compassion Activities

Just a quick reminder – if you are interested in supporting the SCM SRC Project Compassion initiatives, you can; purchase an Easter Egg Raffle ticket from your SRC Rep in your Home Room or directly from myself, Narelle or Kristy…..all of the chocolates are Red Tulip, Cadburys, Lindt etc.

Secondly; thank you to the staff members who have volunteered their time to support our “Egg”stra Special Project Compassion Photo Fundraiser – if there is anyone else who would like to donate a short amount of their time between Tues 15th March -Thurs 17th March, please email me.

Lastly; there will be a Lucky Leprechaun Cupcake deal available on St Patricks Day (17th March)…..a cupcake designed specifically for SCM will be available for sale, along with a can of drink for $3. Some ‘Lucky Leprechaun’ will win a canteen voucher also. Vouchers hidden in some of the cupcakes.

We thank you in advance for supporting our students and Project Compassion.

Anne-marie Kelly, SRC

SRC Commissioning

On Wednesday 2 March, the community of San Clemente congratulated the newly elected members of the Student Representative Council for 2016 with a liturgy where they received their badges of office. We were very pleased to welcome many families and friends who were in attendance to support their students and celebrate their achievement.

Father Bill spoke about Christ being like a single body having many parts - just like we all have our different talents, and we all belong to our one community, each with something to contribute. The SRC badges were blessed and we hope they will be a sign that these members will serve the community as Jesus was in service to God, that they will use their gifts for the good of all.

The badges were presented to the students by the SRC team: Mrs Narelle McInnes, Mrs Anne-Marie Kelly, and Mrs Kristy Hüber. We are all so very proud of these students and their commitment for the year ahead.

Mr Donohoe addressed the assembly and spoke about what leadership means to Pope Francis and how we can adopt some of these principles. He subscribes to embracing risk, being patient, getting in the field (being present and engaged), listening to diverse voices, putting the community’s goals before your own, leading by example, and leading with humility.

We hope that our 2016 SRC members embrace this opportunity of leadership and contribute to the best of their abilities. Congratulations.

‘Where there is no guidance the people fall, but in abundance of counsellors there is victory’. Proverbs 11:14

Mrs Kristy Hüber, SRC Team

San Clemente P & F Association.

We will be holding our AGM on Tuesday 15th March, 7pm in the School Library. We hope to see a good representation of the parent body as we begin another year in support of our High School.

Kevin Fuller, P&F President
Student Representative Council 2016 ..... Congratulations

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<tr>
<td>Shea Hampson</td>
<td>Febe Kuku</td>
<td>Lillie Baker</td>
</tr>
<tr>
<td>Sofia Scornavacchi</td>
<td>Lily Malone</td>
<td>Beth Rooke</td>
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</tbody>
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The school fees, as determined by the Diocesan Catholic Schools Board, are Resource, Tuition and D没有enrolled at the school. The fees are billed at the beginning of Terms 1, 2 and 3 and prompt payment is appreciated.
The Feldt Learning Centre (FLC). (What is it and how can it help my child?)

With the new year under way, once again, I have had a few enquiries from parents asking if their child could get some extra help from the FLC. This has prompted me to write to explain what we ARE able to do and what we are NOT able to provide from the Feldt Centre. I hope this summary clarifies some things or gives you a better understanding of what support and services we offer.

The FLC supports 5 main areas:

1. Students with a disability (SWD),
2. Students with a Learning Difficulty (LD),
3. English as a Second Language (ESL),
4. Hearing Impaired Students (HI)
5. Students who need assistance for assessment tasks at request of teachers or parents.

Q: “What’s the difference between a SWD student and a LD student?”

A: An SWD student is a child who has a diagnosed disability whereas an LD student is a one who has a recognisable learning difficulty but is not clinically diagnosed with a disability. Typically LD students are referred to us by their previous school or by their current teacher as having some “difficulty” with learning in specific areas, e.g. maths or reading etc.

The Feldt Centre’s core function, and appropriate funding, is to assist students with a disability. SWD students maintain top priority at the Feldt Centre and will always do so, as this was the original focus of the centre’s establishment more than 15 years ago. However, over the years, the Centre has expanded with more staff, in order to cater for the growing need to support regular students with specific learning needs who may be struggling in a specific subject area.

It must be pointed out that the Feldt centre is NOT a substitute tutoring centre. We do not offer tutoring to students either individually or in small groups. The Feldt Centre does not have the staffing to offer this service. Students who come to the centre during class time are targeted students who may need additional help with Literacy or Maths support.

Typically students are withdrawn from class 2-3 periods per week to work in small groups with the support teacher (LST) or support assistant (LSA). This means that they do miss mainstream classes in order to receive intensive teaching in a specific area but most parents support this process. Teachers also support this withdrawal as they understand that your child is receiving extra attention in the basics. Teachers are aware that if your child has missed some important point in their absence, they will catch it up the next lesson. Our teacher’s aides (LSA) do a fantastic job with keeping these students up to date with things which may have been missed in class. Check the diary if unsure!

Sometimes a student will come to the FLC to ask if he can work on his assignment during class time because he “didn’t get time at home” to do it. In this situation we treat each case on its own merits. We question further their reasons for falling behind, we ask if they have been coming in recess or lunch to catch up and finally we ask to get teacher permission before we say yes to their request. If your child is struggling with an assessment task, please ask him/her to come before school (8.10am) recess or lunch to get some help. The Feldt staff are here all the time to assist.

Finally, if your child is struggling in a particular area you should always contact the class teacher first. They have far more knowledge of what has been taught, the homework that has gone home “we don’t have any homework mum” (what is due and when.) The class teacher has a complete picture of what is going on in the class so please contact the teacher if you have concerns. Assessment booklets have been sent home for all students. Teachers often then contact the Feldt centre to see if/how we can provide additional assistance to the student. If we have available timeslots and staff available, we can work with the class teacher by placing the student in a small group approx 3 periods/wk for a 10 week period but we do not do coaching in specific subject areas. Our main function is intensive intervention in “the basics” of reading, spelling, language and mathematics.

In addition to the above, we also provide lunch and recess activities for students who may be reluctant to go on to the playground for some reason. We coordinate with the school psychologist and are available to provide temporary respite for students who may have temporary needs for down time and we provide additional student support on excursions and incursions.

It is through the support of our school executive, and additional funding through the CSO, that our Feldt Centre is able to spread its wings as far as it does but the core of what we do is always supporting students with special and additional needs – particularly SWD students.

Kevin Askie. (Learning Support Coordinator)

Student Updates

Please keep us informed of any changes of address, phone or email address so that our communication records are current in the event of an emergency and for all correspondence. If you haven’t already returned the Student Verification Report, please do it now. With thanks.
Lentin Activities and Ideas
LETTER TO PARENTS

In May 2016 the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by students in Years 3, 5, 7 and 9. NAPLAN has the support of all State and Territory Education Ministers and will assess the literacy and numeracy skills of students across Australian schools.

The results of the tests will provide important information to schools about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child’s level of achievement. Each student’s level of achievement will be reported against the national minimum standard.

Student background information (student name, gender, date of birth, language background and Aboriginality) will be collected as part of the National Assessment Program. This information is treated confidentially and held securely to ensure that every student’s right to privacy is maintained.

The NAPLAN tests will be conducted from 10-12 May 2016.

<table>
<thead>
<tr>
<th>TUESDAY 10 MAY</th>
<th>WEDNESDAY 11 MAY</th>
<th>THURSDAY 12 MAY</th>
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<tbody>
<tr>
<td>Language Conventions (Spelling, Punctuation and Grammar)</td>
<td>Reading</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Writing</td>
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In the Numeracy tests students do not require any measuring tools such as rulers or protractors. In Years 7 and 9 there will be two Numeracy tests: one where a calculator is allowed and one where calculators are not to be used. For the calculator test, the student should use the calculator that they currently use at school.

Friday 13 May – A ‘catch-up’ day is scheduled for students who missed a test or were absent on a test day.

Students may be considered for exemption from the tests if they:

- are newly arrived in Australia (less than one year before the test) and with a language background other than English, or
- have significant intellectual disability and/or significant co-existing conditions which severely limit their capacity to participate in the tests.

All other students are expected to participate in the tests. Disability adjustments which reflect the student’s normal level of support in the classroom may be provided. Large print, Braille, coloured paper versions and electronic tests are available to meet the needs of individual students.

Access to disability adjustments or exemption from the tests must be discussed with the school principal and a parent or carer consent form must be signed.

Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents in consultation with the school principal. If you wish to withdraw your child from the tests, a parent or carer consent form must be signed.

Please make an appointment with the principal of the school your child attends if you would like to discuss your child’s participation in NAPLAN.

Additional information about NAPLAN can be found at [www.nap.edu.au/NAPLAN/Parent_Carer_support/index.html](http://www.nap.edu.au/NAPLAN/Parent_Carer_support/index.html).
Special Needs Information Day

Come along and hear Catholic Schools Office representatives speak about support available for children enrolled in our Catholic schools.

CatholicCare Social Services will also come along to offer information about their services.

Morning tea provided.

**2016 Info days**

- **March 15**
  St James' Primary School
  Kotara South
  11am - 1pm & 7pm - 8.30pm

- **March 16**
  St Joseph's Primary School
  Muswellbrook
  11am - 1pm

- **March 22**
  St James' Primary School
  Taree
  11am - 1pm

The Special Needs Information Day is provided free of charge!

R.S.V.P. (For catering)
Cath Garrett-Jones
Parent Liaison and Resource Officer
P 4979 1303
E cath.garrett-jones@mn.catholic.edu.au

The provision of the opportunity to gather information from Service Providers present does not constitute an endorsement of their service from the Catholic Schools Office or Federation of P & F Associations – Diocese of Maitland-Newcastle. It is a matter for each individual to determine the appropriateness of any service provider for their own needs.
ENGAGING ADOLESCENTS™
PARENT COURSE

Parenting skills for resolving teenage behaviour problems
A three-session program for parents and carers
at Jesmond Neighbourhood Centre
44 Mordue Parade, Jesmond
When: Wednesday Mornings 9th, 16th, 23rd March 2016
Time: 9.30am – 11.45pm
Free to attend, light refreshments included.

Learn:
✓ Some common ground shared by parents & reasonable expectations to have about adolescents
✓ New understandings of adolescence
✓ A three-option model & flow chart for decision-making
✓ Self-check-in, first-for parents
✓ Building relationship with your teenager and making the best of your non-crisis conversations with them
✓ Skills for tough conversations for handling those problems you just can’t ignore

What parents have said...
A step dad recalled an incident at the weekend with his 12 year old step daughter. He said that the input he had received the previous week from the course helped him keep his cool and brought a more favourable outcome.

A single Mum who had presented as quite anxious on the first night told the group in week 2 that she had made an appointment with her 15 year old son during the week and had had a far more favourable discussion with him than would previously have been the case.

Who’s running it?
The trainers for this course are Lindy Gemmell and Michael Burke who work as Adolescent & Family Counsellor’s in the Newcastle and East Lake Macquarie Local Government Area’s.

Registration is required
Limited spaces are available, please register for this course by contacting
Lindy Gemmell ph. 4979 8555 before 2nd March 2016

For more information please contact Lindy Gemmell ph.4979 8555
Or Michael Burke ph. 0408474602

• An end to the arguing and yelling! • It saved our lives • Simple, sane, effective •

This course is being run by a Parents® licensed practitioner. www.parentshop.com.au
Calendar Dates to note
08 Mar Year 10 Elevate Education Study
08 Mar Parent Info Evening Year 10
9/10 Mar School Leaders Immersion
10 Mar Dio Theatre Sports (Drama)
15 Mar P&C Meeting
16 Mar Harmony Day—Liturgy
17 Mar SRC—St Pats Fundraiser
23 Mar Easter Show (9/10 Food, TAS, TEX)
23 Mar Rugby League U/15 Trials
24 Mar Immunisation Year 7
24 Dio Football Trials Boys/Girls
25 Mar Good Friday
28 Mar Easter Monday
01 Apr Yr 7: Verbal Combat presentation
08 April—Staff Dev Day Pupil Free
26 April—Term II begins
27 April Anzac Assembly
28 April Brainstorm Year 10
2 May Parent Teacher Day—Pupil Free
3 May Netball CCC selection U/15
5 May Dio Cross Country
10-12 May NAPLAN Year 7 and 9
19 May Careers Expo Year 10
31 May–2 June Dio Sounds
1 July End of Term 2
18 July Beginning Term 3

Canteen Roster

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Julie Hope</td>
<td>Michelle Robinson</td>
<td>Lisa Pont</td>
<td>Sue Trahare</td>
<td>HELP</td>
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<tr>
<td>22 February</td>
<td></td>
<td>Danella Cole</td>
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<td>Terri Allen</td>
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<tr>
<td>Week 6</td>
<td>D Montgomery</td>
<td>Barbara Naughton</td>
<td>Sue Robertson</td>
<td>Joan McBride</td>
<td>Michelle McMahon</td>
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<tr>
<td>29 February</td>
<td></td>
<td>Sue Hamilton</td>
<td></td>
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<td>Jenny Battrik</td>
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