

Thursday 13th February 2020
WEEK 3

St Francis Xavier
Catholic Primary School
WEST MACKAY
www.sfxmrok.catholic.edu.au



TERM ONE

FRIDAY 14th FEBRUARY PUPIL FREE DAY

WEEK 4

Mon 17 Feb Year 4 - Parent information Session & Out of the box iPad night 6pm (School Hall - Students must attend)

Wed 19 -
Thurs 20 Feb Prep Eye Testing
Fri 21 Feb House Day

WEEK 5

Wed 26 Feb Ash Wednesday Prayer Celebration 9am
Fri 18 Feb Clean Up Australia Day for Schools

WEEK 6

WEEK 7

WEEK 8

Fri 20 Mar National Day against Bullying and Violence

WEEK 9

Fri 27 Mar Parent Teacher Interviews
Lenten Mass 9am

WEEK 10

Fri 3 April Parent Teacher Interviews
House Day
LAST DAY TERM 1

SCHOOL MISSION STATEMENT

At
St Francis Xavier School
we will

Learn
Love
Live the Gospel
Witness our Faith
and
Celebrate Life



SFX SCHOOL IMPROVEMENT PRIORITIES 2020 Writing, Problem Solving, MJR, Data Collection & Analysis

Dear Parents/Carers,

I would like to share with you the latest publication from Michael Grose. Michael is one of Australia's leading parenting and educational writers and speakers. He is the author of nine books for parents, including the best-selling *Why First Borns Rule the World*, which has sold more than 23,000 copies.

"As a former primary school teacher with 15 years experience and a parenting educator with 30 years experience, I've learned a great deal about the importance of healthy relationships between a child's parent/s and their teacher. I hold a Master of Educational Studies from Monash University specialising in parenting education, a Bachelor of Education and a Diploma of Primary Teaching from SCV Toorak University (now Deakin University). I've done the theory and I've also put my boots on the ground. Uniquely, this has allowed me to appreciate perspectives from either side of the school gate.

Studies show that healthy parent-teacher relationships are a more significant factor in student success than parent income levels or social status. Parent-teacher relationships require effort and energy from both parties if they are going to really benefit children and young people. Here are some strategies to help you build a healthy working relationship with teachers in the year ahead."

Get to know them

For your partnership to be meaningful and successful, you need to meet with your children's teacher(s) with the goal of forming a respectful professional relationship. Be willing to share your aspirations for your child and be willing to build the teacher's knowledge about your family. For balanced perspective, also gain an understanding of the teacher's approach and what focus areas they have for their particular year group. This can be done formally by attending start of the year information evenings and informally through conversations, reading newsletters and staying in touch in digitally and in real-time.

Trust their professionalism

Children need to know that their parents are fully behind what their teachers are trying to achieve if they are going to commit fully to learning. The best way to support your child's teacher is to trust their knowledge, professionalism and experience. Avoid the temptation to question the expertise of teachers in front of students, particularly when the teachers use methods that you are unfamiliar with. Initiate conversations with teachers around methodology to give them the chance to explain the approach they are taking.

Go through the right channels

Despite the best teaching practices things do go wrong at school. Kids experience learning difficulties. Conflict and peer rejection happen. Kids will often come home from school with grievances, and call on you for assistance. Resist the urge to react emotionally. If you need to contact teachers do so respectfully, calmly and through the correct channels. A measured response will generally achieve the best result for your child.

Build links to student learning

There's a huge body of research that points to the correlation between parent engagement in student learning and their educational success. If you want your child to improve their learning, take an interest in what they are doing. Follow school and teacher guidelines about helping at home and attend as many conferences, meetings and events involving your child as possible. This strategy has a significant, long-term impact on your child's attitude to learning.

Stay in touch

Life's not always smooth sailing for kids of any age. Family circumstances change. Friends move away. Illness happens. Mental health challenges can hit anyone at any time. These changes affect learning. Make sure that you keep teachers up to date with significant changes or difficulties that your child or young person experiences so they can accommodate your child's emotional and learning needs at school.

Be loyal

Show your loyalty to your child's teachers by being an advocate. Talk positively about your child's teacher and school, rather than being negative about them when speaking in the wider community. Teachers hold very public positions and generally work hard to build good reputations both within their school and their wider education community. Consider a teacher's reputation among the community and also with children when you discuss educational matters with others.

Building healthy parent-teacher relationships doesn't just happen

It takes goodwill from both sides, a commitment to setting aside the time necessary to support the home-based learning tasks that are expected, and a willingness to communicate both concerns and commendations through the correct channels.

Have a wonderful weekend,

God Bless,

O. Hostuella

Olivia

**P & F Meeting
Thursday 13th February
6pm Staffroom**



Assistant Principal Religious Education (Acting)
Karen Gaviglio

SACRAMENTS INFORMATION

Bishop Michael has confirmed the dates for Confirmation/Eucharist at St Francis Xavier for 2020.

Students in Year 4 (or older) who have participated in the Reconciliation program are invited to join our Sacraments Program to prepare for Confirmation/Eucharist.

As the date for **Confirmation/Eucharist at St Francis Xavier church is Sunday 2nd August 9am**, we will begin preparing for these sacraments in Term 2.

If you have any questions regarding sacraments, please let me know.



STUDENT PROTECTION AT ST FRANCIS XAVIER

The curriculum, our school policies, mission statements, behaviours and actions need to reflect that we value children, their childhood and take the task of safeguarding our children as a Number One Priority.

Catholic Education, Diocese of Rockhampton is committed to the implementation of student protection strategies and procedures that are intended to prevent harm to students, and to respond quickly and effectively when they suspect or are informed of any type of harm to a student caused by any person.

Our reporting obligations include:

- Sexual abuse or likely sexual abuse of a student by any person
- Significant harm or risk of harm where there may not be a parent willing and able to protect the student
- Inappropriate behaviour by a staff member or volunteer towards a student

The following pictures of our Student Protection Officers at St Francis Xavier are display on posters in each classroom.

STUDENT PROTECTION OFFICERS



Olivia Rostirolla



Mary Oxenham



Jodie Benfer



Amanda Griffin

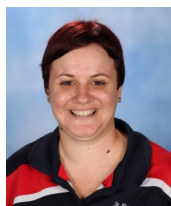


Ninette Nell



Brendan Clews

The safety and well-being of our students is paramount.



Assistant Principal Curriculum (Acting) Jodie Benfer

ICT CODE OF PRACTICE FORMS

ICT Code of Practice notes were sent home this week and **must** be returned before students are allowed to use technology at school.

These forms must be signed and returned to their classroom teacher no later than Friday 21st February. Thank you.

Parent Information Sessions 2020

	Monday	Tuesday	Wednesday	Thursday
Week 4	17/2 Year 4 Info and Out of the Box iPad Night 6.00pm (School Hall) <i>Students must attend this session.</i>			

VISIT BY REGISTERED NURSE FOR FREE PREP VISION SCREENING

Good vision is important for a child's educational, physical and social development. Vision screening checks for common eye conditions that may impact your child's ability to see and therefore impact their learning and development.

A Registered Nurse will be visiting the school on/between **19th – 20th February** to conduct vision screening for children in their prep year. If you wish to have your prep child participate in this free vision screening program, please complete and sign the consent form that has been sent home with your child and return this to your child's class teacher no later than Monday 17th February. Parents do not need to be present for screening, however if you would like to be, please contact the school to arrange this.

If your child's vision is screened, you will be advised of the results in writing. If a vision concern is found, you will receive a phone call from the nurse to discuss referral to an eye health professional for further assessment. If a vision concern is identified and your child requires glasses, eligible health care card holders may be assisted with free basic glasses through the Spectacle Supply Scheme.

Participation in vision screening is not compulsory. If you do not wish for your child to participate in screening, please complete the consent form and indicate that you wish to decline screening.

If you have any questions, please contact the Primary School Nurse Health Readiness Program on 1800 687 372.

MONITORING YOUR CHILD'S PROGRESS

Your child's progress is monitored by their class teacher daily in both formal and informal ways, for example; observations, targeted group activities, projects, and tests. You are always welcome to visit classrooms to view your child's work and discuss this with them to see how they are progressing. If you would like to discuss your child's progress with their classroom teacher, please make a mutually convenient appointment. Please keep in mind that teachers have preparation time for classes, duties and staff meetings etc. that impact upon their week, so unscheduled 'chats' are often difficult to accommodate.

Formal school procedures for keeping informed of your child's progress include:

- Parent Afternoon – early Term 1
- Parent/Teacher Interviews – end of Term 1 & Term 3
- Report Cards – end of Semester 1 & 2
- NAPLAN reports (Yrs. 3 & 5) – received Sept/Oct.

Important
INFORMATION

PARENT/TEACHER INTERVIEWS FOR PREP—YEAR 6

Prep - Year 6 teachers will be holding their Parent/Teacher Interviews in Weeks 8, 9 & 10 of Term 1. **All appointment times will be booked through Parent Lounge over a 2 week period between Weeks 6 and 7.** Please check to make sure you are able to access Parent Lounge before the interview dates. If you are having issues with this please speak to Heather Hicks in our administration office. **Once you have selected your interview time, I encourage you to record this somewhere important so you arrive to your child's interview at the correct time. If you need to check the time that you have selected you are able to log in to Parent Lounge and click on the Parent Teacher Interviews tab and your interview times will be displayed on the screen.**





Assistant Principal Administration Mary Oxenham

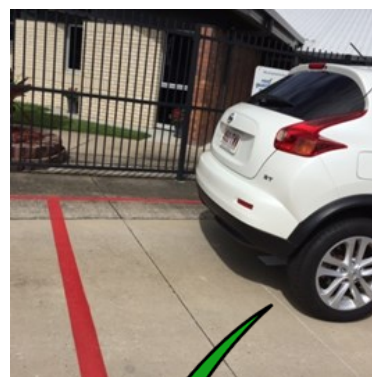
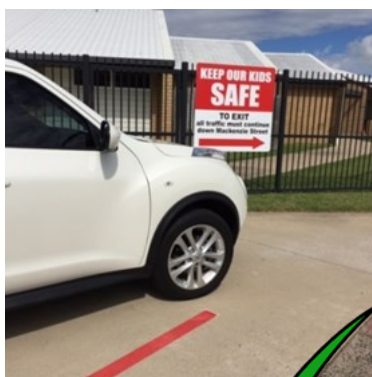
PICK-UP ZONE LINE MARKING

The safety of our staff and students is our greatest priority. We are well aware that our Pick-Up Zone creates some challenges for parents and staff alike. The fact that we are so close to a major road (Bridge Road) puts us in a very difficult situation and we are doing everything to ensure our students enter and leave the school premises in the safest possible way.

We have two teachers on duty in this area to supervise our students. We have installed the **Stop Drop Go signs** to encourage parents not to hold up the line of cars waiting to drop students off at the school gate. We also installed a sign to **ask cars to proceed left down Mackenzie St.** instead of holding up traffic by trying to turn right.

As with all these measures, if we do not **all** adhere to the rules, the system falls down. Most parents are busy in the afternoon and have many places to be after school. We ask you to **PLEASE** move along if one of our teachers tells you, your child/children is/are not yet in the Pick up Zone. If you do not move, you are holding up all the other parents and this can cause anxiety and sometimes anger. Teachers on Pick up Zone duty are trying to keep all our students safe. We ask you to please treat them with respect and not argue with them when they ask you to move on.

Our line marking is to assist with moving the traffic through the Pick up Zone both safely and efficiently. Please ensure you move right to the top of each of the numbered spaces (particularly Bay No. 1) so we can have all 6 bays collecting students at the same time. Thank you for your cooperation in helping to keep our students safe.



PROCEDURES FOR COMMUNICATING APPROPRIATE BEHAVIOUR IN PRIMARY SCHOOL TOILETS AND CHANGE AREAS.

In view of our upcoming swimming lessons, we thought all parents and carers should be aware of the procedures we follow in student toilet and change areas. Below, is an excerpt from our CEO procedures overseeing Toilet and Change Areas. If you have any questions, in regards to this topic, please do not hesitate to contact the school.

These procedures are to ensure all primary schools are proactive in ensuring expectations regarding behaviour in toilets, are clearly communicated to students, parents and staff.

Students are informed of the behaviour guidelines through the following procedure:

1. A general announcement on assembly at the beginning of each term, outlining behaviour expectations when using the toilets. Each class discuss these guidelines after assembly.

2. On return to the classroom, each class teacher clarifies the following expectations with their classes (Toilet Safety Posters are used as a resource / reference):

Focus is on:

- Educating students about germs in toilets.
- Hygiene practices (washing hands, not taking food into toileting area etc.).
- Students should use the toilet responsibly (e.g. not waste time and keep noise to a minimum).
- Discourage play in toilets (e.g. should not be a location for tiggy or hiding games).
- Not a place for playing 'tricks' on others or contact with other people (minimal time in toilet).
- Strict rule – one person in a cubicle at a time.
- When changing clothing for an activity, individual cubicles to be used with one person per cubicle.
- If individual showers or cubicles are not available, remember the public and private rule. Students must continue to wear clothing that would be acceptable for public places.
- Adults must not be in a one-on-one situation with students in toilets or changing areas.

There is an ongoing focus on appropriate behaviour in the toilet. Staff members focus on this when they are supervising/ working with children and clarify the behaviour expectations with their students, regularly.

When changing clothing for activities such as swimming or sporting events, the following procedures are followed -

Prep – Yr. 2 students are permitted to change in areas such as a classroom with the following controls in place:

- Respecting the rights of any student who wants to use a cubicle by ensuring they are permitted to do so.
- Students to be segregated by gender (boys in one room, girls in another).
- Each time before changing of clothes occurs, teachers clearly articulate expectations to all students such as to continue education of students by instructing them to:

1. Find a spot on your own (behind your desk or use props such as hoola hoops to signify boundaries and personal space) – Recognise a safe place.

2. Remember about public / private rule and respecting people's privacy – React by the way I treat people.

3. Remember to speak up if you feel unsafe or are unsafe – Report to a trusted adult.

- The ability for people passing by to be able to see in the room is limited, but not totally restricted. Staff ensure the **Visibility Guidelines** are adhered to. Staff maintain their presence and monitor behaviour.
- There must be a minimum of two staff supervising the rooms.
- If students require assistance, the following steps are taken:

1. One staff member enters the room with other staff member observing.

2. Staff member's hands remain visible to other staff member.

3. Staff member verbalises what action they are taking to other staff member e.g. 'I am just helping Julie unroll her swimming top so she can put it all the way down.'

Year 3 – 6 students - when changing clothing for activities such as swimming or sporting events, ***students do not change in open areas such as classrooms or other learning areas.*** Toilets and cubicles are made available for this purpose.

Usual supervision requirements are maintained.

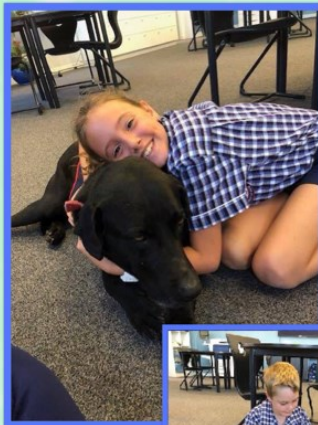
1. There is a clear classroom procedure to ensure that during class time, teachers are aware of who is using the toilets and the number of students using the toilet from their class. This may involve taking a specified object (such as a *toilet pass or a peg*) to indicate the toilet is being used and if deemed necessary to ensure only one person from each class is using the toilet.
2. While students are using the toilets, staff members only enter the student toilets, if they are concerned about a matter of student safety or are concerned that a medical emergency is occurring. If a staff member is concerned enough to enter the toilet, for one of the above situations, they alert another staff member / send another student for assistance (if possible), immediately announce they are coming in and enter the toilet. Students playing or being too noisy in the toilet is not considered a situation where a staff member would enter a toilet. This type of situation can be handled by communication from outside the toilet.

At all times student safety is paramount.

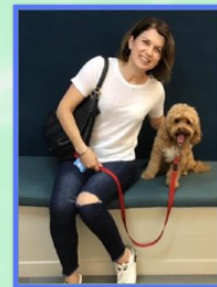


In 2016, St Francis Xavier began its own Read to Rover Program to assist in the development of confident student readers.

Over the years, we have enjoyed the assistance of many and varied canine reading tutors. But what these wonderful dogs all have in common is their ability to listen and not judge. They are calming and love a pat, a cuddle and particularly, a treat. Their special connection develops confidence and encourages the students to risk take to build greater vocabulary.



Each dog and owner receive a package of information about the program and each dog must complete an “interview” to assess their suitability.



If you are a parent of our school and you and your dog would like to join our Read to Rover program, please contact our office to obtain an information package.

JOIN US TO TAKE ACTION TOGETHER ON FRIDAY 20 MARCH

On Friday 20 March 2020, our school will stand together against bullying and violence to celebrate the 10th anniversary of the National Day of Action against Bullying and Violence (NDA).

The NDA is Australia's key anti-bullying event for schools. It is a positive day of action which strengthens our everyday message that bullying and violence have no place at St Francis Xavier Catholic Primary School.

As a proud NDA school, we are encouraging all parents and carers to save the date for the NDA, being held on Friday 20 March. More details will be announced in the coming weeks about our events.

At our school, we have a range of programs in place to address bullying, including a Behaviour Management and Wellbeing Program, Be You Program, an Anti-Bullying Policy and Anti Bullying Guidelines.

The NDA provides an opportunity to put our programs in the spotlight and work together as a community (parents, teachers, staff and students) to talk about bullying and finding workable solutions to address it together.

Parents and carers are encouraged to visit the Bullying. No Way! website (www.bullyingnoway.gov.au) for advice and useful information

The NDA is about bringing community together and to recognise the importance of standing united to say Bullying. No Way!



REGIONAL INDIGENOUS EDUCATION LIAISON OFFICER

Hello. My name is Karlie Tatchell and I am the Regional Indigenous Education Liaison Officer for Catholic Education. I support a number of schools including St Francis Xavier. You will find me at school every Friday. This year we have started some pretty deadly things! Deadly Choices have already started their Healthy Lifestyle Education Program and the students really enjoy talking to Jodie and Jayden from the Deadly Choices Team from Qld Health.

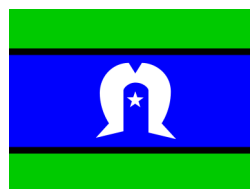
In Week 4, I am starting up the Culture Connections Raffia Workshop in the activity room upstairs beside the Year 3 classrooms. This will be in the first break starting at 10:50am. Parents, Aunty/Uncle or Grandparents are more than welcome to join in. We will be using a simple wrap and weave style, not the blanket stitch, but if you want to share or learn please come and join us.



Save The Date - An afternoon tea on the **6th March** for our Aboriginal and Torres Strait Islander families will be held as a Meet and Greet. More information will be sent home soon.

Did you know we have a RAP, Reconciliation Action Plan? Want to know more about it? Pop in on a Friday to have a yarn about it with me or make an appointment to talk to any of the Leadership Team. We welcome your participation and value your opinions.

Yarn Later .
KARLIE.





Grief & Loss

We all go through times in our lives where we grieve the loss of a loved one and/or changes such as teachers, moving house/town. These losses often bring new challenges and new learning opportunities. Everyone grieves in different ways depending on age and maturity. Grief is a natural part of life and should not be avoided, brushed off or feared.

In the attached pamphlet, you will find lots of valuable information about Grief and Loss at different stages/ages. You will be able to read about normal forms of grief for children.

Professional help is needed if a child:

- *Talks of not wanting to live or being better off dead;*
- *Seems to be preoccupied with dying;*
- *Is unable to concentrate and is withdrawn at school months later;*
- *Is crying, sad or depressed much of the time;*
- *Is not wanting to join in or play with other children months later.*

It is important that you provide a safe environment where your child feels able to express feelings through play, writing a letter, story, poem, painting or drawing. Allow time to talk and try to be honest. Stick to as many routines as you can to give security and structure.

Always remember that your child's grief may also affect you if you are also grieving. Talking to a supportive person, a friend or professional can make a difference.



Ninette Nell
School Counsellor



Grief and loss

Parent easy guide 6



Parenting SA

Growing up is an ongoing process of change that involves losses as well as gains. For children changes such as starting childcare, school, sleeping over at a friend's house, changing classes and teachers, or losing a pet, a friend or a family member all bring new challenges and new learning. Depending on the support children receive and how these early losses are dealt with, children can learn to manage and deal with the losses that will happen throughout their lives.

Children do grieve and this can happen at an early age, but not in the same way that adults grieve. Children are likely to show their grief in less direct ways than adults. Children move in and out of grief. One day they will seem to be fine and another day they will be showing that they are not managing so well.

Children often have more needs at times of loss which can lead to demanding behaviour as they try to get closeness, care, information, reassurance and support from adults. The experience of loss affects each child differently. The child's age, emotional maturity, the circumstances of the loss, and the 'connectedness' with the person or whatever the child has lost are important factors. It is important to look at each child individually and work out what will best help that child.

This PEG uses 'he' and 'she' in turn.

Change to suit your child's or young person's sex.

Times when children grieve Some of the losses for children are the same as for adults, for example:

- > when a parent dies or goes away
- > when parents separate or a family breaks up
- > loss of a friend or friendship
- > loss of a pet
- > having a disability
- > loss of memories due to fire or flood
- > loss of culture and homeland when moving to a new country
- > death of a grandparent
- > moving house or changing schools
- > long periods of separation from a parent
- > being in hospital

Other times children grieve for something that seems small to adults but is big for children, eg losing their comforter.

Children's understanding of loss

Preschool children

In the years before school, children don't understand that death is forever.

They feel grief when they lose someone close to them. The impact of the loss may be greater in the early years because they don't really understand what is happening. They don't understand what is real and what is not real, and they may believe that their own wishes caused the person to go away. Losing someone who cares for them is a major stress that takes time and care to overcome. In a way it is like losing a part of themselves.

Young children don't have the words to express feelings and will show them in the way they act. They may be more clingy and needy or develop problems separating from you. Children can be very kind to others who are unhappy and try to comfort them and then they need to go on playing again.



Government
of South Australia
SA Health

Helping parents be their best

Early years of school

Children are beginning to learn that death is permanent. They begin to realise that when someone dies there is no coming back, but they need to hear what has happened many times over. Some children feel responsible for the death or separation and think it was because they were naughty. They may also be worried about who will look after them, eg if they have lost a parent they may worry about losing the other parent as well. They may be very matter-of-fact in the way they talk about death and want lots of information, such as what happens to the body. They may not know what it is they are feeling or know the words to say how they feel, but you will see it in their behaviour and play.

Later primary school years

Children now understand that death is permanent. They can also understand why death happens, eg illness, accident or old age. They can talk about their feelings better although they might not always do so. They are less likely to blame themselves for what has happened but they might blame others, eg blame one parent for a divorce.

They have a strong sense of right and wrong and might have strong views about what has happened. They may be interested in life after death and want to know what happens then and ask quite spiritual questions. They may still want to know all the facts about what happens to the body or details of an accident.

As they get older, children are more able to understand what other people are going through as well.

Teenagers and grief

Teenagers grieve in much the same way as adults but because at this stage of their development they often have emotional 'ups and downs' they can become deeply distressed. Teenagers can be greatly affected by grief following the break-up of relationships, parents' separation or the death of someone close to them. They can become withdrawn, depressed and moody. They will probably want to get support and spend time with their friends more than their family. However they still need to know that you are there for them to talk to if needed.

Young people often show sadness through acting out and angry behaviour which covers up their underlying feelings. Some may turn to using drugs or alcohol, driving too fast or doing dangerous things. These young people need lots of support. Others just need to do active and noisy things such as go for a run, dance to loud music or play sport with friends to deal with their strong feelings. Still others seek comfort in music, writing poetry, walking alone or being in a quiet place to deal with their grief.

If your teenager is facing a big loss such as the death of a friend, parent or loved grandparent it may help if he has a task to do at the funeral service or can do something special to remember that person by.

How children show their grief

Young children especially don't have the words to talk about their feelings in the way that adults do. They may not even really know what they feel. Some of the ways they show grief may be:

- > physical pain such as stomach aches or headaches
- > sleeping problems, bad dreams
- > eating problems, eating too much or too little
- > being destructive
- > acting like a younger child
- > angry play or playing the same thing over and over
- > not being able to concentrate for long
- > problems with school work
- > being easily upset
- > being mean to others
- > 'switching off', acting as if they haven't taken in what has happened
- > acting more like an adult
- > showing fears
- > anger or aggression to friends, parents or toys
- > temper tantrums
- > being unhappy and blaming themselves
- > tending to think the person who has gone is perfect
- > crying and giggling without obvious reason
- > not wanting to separate, clinginess, wanting to be near adults
- > running away, avoiding school, stealing.

Times of family loss are times of particular stress on children

- > The adults who love them may not be available to support the children if the adults are very upset themselves.
- > There are strange situations to cope with, eg funerals, moving house.
- > The routine of their lives is suddenly changed.
- > People around them act differently, looking sad, crying, not keeping to routines.
- > Children might be asked to be different, eg to be quiet, to be helpful, to be good.
- > They are not sure what to think or do.
- > When a parent dies, children need to feel (with caring acts and words) that they will not be abandoned.

Special note

Professional help is needed if a child:

- > talks of not wanting to live or being better off dead
- > seems to be preoccupied with dying
- > is unable to concentrate and is withdrawn at school months later
- > is crying, sad or depressed much of the time
- > is not wanting to join in or play with other children months later.

What parents can do

- > Provide a safe environment where your child feels able to express feelings in whatever way he can. Help him to find ways to show his feelings through play, water play, writing a letter, a story, a poem, painting or drawing.
- > Give clear and truthful information to children in a way that they can understand. Don't forget that children need to know what is happening even if they don't ask. Sometimes parents are so busy with their own needs that children can be overlooked. Children may not seem sad when you think they should be, because they still don't really understand what it all really means. This isn't a lack of being sensitive, it is just the stage they are at.
- > Allow children time to talk, ask questions and share worries with a caring adult. They might be very confused and need to ask lots of questions. If you can't talk about it, find another adult who is close to your child who can. If children can't talk to you about the loss, they might feel that it is not safe to talk about it and so continue to have muddled and scary feelings. You may have to answer the same question over and over as your child learns to understand what has happened.
- > If your teenager has had a loss and is acting angrily or withdrawing try to make times available for him to talk, without pushing for answers. If it continues, talk to a health professional about it.
- > Try to open the way if a child feels unable to talk about his feelings. Say something like 'Some things are really hard to talk about, but talking can help. If you ever want to talk about what has happened, let me know'.
- > Be honest. Parents sometimes lie to children because they want to protect them. If you don't tell them what has happened, you may prevent them from dealing with the loss and grieving. This can cause problems when they have other losses in their lives.
- > Stick to as many of the family routines as you can. Too many changes will add further stress. Doing the same things as usual helps children to feel safe.
- > Think about letting your child's teacher or childcare worker know if there has been a big change or loss in your child's life. Teachers and friends at school can help to support your child.
- > Keep some rules about what children are allowed to do. If you think they are taking advantage of the situation you will start to feel angry and that won't help.
- > Share your own grief – don't hide your sadness. Children will feel more normal about their own feelings and feel comforted to know that the feelings they have are in line with those of the rest of the family. If you are really distressed it may not be wise to share feelings with children because it is important that they know that you are in control and can keep them safe.
- > Ceremonies such as funerals can be important ways for children as well as adults to help make sense of the big changes in their lives. Sharing emotions can help people feel connected to others.

- > Get support for yourself. Talk with your partner or a friend. Some agencies offer personal grief counselling.
- > Remember that children grieve in bursts. They have their own individual reactions, and they feel loss just as much as adults but may show it differently.
- > Allow times for extra closeness and comfort.
- > If your family has a spiritual belief this can be a support to children and parents.
- > When it feels right, help your child or teenager to move on and try something new.

Note: Children's grief can affect adults personally, especially if they are grieving themselves or if it is a reminder of a past loss. If this happens you need to deal with this. Talking with a supportive person, either a friend or a professional with an understanding of the grieving process, can make a difference.

Reminders

- > Children grieve in bursts – they don't show their grief in the same way as adults.
- > Keep to family routines as much as you can to give security.
- > Let the teacher or childcare worker know what has happened.
- > Don't rely on your child for support. You need to support your child.
- > Be honest, trustworthy and reliable.
- > Give your grieving child special times with you to talk about feelings.
- > The biggest need for children and teenagers who have a loss is that they are supported and cared for and have someone to talk to about it.
- > If your child or teenager seems to not be managing, seek help.

Contacts

Parent Helpline: Tel 1300 364 100
24 hours a day, 7 days a week for advice on child
health and parenting

Child and Family Health Centres: Tel 1300 733 606
9am–4:30pm, Monday to Friday to make an
appointment at your local Centre

Kids Helpline: Tel 1800 55 1800

Youth Healthline: Tel 1300 131 719

Websites

www.parenting.sa.gov.au

For other Parent Easy Guides including:

Thinking divorce?, Family break-up, After the break-up,
Dealing with a crisis, Gambling, Adolescent depression

www.cyh.com

For parenting and child health information

For more information

Parent Helpline 1300 364 100

Parenting SA
Children, Youth and Women's Health Service
Telephone (08) 8303 1660
Internet: www.parenting.sa.gov.au

Revised 07/10

Parent Easy Guides are free in South Australia

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Parenting SA
Helping parents be their best

DRAMA ENROLMENTS 2020

Do your children need Drama? Drama enables them to develop communication skills and practice their social skills as well. The children are taught the basic skills and develop them throughout the year and in third term; students prepare items for performance either at the eisteddfod or for presentation to parents. For older students, who have been learning Speech & Drama for a number of years, I also offer preparation for Trinity College Examinations (an internationally recognised qualification). The exam lessons are held on Saturday in the hall. Lesson fees for 2020 will be \$10/group lesson. Individual lessons will cost \$15/30min or \$30/hour.

My students have performed very well at eisteddfods each year competing in poetry, characterisation, mime, duologues, prepared reading, period drama, Shakespearean, and storytelling. Another example of the high standard at my small studio, since 2010, seven of my students have achieved the Barbara Sisley Award for highest marks in the state in Trinity College Exams. This takes a lot of time and attention to detail.

I am starting classes for this week. Of course, my current students have first priority but if you wish to learn Drama I have a few spaces so please collect and complete an enrolment form from the school office.

The lesson times will be: St Francis School (Mondays).

Josie Hogan	Monday afternoon	3:30-4:15 pm (Grades P-3)
		4:15-5:00 (Grades 4-6)
		5:00 – 5:45 (High School)



Josie Hogan	Saturday	Individual Lessons for Trinity College Exam preparation and Eisteddfod
*Individual lessons for exam or eisteddfod preparation available on Saturdays at St Francis Xavier School Hall		

Contact Number: Josie Hogan: (M) 0402 041199 (B.Ed, ATCL – Associate of Trinity College London)

A Farewell Morning Tea
for Fr. Sathish

Sadly, Fr Sathish is returning to India very soon.
To thank him for the wonderful work he has
done in our Catholic parishes and schools, we
will be having a Farewell Morning Tea for him
on Sunday 23 February.

The venue will be the St Francis Xavier UCA.
(Under Cover Area)
After the 9am Mass.

We would love you to come along and enjoy a
cup of tea/coffee.
We ask that you bring a small plate of food
to share.

There will be a Wishing Well available if you wish
to give a gift to Fr. Sathish.

Thank You



Catholic Education
Diocese of Rockhampton

POSITION VACANT

Regional Indigenous Education Liaison Officer – Mackay Term Time (30 HPW)

Applications are now invited from suitably qualified and enthusiastic persons for the position of Regional Indigenous Education Liaison Officer based in Mackay. This is a term-time contract position (30HPW) for 2020, with the possibility of further extension. A commencement date will be negotiated.

The successful applicant will work across multiple schools in the Mackay region and support each school's individual approaches to all aspects of Indigenous Education.

The successful applicant should be able to demonstrate:

- A knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and spiritualities.
- An ability to communicate sensitively and effectively with Aboriginal and Torres Strait Islander students, their families and school staff to improve educational outcomes through targeted and direct academic, cultural and pastoral support.

When applying please ensure you include a 1-2 page cover letter statement outlining your demonstrated capabilities as outlined in the above criteria.

It is a genuine occupational requirement that this position be filled by Aboriginal or Torres Strait Islander peoples, as permitted and arguable under Section 25, 104 and 105 of the Qld Anti-Discrimination Act of 1991. An understanding of and a commitment to the ethos of Catholic Education, a Working with Children Check (WWCC) and eligibility for a Suitability Notice will also be required.

For further information and to apply, please visit our website www.rok.catholic.edu.au

Applications should be addressed to:

Mr Brad Jarro
Indigenous Education Coordinator
Catholic Education Office, PO Box 524, Rockhampton QLD 4700

Email: employment@rok.catholic.edu.au

no later than 3pm on Wednesday 19 February 2020

Catholic Education is committed to best practice in student protection policies and procedures and is an equal opportunity employer.

Existing not to be different, *but to make a difference...*

| www.rok.catholic.edu.au | Twitter @RockyCathEd |



WELCOME TO THE 2020 HOCKEY SEASON

Hockey season will commence on Saturday 20 March, 2020.

We will field: U7's mixed, U9's mixed & U11 Boys & Girls teams.

UNIFORMS:

Under 7's & U9's to wear navy shorts/skirts, a playing shirt supplied to be handed out by the coach and then returned at the end of the season in the same condition. **If the uniform isn't returned, a \$50 fee will be charged for a replacement.**

Under 11 Boys/Girls will be supplied with a full uniform (accept for socks) and must be returned at the end of the season to the coach in the same condition.

If the uniform isn't returned, a \$50 fee will be charged for a replacement.

Red, White & Navy striped socks as in photo to be purchased from Intersport.

GEAR: Shinpads and mouthguards are compulsory.

COACHES:

We will be looking for coaches to help coach our teams. If you are able to help, please indicate below.

It is a very rewarding position watching the kids grow, develop their skills & enjoy making life long friends. Please consider.

Please contact me Heather Hicks, St Francis Xavier Hockey Co-ordinator on 07 49 511861 if you have any concerns. Here's to a great season of hockey!



EXPRESSION OF INTEREST SFX HOCKEY FORM—2020

Child's Name: DOB:

AGE GROUP: Under 7's [] Under 9's [] Under 11's []

Parent's Name:

Phone: Email:

Are you able to coach? YES [] NO []

If your child is interested in playing hockey for St Francis Xavier this season, please return to the office by Wednesday 20 February to enable teams to be collated.

SIGN ON DAY

SUNDAY 1ST MARCH 2020

11AM - 2PM

MAGPIES AFL GROUNDS

(MAGPIES SPORTING CLUB, GLENELLA)



MAGPIES AFL SIGN ON DAY!

Calling Players of ALL Ages:

Senior Men, Senior Women, Under 17,

Under 14, Under 12, Under 10 & Under 8.

(All Ages Under 14 are mixed male & female)

Come down & Meet your Coaches for 2020!

- Mackay Magpies Australian Football Club
- Mackay Magpies Junior Australian Football Club
- Magpies AFL 2020 "One Club"

BBQ LUNCH PROVIDED

FACE PAINTING

WATER SLIDE

SNOW CONES

JUMPING CASTLE



Star 101.9 will be onsite with
Free Zooper Doopers and
Footy Throw Challenge!

FB: Mackay Magpies Australian Football Club || PH: President Brandon Ross 0414 482 588

City Brothers Football Club

Seeking Soccer players from 5 years old, all the way through to Senior Men and Women.

Please register online now.

Logon to <http://playfootball.com.au> and select where can I play.

From the list tab choose City Brothers Football Club. Under 5 through to Senior Men and Women.

Email all enquiries to -
info@citybrothersfc.com.au



Free Entry

Free Come and Try Sport and Recreational
Activities throughout the day
Over 40 Exhibitors



**McDonald Mackay
Multisport Stadium**

**107 Juliet St Mackay |
19 May 2020 |
9:30 AM - 4pm |**

<https://www.disabilityexposc.com.au/register-your-attendance/>



Daily Mercury
We're for you



JANET M JACKSON

MUSIC STUDIO

**LIMITED VACANCIES
AVAILABLE FOR**

Piano / Theory of Music Tuition
Experienced, Professional Teacher in
Private Studio

(Examinations or just for fun)

Accompanying

(Vocal / Instrumental / Ensemble
Examinations, Eisteddfodau, Auditions)

Contact Janet Jackson (AMusA; QMTA
Professional Member) on 0421 707 740;
pj_jackson@bigpond.com

**Mackay City
Hawks JAFC**



play **AFL**

come and join

MACKAY CITY HAWKS JUNIOR AFL

**UNDER 8 TO UNDER 17
BOYS & GIRLS**



Under	Training Times on Harrup Parks Ovals	Game Day Times may slightly vary
8	Thursday - 4.00pm to 5.00pm	Friday - 5.30pm to 6.15pm
10	Thursday - 4.00pm to 5.00pm	Friday - 6.30pm to 7.15pm
12	Tuesday & Thursday - 4.00pm to 5.00pm	Saturday - 8.15am to 9.25am
14	Tuesday & Thursday - 4.00pm to 5.00pm	Saturday - 9.40am to 11.00am
17	Tuesday & Thursday - 5.00pm to 6.00pm	Saturday - 11.15am to 12.45pm

FOR MORE INFORMATION...

EMAIL: mackayhawksjnr@live.com.au
 PRESIDENT: Drew McGlashan 0417 078 454
 SECRETARY: Warren Rowler 0455 269 021



Find us on
Facebook

Follow us on Facebook for updates!
 Mackay City Hawks Junior Football Club



MAKE YOUR CHILD'S DEVELOPMENT MORE FUN!

TRY RUGBYTOTS

Our dynamic weekly play sessions enable **boys and girls aged 2-7** to develop their social and physical skills in a fun, positive environment.

For more details, just call or email:

0409 826 057

mackay@rugbytots.com.au

rugbytots.com.au

The world's favourite rugby play program

