

St James Catholic School, Nar Nar Goon

Newsletter



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Principal's Report

Dear Families,

5 things to look for in an app...

If you're a parent or carer with young kids who are just starting their own online journey, the idea of online safety can seem daunting at first. Especially when you consider the sheer number of apps, games and platforms that are out there. Is it safe? Is my child old enough? Who can contact my child? These are all common questions parents may have, and rightly so. The good news is there are some simple steps you can take to help make your child's online experience safer.

1. Do some research

If your child mentions a new app, go online and check it out — read reviews from users or other parents. Encourage your child to do this with you and explain that just because someone recommends an app, doesn't mean you should just start using it. Research can also help you uncover app functions or uses that are inappropriate for your child. For example, you might find discussions about poor behaviour of users or warnings about possible malware found in an app. Alternatively, you might find some tips and tricks for how to use it in a fun and safe way.

2. Age rating and requirements

Apps generally come with a suggested age rating as well as a minimum age for users, which you can find in their terms of use. These age recommendations, along with your own assessment of your child's level of maturity and judgement, should be considered when determining if an app is suitable for your child. Our [eSafety Guide](#) can also help — learn about the latest games, apps and social media including minimum age, how to protect information and report inappropriate content.

3. Privacy

Review the information the app requests when a person first signs up. This will help you understand what kind of information is being collected and if you're comfortable with that. Check if the app provides privacy protections for its users. Can you restrict who sees their profile? Who can find them in a search? And what information can people see about them? Make sure these privacy settings can be adjusted so their account is as secure as possible.

4. Permissions and settings

Before installing an app, you should also consider what permissions an app requests. Does the app really need access to your microphone and video camera to perform its functions? Depending on the permissions requested, you may be giving away more information than necessary.

You should also look to see what the default settings are and if you need to change them. It may save you from a nasty surprise - for example, if you discover your child's location is being broadcast to all users by default.

5. Safety

Most importantly, when looking into an app, does it appear to take user safety seriously? Can you report things in the app? If so, is the reporting process easy and clear? Are the reporting options limited or can you report a wide range of safety concerns? Can you report things as they happen? We know, there are a lot of questions to consider but it's important to be vigilant especially with apps or games that allow users to interact with others via message, voice or video.

Andy McDermott

25th June 2020

Issue 11

“Building Independent and
Responsible Learners”

Principal's Report Continued

When it comes to online safety, eSafety is here to help support parents and carers and ensure that together, we keep children safer online.

More advice and information is available at [eSafety parents](#).

By the Cyberbullying and Cyber Abuse Team at eSafety Commissioner

The above article comes from the [eSafety Commissioner website](#), which I've promoted in the newsletter numerous times. This advice must also be paired up with our support offered through our 1:1 Learning Tool Agreement that we have for all students who work with an iPad at school.

Reports

You will have received your hard copy of the government mandated section of the report on Tuesday. Be sure to look out for the Seesaw posts that teachers provide also. Just a reminder that Seesaw compliments the assessment 'package' and should be considered when we talk about your child's report.

P&F – Fundraising to good use

During this very topsy-turvy term, we have been able to put a lot of the fabulous P&F funds to good use, to purchase some much-needed items for the school.

The new picnic tables, positioned next to the blue netball court on the north side of the school have been very popular with the students for eating time and play. They are made with a very tough and dense recycled plastic, making them a very robust furniture fixture for St James.

Our school had some very old and worn out goal post pads that were in desperate need of a replacement. Footy goal posts and basketball/netball posts in schools all need to be safely padded in case of collisions and associated head injuries. We were very happy to install some nice new ones that fit properly and stay put. Other PE equipment has also been purchased recently that keeps our class sets of balls etc.

The teachers are in the midst of purchasing a new collection of levelled reading material for classrooms. Whilst there is an abundance of online reading material, and this is used often, we still believe in using good old fashion paper books to complement our reading resources in the school.

We were able to purchase these items thanks to all of our families who support the P&F initiatives and special events. It has been a long while since we were able to engage in P&F events and fundraisers, due to the restrictions currently in place. I thought it would be a good idea to express our gratitude and update you on the recent purchases.

Thank you!

Baby News!

Congratulations to Erin and Cam Bolton on the arrival of Henry Carter Bolton on the 15th June. He was a little early, but the new parents are overjoyed and the family are doing well. Thank you for all the well wishes.

St James Prayer

Lord our Guiding Light,
Let us follow in the footsteps of St James with shell in hand
May the Spirit guide us to show love, peace and forgiveness
Come follow me
Help us to strive to do our best in all the learning we do
We pray for wisdom with God's creation to care for all living things
Come follow me
Help us to be a friend, like St James was to Jesus
Bless our families, friends and community
Guide our community to nurture and grow in faith
Come follow me
Amen

Advisory Committee

Committee members for 2020 are:

Executive Officials:

Andrew McDermott and Fr Peter Kooloos

Chairperson: Gehan Dedigama

Board Members:

Ryan Lawlor	Tory Parker (Secretary)
Justine Langley	Liz Cunningham
Steph Katta	

Parents and Friends

Committee Members for 2020 are:

President	Meagan Rogers
Secretary	Karen Lawlor
Treasurer	Emma Spoard
Monday Lunches	Donna Reilly
Advisory Committee Representative	Justine Langley

Student Absences

To avoid students having UNEXPLAINED ABSENCES, Parents/Guardians are reminded to inform the School by 9.30am via Email – office@stjamesnng.catholic.edu.au OR Phone – 5942 5404.

Please provide the student's name, date and reason for absence.

Late Arrivals / Early Departures

If you are dropping your child off late (after the bell has gone) or collecting him/her early you must visit the office and fill in the Sign In / Sign Out Register. Office staff will take your child through to their class at an appropriate time to ensure minimal disruption is made to the classrooms.

Term Two School Closure Days

Friday 26th June 2020 will be a school closure day; staff will be involved in preparing Term Three curriculum. Last day of term two will be **Thursday 25th June 2020**, with a 3:30pm finish.

Child Friendly Child Safe Policy

Behind the scenes, school policies are reviewed and updated regularly as part of our requirements as an educational institute. One of these policies is the Child Safety policy. When this policy is updated, we engage our student leadership group to turn the policy into one that is easily understood by students. The Child-friendly version of the child safety policy is worded in a way that can be understood by our students. It makes it clear the schools' commitment to being a safe place for them to work and participate. Our student leadership group sat down with a member of school leadership and reviewed the document, recommended some amendments, brought those amendments to the principal, who then ratified the changes to the document. Well done to our Year 6 student leaders for being active participants in this very important process. Below you can see one of our leaders' reflections.

We checked the child safe policy to make sure it was ok and if it needed any more changes. The leaders of St James catholic school sat down with Mr. Balzary and read over the policy. We noted that there were some things that we had to change like outdated policy rules and anything that did not make sense. Once we did, we read over it once more. Everything was easier to read once we changed it. We then gave the sheet to Mr. Mac and checked it with him.

By Jack L



NCCD Data Collection

Every year schools must now complete the Nationally Consistent Collection of Data on School Students with Disability (NCCD). It counts the number of students who receive additional adjustments or "help" at school because of a disability. The NCCD helps governments plan for the needs of students with disability. For further detail relating to the NCCD, see the attachment in today's newsletter.

Nar Nar Goon Takeaway Lunch Orders

We will recommence our Wednesday and Friday lunch orders from the Nar Nar Goon Takeaway shop week one of term three. The first day for this will be on Wednesday 15th July, the menu is attached to this newsletter, and it is available on our website.

Assembly Awards

Monday 15th June

Foundation/One KH

Harper – super job sounding out words when writing
Amelia – fantastic job giving her partner simple instructions!

Foundation/One LK

Kobie P – always lending a helping hand
Rydah – being a good friend to others

Year Two/Three GB

Harry – a dynamite job with location and mapping tasks
Chloe K – fantastic improvement in reading
Amayah – showing great responsibility in the classroom

Year Two/Three JK

Seb – terrific improvements between his pre and post spelling tests
Xavier – excellent work in location and mapping

Monday 22nd June

Foundation/One KH

Maggie – working hard to improve her letter formation
Arthur – working hard to improve his letter formation

Foundation/One LK

Bailee – encouraging her friends to do well
Anya – encouraging her friends to make good choices

Year Two/Three GB

Liam – his efforts to develop greater fluency and comprehension skills in reading
Riley – his efforts to develop greater fluency and comprehension skills in reading
Imelda – her efforts and determination to understand mathematical concepts

Year Two/Three JK

Jordan – excellent work in religion with the Ten Commandments
Scarlett – using an amazing amount of expression when reading

Foundation & Year One News

Foundation and Year 1 students have been learning lots of new things! In Maths, students have been learning about giving clear instructions to partners and have begun exploring measurement. Students have also been using the Chromebooks to research animals.

- I enjoyed researching Meerkats on the Chromebook. Meerkats have spots around their eyes. -Pippa
- I enjoyed researching Tigers. A fact is that their two front teeth are bigger than a person's finger. -Lachlan
- I liked researching Lizards. Some chameleons can change into beautiful colours. -Travis
- I enjoyed the Alphabet dot to dot for morning activities. -Georgia
- I enjoyed researching Meerkats. A group of Meerkat is called a mob. -Amelia
- I enjoyed learning about Quolls. They have sharp claws to climb trees. -Finn
- I enjoyed learning about Tigers. They eat deer and wild pigs. -Harvey
- I enjoyed comparing the length of two objects. -Bailee
- I really enjoyed learning about giving clear instructions. -Aislin
- I enjoyed getting in order from tallest to shortest. -Raiden
- I enjoyed creating our community maps. -Sophie

Two/Three GB News

We've had a really crazy term! It started off with remote learning. It was pretty hard to start off with but once we got to know it a little more, we got the hang of it. Some of us found it fun because you got to have a hot chocolate to start the day, do whatever we liked at lunchtime, you could finish your work early and you could stay in your pyjamas all day. If we had a Google Meet though, we did at least put a jumper on! Some of us even had our pets help us with our work, even if our parents said we couldn't! We really liked spending some extra time with our family while we were learning. It didn't matter where we were, we could still complete our learning.

Some of us were a little bit nervous to head back to school after 6 weeks of remote learning. We wondered if our friends would still be our friends. Some of us were super excited to be back because we could get more help and we would be able to see our friends each day not just through a screen. We quickly worked out there was nothing to worry about. Everyone settled in very well. On the first week back we had nobody away for the whole week. Maybe we missed school so much we didn't want to stay away. We remembered the expectations of the classroom and got straight back into our routines. This made it so much easier. We remembered the importance of being respectful, responsible and safe. Because we have been working so hard, we have had time at the end of most days to enjoy a small game.

We want to thank our parents and guardians for helping us through all of remote learning. We want to say thank you to our parents and guardians for helping us with our learning, because it sometimes wasn't easy to understand the learning from the video lessons. We also want to thank our families for supporting us through these interesting times. - The students of 2/3GB

From a teachers perspective, I could not be prouder of how the students of 2/3GB have worked throughout the term. Whether it be in the remote learning environment or in the classroom, the effort and quality of work produced has been fantastic. The return to school has seen the students dedicate themselves to getting the best out of themselves, taking great pride in what they and others achieve. Great job team. I am incredibly proud of you all. - Mr Balzary

Two/Three JK News

We have been writing using picture prompts in class. Here are two of our stories.

Mysterious Castle.

Cinderella was shocked! She saw a mysterious castle. She knocked on the door and said, "Hello?" and she ... (dun dun duh!)

Grace U.

The day we merged.

One day there was an owl and a bee they were playing 'Hide and Seek'. Owl was counting.

"Bee, Bee. Mum have you seen Bee?" said Owl "Yes I think she's in the science room Honey." replied Mum. Owl ran to the science room. Bee knocked a machine. "Too easy Bee." said Owl. "No fair, you asked mum." complained Bee. Then Owl froze and Bee disappeared.

Matilda M.

Year Two/Three JK News Continued

The Owees Origin.

Day 1.

Hi, if you are reading this do not close this. My name is Doctor Tate Farrell, in approximately 14 days we will be conducting the Owee experiment. I am working with my colleagues Dr Cecere, Cr Panetta, Dr Hay and Mr Furness, the boy I am mentoring currently.

Day 2.

Today we found out the experiment is being pushed back due to our boss Dr Kennedy. The Owee experiment is where we merge an owl and a bee together by using our combining machine.

Day 3.

Today I started to think about cancelling the Owee experiment because I was afraid that this experiment would turn into a worldwide disaster! So I told Dr Cecere about my thoughts and he told me I was crazy.

Day 4.

Today we were doing the Owee experiment as we inserted the owl and bee into their chambers. We got our safety goggles on as I flip the switch. BOOM SNAP! A big bolt of lightning emerges from the machine. Dr Panetta exclaims, "I think the generator has been overloaded?" "I agree," says Mr Furness. As we finished talking, we heard a bird-like screech mixed with buzzing sounds as creatures with an owl face, wings and a gigantic stinger at the back flies at us. "HA" I shout "I KNEW IT!" as the Owee flies towards us we hurry out the door. "I think there is more than one sir" Dr Panetta asks me. "Uh maybe" I reply nervously. The group bursts into nervous laughter even from our boss. "Oh yeah" I say, remembering that the lab is located in New York. We went through the emergency door mistakenly. The Owees start banging against the door. Dr C and Dr Hay block the doors.

Tate F.

Year Four/Five/Six News

This week we asked some of the students what skills they learnt during the Remote Learning. Here are some responses:

I have built up my skills on resilience, because of having to block out lots of noise from around the house. In the last week of remote learning I had really learnt to be resilient.

By Ashlee

I learnt a bit in home schooling, I myself had to search up how to use google meet to use it. I learnt tech skills and a lot of organisation, I had to figure out when I do things and how I do things.

By Connor

I learnt a lot of new technology during this remote learning, such as figuring how to use apps independently. I also learnt my organisation skills learning the best efficient way to get my work done.

By Jack L

During remote learning I've learned how to work by myself and communicate with others better. I've also learned how to block out noise when I'm working.

By Tyler

During the course of this term I have improved the most on the level of my independence. I have learnt how to do my work on my own and to concentrate the whole time. I have also learnt how to send in and post my work back to my teachers and ask for help when I need it. I also improved on my level of concentration because I had to ignore my brother and sister who were also trying to do their own work.

By Matilda

Dates to Remember 2020

25.06.2020	26.06.2020	13.07.2020	15.07.2020	24.07.2020	18.08.2020	19.08.2020
Last day of term for all students	School Closure	Term Three Commences	Lunch orders from Nar Nar Goon takeaway commence	St James Feast Day	Family Conferences	Family Conferences

Dates are subject to change, for updates please check our school Website or App.