NEWSLETTER NO: 10

G’day parents and friends,

Easter Service 9am Tomorrow

The school will be celebrating Easter tomorrow with a number of students presenting different ways to consider its meaning. Families are welcome.

Senior Camp

The seniors will leave for Canberra on Tuesday morning returning on Saturday afternoon after attending the dawn service commemorating the 100th anniversary at the War Memorial. We wish them all a never to be forgotten experience. When we went for the first time 2 years ago, the students had a most memorable time and we anticipate the same again. The staff going are Mrs Vranken, Mr Booth, Mr McKenna, Miss McLean, and Mrs Whetham. While Mr McKenna is away Mrs Vanstan will be in charge of the school.

Communication

We have been using tiqbiz as an important form of communication. While the Seniors are away next week, and the Middles away the week after, tiqbiz will be used to inform parents of anything important. Parents of Senior students are advised that the anticipated time of return to school on Saturday afternoon will be sent through tiqbiz.

On your phone, tablet app store or computer search tiqbiz, or go to www.tiqbiz.com. Download and log-in. Search for our school and tick one the boxes that apply to you. It is recommended that you include Whole school and your children’s class boxes.

Parents and Friends Meeting:

At the meeting today the members thanked Cathy Linder who has been president for 3 years. Cathy made her final report identifying the achievements of the last year. On behalf of the community I thanked the committee members for their efforts. The committee is now made up of Convenor Leonie, Treasurer Kim, Minute taker Andrea M, and Mail controller Siobhan. There was a great positive attitude and many parents attending volunteered to lead or assist at the many activities planned during the year. I am sure you will be glad to assist them in making St Joe’s a great place to be!

I will be thinking of you all over the next 8 weeks as I am studying in Dublin and then taking Long Service Leave to travel in Europe.

God bless us all,

John
Easter
Welcome to a new term, hopefully refreshed after the Easter holidays. In the next two weeks the children will be exploring the Easter stories and reflecting on their significance for us today. Yesterday the Juniors decorated the cross with flowers at assembly. It was transformed from a sad symbol of Jesus’s death on Good Friday to the joy of the risen Christ at Easter. The Easter story is now displayed in the entrance foyer and the children are working on their own Easter stories. There will be an Easter liturgy in the SPA tomorrow at 9am.

LAST WEEKENDS READINGS
Divine Mercy Sunday
First Reading: Acts 4:32-35
Early believers share what they have.
Responsorial Psalm: Ps 117:2-4. 15-18. 22-24. R. v.1
Second Reading: 1 Jn 5:1-6
Love God by keeping the commandments.
Gospel Acclamation: Jn 20:29
Gospel: Jn 20:19-31
Doubting Thomas.

THIS WEEKENDS READINGS
Third Sunday of Easter
Peter calls the people to reform.
Responsorial Psalm: Ps 4:2. 4. 7. 9. R. v.7
Second Reading: 1 Jn 2:1-5
To know Jesus, keep his commandments.
Gospel Acclamation: See Lk 24:32
Gospel: Lk 24:35-48
Jesus appears to the disciples gathered together.

Samples from the Juniors booklets.

Karen McQuade, Christian Life Leader
Praise, encouragement and rewards

No matter how old your children are, your praise and encouragement will help them feel good about themselves. This boosts their self-esteem and confidence. Sometimes rewards can be useful too, especially if you want to encourage good behaviour.

Praise

Praise is when you tell your child what you like about her or her behaviour. It goes a long way towards helping your child feel good about herself. 

**Descriptive praise** is when you tell your child exactly what it is that you like. For example, ‘I love the way you shared your Lego with your brother just now’. Descriptive praise is best for boosting self-esteem and building good behaviour – when children get praise for behaving well, they’re likely to want to keep behaving well.

You can **praise children of different ages for different things**. You might praise a younger child for leaving the park when asked, or for having a go at tying his own shoelaces. You can praise teenagers for coming home at an agreed time, or for starting homework without being reminded.

Encouragement

Encouragement is praise for effort – for example, ‘You worked hard on that maths homework’. Praising effort can encourage your child to try hard in the future. But you can also use encouragement before and during an activity to help your child do the activity or behaviour. For example, ‘Show me how well you can put your toys away’ or ‘I know you’re nervous about the test, but you’ve studied hard. No matter how it turns out, you’ve done your best’.

Some children, especially those who are less confident, need more encouragement than others. Encouragement is particularly important for older children.

Rewards

A reward is a consequence of good behaviour. It’s a way of saying ‘well done’ after your child has done something good or behaved well. It could be a treat, a surprise or an extra privilege. Rewards can make your praise and encouragement more effective in encouraging good behaviour. Most behaviour is influenced by the consequences that follow it, so when you reward your child’s behaviour, the behaviour is more likely to happen again in the future. If you’d like to use a structured approach to rewards, you can find more information in our article on reward charts.

Sometimes it’s easier to criticise than it is to compliment. Bad behaviour is more obvious than good behaviour - you’re much more likely to notice when your child is yelling than you are to notice when your child is quietly reading a book. Try to pay attention to the good behaviour, too!

Using praise to change behaviour

You can use praise as a tool to help change difficult behaviour and replace it with desirable behaviour. The first step is watching for times when your child behaves the way you want. When you see the desirable behaviour, or another behaviour you like, immediately get your child’s attention. Then **tell your child exactly what you liked** about the behaviour. You can praise effort as well as achievement – for example, ‘It’s great how you used words to ask for that toy’. You could even look for ways to reward the desirable behaviour – for example, give your child a high five or special cuddle. At the beginning, you can praise every time you see the behaviour. When your child starts doing the behaviour more often, you can praise it less.
Tips for using praise, encouragement and rewards

- When you feel good about your child, say so. See if you can give your child some words of encouragement every day. The small things you say can build up over time to have a big effect on your child.
- Describe what it is that you like. This is called ‘descriptive praise’. When you say exactly what you’re happy about, your child knows what you mean. For example, ‘I like the way you’ve organised your room. You’ve found a spot for everything’ or ‘I love the picture you drew. You really know how to put colours together’. And describing what you like is much more genuine and convincing than vague praise such as ‘You’re a good boy’.
- Praise your child for his strengths. Children have their own unique set of strengths (and weaknesses). Try to appreciate your child’s good points. Try to avoid comparing one child to another, because this can lead to feelings of resentment or create unrealistic expectations.
- Encourage good behaviour with praise, rather than pointing out the bad. This means trying to do more praising than criticising.
- It takes a lot of praise to outweigh one criticism. Experts suggest trying to praise children six times for every one time you criticise them.
- Look for little changes and successes. If you wait until your child has done something perfectly to give a compliment, you might find yourself waiting forever.
- Accept that everyone’s different, and love those differences. Encourage each child to develop and feel excited about particular interests. Help your child develop a sense of pride and confidence in her choices or activities.
- Surprise your child with a reward for good behaviour. For example, ‘Thanks for picking up the toys – let’s go to the park to celebrate’ or ‘Thanks for helping me prepare dinner. You can choose what we have for dessert’.
- Praise effort as well as achievement. Recognise and praise how hard your child is trying – for example, ‘You worked really hard on that essay’ or ‘Thank you for remembering to hang your coat on the peg’.

Frequently asked questions about praise, encouragement and rewards

Will my child get a ‘big head’ if I praise him too much? Some parents worry that if they praise too much, their child will get conceited or over-confident. Children feel good and are much more likely to repeat behaviour that earns praise, and that praise nurtures their self-esteem and confidence. The major risk is giving your child too little praise, rather than too much.

Will my child start depending on praise to feel good? You might be worried that your child will start needing the approval of others to feel good. This isn’t the case. In fact, children who are criticised all the time are more likely to seek approval to feel good.

By using praise, you’re showing your child how to think and talk positively about herself. You’re helping your child learn how to recognise when she does well and to pat herself on the back.

Why can giving praise feel like hard work? Using praise can be an effort, and you might feel awkward at first. But if you do it regularly, it’ll soon feel natural and normal.
15th April 2015

Dear Parents

We are very fortunate to announce that we have a provisional psychologist working with us for the next two terms. Jordan Eldridge comes to us from the Cairnmillar Institute, where he is completing his training and will undertake his practice hours with us over two days each week, Tuesdays and Thursdays.

For our school community it means we will have the opportunity to utilize Jordan’s knowledge to assist with counselling and small group work. Jordan will be able to offer basic face to face counselling for issues such as anxiety, grief, self-esteem and behavioural issues. Jordan will be following very strict guidelines around confidentiality and professionalism, which is in line with both school and Cairnmillar protocols.

Teachers may nominate children from their class who may benefit from working with Jordan and highlight how this would support their social, emotional and learning skills. If this is the case, your class teacher will make contact and discuss the process further. Likewise, you may wish to nominate your child. If you wish to do so, please contact me by email or phone to discuss the process. Obviously consent forms and detailed information would be required by parents or carers for Jordan to begin working with any child.

As part of the process Jordan will make contact with parents and give related feedback after each session.

We are excited to begin our partnership with Cairnmillar, who are an exceptional institute that produce many fine psychologists. If you would like any further information, please do not hesitate to call, email or see me after school for a chat.

Yours sincerely

Prue Vanstan
Wellbeing Leader
pvanstan@sjyarrajunction.catholic.edu.au

CONVEYANCE ALLOWANCE CHEQUES – Term 1 2015

The term 1 conveyance cheques are now available for collection from the office – or to be signed over to go towards school fees.
Please let us know at the office if you wish the cheque sent home with your child.
*Sue and Di*
Thursday lunchtimes in the Library

Alice and Lily are Library Monitors. They are helping Audrey and Jessie from Foundation.

Jessica helping put away some books.

Jackson and Lily play cooperatively while Scarlett reads a book.

Ash is reading, he loves reading!
Senior Camp

Next Tuesday, the Seniors will leave bright and early for the Nation’s Capital, Canberra. On our tour we will be visiting the National Museum of Australia, Australian War Memorial, Mount Ainslie Lookout, National Gallery of Australia, High Court of Australia, Embassy Drive Tour, National Capital Exhibition, Questacon – National Centre for Science and Technology, Australian Institute of Sport, Electoral Education Centre, Parliament House, Museum of Australian democracy at Old Parliament House and the Anzac Dawn Service.

Look out for our adventures, photos and highlights on our Facebook page. We will be returning Saturday afternoon with lots of stories to tell of our highlights on camp!

Our students will be given the opportunity to participate in a variety of educational programs with a focus on Australia’s history, culture, heritage and democracy. The Australian Government recognises the importance of all young Australians being able to visit the national capital as part of their Civics and Citizenship education. To assist families in meeting the cost of the excursion the Australian Government is contributing funding of $30 per student under the Parliament and Civics Education Rebate program towards those costs. The rebate is paid directly to the school upon completion of the excursion.

Congratulations to the following families that won prizes in the PFA Easter raffle:

<table>
<thead>
<tr>
<th>Murray</th>
<th>Hendriks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vranken</td>
<td>Carter</td>
</tr>
<tr>
<td>Iskra</td>
<td>Bradley</td>
</tr>
<tr>
<td>Derma</td>
<td>McAlhany</td>
</tr>
<tr>
<td>Dunne</td>
<td>Pietsch</td>
</tr>
<tr>
<td>Vandenborne</td>
<td>Birthisel</td>
</tr>
<tr>
<td>Durant</td>
<td>Zekas</td>
</tr>
<tr>
<td>Smith</td>
<td></td>
</tr>
</tbody>
</table>

Dearest St Joseph’s primary school & community,

We would like to take this opportunity to thank each and every one of you for the love and support you have shown us, especially Robbie during this sad time.

Your presence and support days prior to the day of and days after the funeral is greatly appreciated.

There are no words that can truly express our appreciation; from the bottom of our hearts we thank you all.

Lots of love,

Lilian, Robbie, Silvia & Michael Derma
The Family Care Sisters facility at Croydon, offers wholistic care to all women (aged 20-70 yrs) who are in need of a peaceful environment, ‘time out’, support or nurturing. Our residential program operates each week, Monday-Friday (Feb.-mid-Dec). A daily group session is held on topics such as ‘relaxation’, ‘well-being’, ‘self-awareness’, ‘boundaries’, etc. Cost: $150 (which can be paid in instalments).

For further information or to book in: contact us on Ph. 9723 6797.
Web: www.familycaresisters.com.au
Email: resthome.familycare@bigpond.com

Suggestion: Cut out this notice and place on your fridge…