



# Larmenier Catholic Primary School

## term dates

### June

- 8 - String Soiree 1 - 5.30pm
- 11 - Holy Trinity
- 12 - Queen's birthday long weekend
- 13 - NIJSSA Cross Country  
P&F Meeting 7pm
- 14 - Whole school Mass - St Peter's
- 20 - Board mtg 7pm
- 24 - Confirmation 5.30pm  
St Peter's Church, Kings Meadows
- 27 - Grandparents' Day
- 29 - Foundation Band & Strings  
workshop 1, St Ailbes

### July

- 7 - Last Day of Term 2
- 21 - Victoire Larmenier's Birthday
- 24 - First day of Term 3  
Board Meeting 7pm
- 25 - P&F Meeting 7pm
- 27 - Larmenier Day celebrations  
Liturgy 9.30am

### August

- 5 - Family Mass 5.30pm  
St Peter's Church Kings Meadows
- 6 - International Friendship Day
- 8 - Mary McKillop Feast Day  
National Cat Day

Just a reminder to all families that we have an increasing number of children who may suffer from a severe reaction to nuts. We discourage nuts at school and hope families will assist in minimising this risk.



8th June, 2017

# 16



Jacqui Lawless  
PRINCIPAL

## "It's a wonderful World!"

This week we celebrate World Environment Day. We were reminded of the importance of this day by Year One, who led prayer this week.

In the prayer they shared the Parable of the Sower.

*That same day Jesus went out of the house and sat by the lake. <sup>2</sup> Such large crowds gathered around him that he got into a boat and sat in it, while all the people stood on the shore. <sup>3</sup> Then he told them many things in parables, saying: "A farmer went out to sow his seed. <sup>4</sup> As he was scattering the seed, some fell along the path, and the birds came and ate it up. <sup>5</sup> Some fell on rocky places, where it did not have much soil. It sprang up quickly, because the soil was shallow. <sup>6</sup> But when the sun came up, the plants were scorched, and they withered because they had no root. <sup>7</sup> Other seed fell among thorns, which grew up and choked the plants. <sup>8</sup> Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown. <sup>9</sup> Whoever has ears, let them hear." Matthew 13.*

The parable is about hearing the Word of God. Do we need to listen to what God asks of us in looking after all living things and the world?

At Larmenier, the environment and the world around are central to many things we do. We aim to teach care and concern for the world, in a 'hands on' and practical way. The understanding of sustainability and caring for our common home link is vital future's thinking for our children.

In a practical and purposeful way we need to show and share with our children the small things individuals can do to make a difference, for example:

- *Pay attention to how you use water.* The little things can make a big difference. Every time you turn off the water while you're brushing your teeth, you're doing something good.
- *Recycle.* You can help reduce pollution just by putting that can or bottle in a different bin. If you're trying to choose between two products, pick the one with the least packaging.
- *Plant a tree.* Trees and plants help absorb the carbon dioxide in the earth's atmosphere.
- *Save electricity.* Turn the lights off when you are not in a room.

We need to continue to strive to teach our children, in a range of ways, about the importance of caring for the environment.

*Start by what's necessary; then do what's possible;  
and suddenly you are doing the impossible.  
Francis of Assisi*



# Confirmation

*Ariarna Colgrave (Gr 3)*  
*Lachlan Colgrave (Gr 5)*  
*Alex Forrester (Gr 4)*  
*Toby Morrison (Gr 4) and*  
*Isabella Strickland Hill (Gr 4)*

These children, under the guidance of Mrs Maureen Fontyn are preparing for the Sacrament of Confirmation. They will be confirmed by Archbishop Julian Porteous, at Mass, on Saturday the 24<sup>th</sup> June. Please keep these children in your thoughts and prayers.



## Cross Country Training / Carnival

The representative cross country team have been training on Tuesday and Thursday mornings in icy conditions. Despite the cold the children have run hard and appeared to enjoy the time together. Thanks to parents who have been able to bring their children early and to the P&F for organising a warm breakfast for the runners.

This team will represent us on Tuesday the 13<sup>th</sup> of June at the NIJSSA Cross Carnival. We are confident they will do their best.

## Community Consultation

Thank you to the parents who were able to join the consultation last Thursday night facilitated by Matt Jones. We understand it is often difficult to participate in meeting and events, please feel free to complete the survey online if you were unable to attend.



## Medicating Students

It is becoming the season where many children are unwell. We are happy to support children staying and returning to school by giving medication but understandably there are strict guidelines around this.

*Antibiotics* – A permission form must be completed and medication provided in the original packaging.

*Over the counter medication* – A permission form must be completed that is accompanied by written advice from a medical practitioner (includes a pharmacist) with the medication in the original container.

## Student Healthcare Plans

It has been noted that a lot of the Asthma and Anaphylactic plans are out of date. Students who have indicated that they have these conditions will be given a blank healthcare plan which needs completing and signing by a GP in order for us to provide the best care possible for them should an emergency occur. Please take the time to fill these in correctly and return to the school office. If you have not received one and feel you should have please collect one from the office.



**Whole School Mass – St Peter's Church**

**Wednesday, 14<sup>th</sup> June @ 9:30 am**

**All parents, grandparents, friends welcome!!!**



## Bookclub

All bookclub orders need to be returned to the school by Tuesday 13<sup>th</sup> June 9am. No late orders will be accepted.



We had the  
Therapy dog in  
training visit  
Grade 5

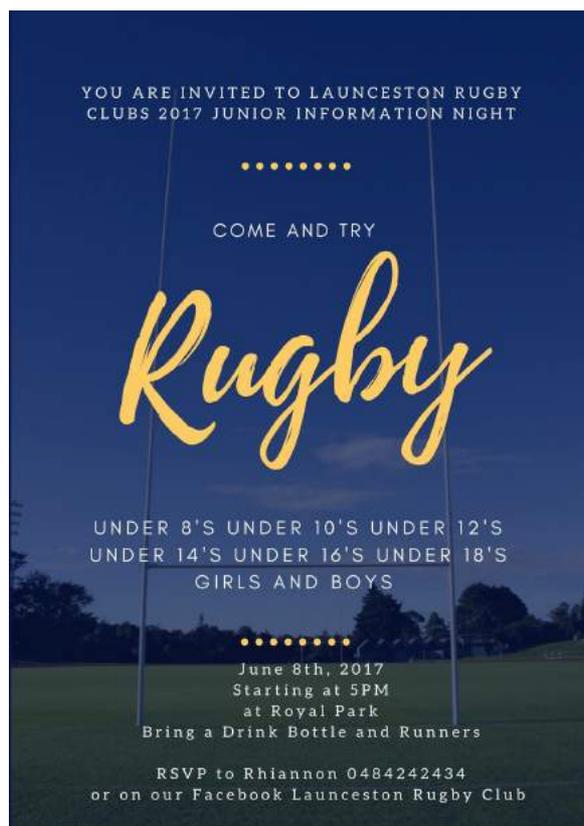
## Parking



Cars in the drive through lane are not to be parked and left in this area. This car was left for at least 20 minutes without anyone in sight. The correct thing to do is to park in the car bays if you need to leave your car.



We had 2 new goats born this week.



## DEVICE SAFETY

We are aware that many students, especially in grades 3-6, are bringing smart phones or iPads (tablets) that have a SIM-card. These devices are capable of connecting straight to the Internet, independent of Wi-Fi, via the 3G/4G connection that they have (unless there is no data included on the plan/prepaid). We understand that many parents provide their child with a phone in order to communicate directly with them, and we feel that this is reasonable. **However, a major concern for us as a school and a community would be if these smartphones or iPads had 'unrestricted' access to the Internet through a data plan.**

If you fall into this category we **strongly encourage you turn mobile data use off for all apps that don't require it or could allow unsuitable material to be accessed/searched for – particularly Safari and other Internet browsers.** Step by step instructions to do this on an iPhone/iPad are below.

1. Open Settings
2. Select Mobile
3. Scroll down and turn off all apps except for those that you are sure will not allow unsuitable material to be accessed (turn off Internet browsers e.g. Safari – Safari will still work when connected to Wi-Fi)
4. Go back to the main settings page
5. Select General
6. Select Restrictions
7. If you have already enabled Restrictions (hopefully you have done this already) enter your Restrictions Passcode, if not, turn on restrictions and enter a code (use a different code to the unlock screen code - you must not forget this code – DO NOT tell this code to your child)
8. Once in restrictions, scroll down to and select Mobile Data Use
9. Select Don't Allow Changes (this will stop the apps you turned off before from being turned back on)
10. Press the Home Button (round button at the bottom of the iPad/iPhone screen)
11. Check to make sure this process has worked by trying to access something on Safari when connected to 3G/4G. If it has worked, nothing should come up on Safari.

As I have mentioned in previous articles, an adult should always closely monitor devices that are capable of connecting to the Internet and strict Restrictions should be applied in the Restrictions section of Settings. It is important that we trust our children, but they are naturally inquisitive creatures and allowing unsupervised Internet access is simply asking for trouble.

Thank you all in advance for the time and effort you put into keeping your child/ren safe online. It really does have a huge impact on the schooling lives of all our students at STM.

Cheers, Kurt (taken from STM newsletter 1/6/17)



Nationally Consistent  
Collection of Data  
School Students with Disability



## Information for parents and carers

### WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of reasonable adjustment they are receiving.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability, as defined under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at [www.comlaw.gov.au](http://www.comlaw.gov.au).

### WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect quality information about school students receiving an adjustment due to disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

### WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The annual collection aims to, over time, lead to nationally consistent, high quality data that will enable schools, education authorities and

The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

### WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties, such as dyslexia or auditory processing disorder, as well as chronic health conditions like epilepsy or diabetes, that require monitoring and the provision of adjustments by the school, may be included.

### WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff count the number of students receiving an adjustment due to disability in their school, and the level of reasonable adjustment they are provided, based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

### HOW IS MY CHILD'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available from [www.education.gov.au/notices](http://www.education.gov.au/notices).

### IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

### FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit [www.education.gov.au/nationally-consistent-collection-data-school-students-disability](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability).

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.

living, loving, learning

## Larmenier Website:

There is a new article on our school website under the Parenting Support tab about talking to our children about 'Terrorism'. This may give you some ideas on how to deal with this subject especially in light of the past week's events.

Also another new article is 'How to remain relevant in our Digital world', discussing the challenges faced by parents as technology advances.

## Staying relevant in a Digital World

By Martine Oglethorpe

*As technology continues to advance and our lives become more immersed in everything digital, the challenges faced by parents can often feel overwhelming.*

We know that the technology is here to stay and we also know the many benefits that we can reap from the digital world. There are amazing ways we can connect and collaborate, raise awareness, create, learn and share. We are also frequently made well aware of the dangers and pitfalls of this connected world...

We hear often about the predators, the pornography, the paedophiles, the gaming obsessions, the screen-time addictions and the cyberbullying.

So how do we ensure that our kids are getting the very best that the technology has to offer whilst avoiding those negative elements?

One of the best ways we can do this as parents is to remain relevant. But how do we stay relevant in a world that seems to move so fast? In a world where our kids already seem to know so much?

It starts by taking the time to get to know the world your children are growing up in and work to understand the challenges they face. Because kids do face challenges and they will make mistakes. We need to ensure that those mistakes are ones they can learn from and aren't life changing.



## parenting \*ideas

### Staying relevant in a Digital World

#### Listen to others and listen to your child

If your friend's child is playing a game, has an account on social media or enjoys certain websites, then there is a good chance your child does too. Just as we would play at the park or hang out at the milk bar where our friends were when we were young, so too our kids will hang out where their parents in the playground. Listen in to which popular apps and games are spoken about in the media. Listen to your child. Ask them what they like to do. Ask them about their concerns or their challenges. You may never keep up with every single app or site that your child visits, but if you have a good understanding of the ways kids are using technology and the sorts of things the technology is capable of, then you are in a much better position to help them use it safely and smartly.

#### Be open and honest about what is out there

Whilst there are times we certainly lament the passing of the good old days where screens, and social media were not such an integral part of our lives, we cannot afford to be in denial about the role technology is and will continue to play in the lives

of our children. So rather than shut it down and try to avoid it, we need to be ready to have conversations that we may prefer not to have. We need to know that the average age a child first sees pornography is about 11, so we should understand that this is a very real possibility for our children. So how are we going to prepare them for that? What conversations would we need to have if we suspect this has happened? Because we do want to make sure that the education they are getting comes from us and not from the online world itself.

So seek out knowledge, interact, talk to your kids and put yourself in the best position to remain relevant to your child's world. Be the one they come to should things go wrong. Be the one they come to share the positive experiences they have online. Our role as parents is not to shut down the accounts and take away the screens, but rather to ensure we are giving them the skills, the understanding and the thinking to make the very best decisions every time they go online.

#### Play and interact

Sure we all love the lure of an iPad to ensure we can finish our coffee whilst it's hot or get the dinner cooked uninterrupted. But if we also take the time to play and interact with our kids and their devices, we get a different perspective about what they enjoy. We get the bonus of the interactive element as well as time to bond and enjoy something together. We also put ourselves in a much better position to set relevant boundaries and help them understand those boundaries.

Visit our website for more ideas and information to help you raise confident and resilient young people.



**Martine Oglethorpe** is a speaker, counsellor and educator with a passion for building resilient kids in a digital world. Devices and the online world will continue to play an increasing role in the lives of our families for much of their information, education, entertainment and socialisation. It is imperative therefore, we have the skills, understanding and strategies to help them navigate the challenges and make the most of the opportunities that the technology has to offer. Martine is available for student workshops focused on positive online behaviours, for teacher professional development on how the digital world affects what happens in the classroom and for corporate and parent information sessions. If you would like to book Martine for a presentation or to get more ideas on dealing with the digital world then head to her website [themodernparent.net](http://themodernparent.net). Contact details: [info@martineoglethorpe.com.au](mailto:info@martineoglethorpe.com.au) [themodernparent.net](http://themodernparent.net) [facebook.com/themodernparent](https://www.facebook.com/themodernparent)



© Parenting Ideas 2017





## Tea-time

Storytime at playgroup with Mrs Freestone and her captivated audience.



Our new baby goats socialising with playgroup....

Estelle, Melissa, William, Toby and Chase enjoy patting the baby goat.

William gets up close and personal



## We're bananas for bananas

Children are constantly on the go and to keep their energy stores topped up they need lots of carbohydrates. Bananas are nature's energy snack. They are an excellent source of carbohydrate in the form of natural sugars and starch which provide sustained energy for keeping kids' minds and bodies active.

### Bananas for breakfast and lunch

Breakfast is a particularly important meal as it stimulates the brain to think efficiently. Breakfast eaters are better at problem solving, doing maths, and remembering what has been taught in the classroom that morning.

A breakfast of cereal, milk, and a sliced banana is an excellent start to the day. And for those who are always running late, a banana is the ideal on-the-go snack.

Bananas make a great addition to the lunchbox. Young children will prefer smaller "lunchbox bananas" to larger ones; or just cut up a large banana into two – half for now and half for later in the day.

### Good things in bananas

- Vitamin B6: helps to release sugar for energy from muscles; and helps you think by making chemicals that carry messages in the brain
- Vitamin C: helps protect cells from damage; helps wounds heal and your body to absorb iron
- Magnesium: helps muscles and nerves work properly, and helps keep blood sugar levels normal
- Potassium: helps nerves to function efficiently and muscles to contract during activity

For more information go to:

Hoyland A, et al. Nutr Res Rev 2009;22:220-43.  
O'Dea JA, Mugridge AC. Health Educ Res 2012;27:975-85.  
Affinita A, et al. Ital J Pediatr 2013;39:44.  
National Institutes of Health: <http://tinyurl.com/zmpvhkw>  
National Institutes of Health: <http://tinyurl.com/j37qw86>  
National Institutes of Health: <http://tinyurl.com/gs2fng7>  
Healthdirect Australia. Potassium: <http://tinyurl.com/j8bpopt>