ST VINCENT DE PAUL PRIMARY SCHOOL
NEWSLETTER

"As a Catholic School, St Vincent de Paul School is a place where an individual is part of a caring nurturing and supportive community which continues to develop in people, the faith, qualities and values in the Gospel."

Number 4
St Vincent de Paul Primary School

14th March 2013

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CARING FOR ONE ANOTHER

This week our Year Three children are celebrating the sacrament of Reconciliation for the first time. As we pray for them in their journey, let us reflect on the forgiveness that occurs in our own families.

Forgiveness is a way of life for families. Everyday family members are called to forgive one another for infractions both great and small; here is a prayer for reconciliation within our families.

Leader: Generous God, you give us so many gifts in life, yet sometimes we forget to share them. And so we say.......

All: We are sorry.

Leader: God of gentleness, you ask us to bring peace to our family and to the world, yet sometimes we spread anger and trouble. And so we say ...

All: We are sorry.

Leader: Gracious God, you give us a voice with which to sing, and words to speak, and yet sometimes our words are hurtful or untrue. And so we say...

All: We are sorry.

Leader: Loving God, you sent your only son to show us how to love and serve one another, yet we are sometimes selfish and unloving. And so we say........

All: We are sorry.

Leader: Merciful God, help us to ask forgiveness when we need to. Help us to forgive others who have wronged us. And let us be peacemaker in our school and in our family. We thank you for the gift of your forgiveness and love.

All: Amen
AWARDS INFORMATION

Please find listed below the names of those children receiving awards at Friday's Assembly 22nd March in the Hall at 11.30 am.

<table>
<thead>
<tr>
<th>AWARDS</th>
<th>Katia Brasher</th>
<th>Hugo Viti</th>
<th>THREE GOLD</th>
<th>Sarah Ferro</th>
<th>Marcus Saifert</th>
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<tr>
<td>PREP BLUE</td>
<td>Sienna Bezzina</td>
<td>Isaac Hengel</td>
<td>FOUR BLUE</td>
<td>Dylan Pink</td>
<td>Lianna Rivelles</td>
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<td>PREP GOLD</td>
<td>Ari Weidman</td>
<td>Nicholas Staropoli</td>
<td>FOUR GOLD</td>
<td>Jacinta Todaro</td>
<td>Jett Sacco</td>
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<td>PREP GREEN</td>
<td>Bridie Fitzgerald</td>
<td>Christopher Scerri</td>
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<td>Lachlan O'Brien</td>
<td>Sarah Ostrowski</td>
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<td>ONE BLUE</td>
<td>Rachel Wooden</td>
<td>Luca Del Campo</td>
<td>FIVE GOLD</td>
<td>Marcus Germani</td>
<td>Michelle Dai</td>
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<td>Maxim De Nardi</td>
<td>Martine Kearney</td>
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<td>THREE BLUE</td>
<td>Paddy Fitzgerald</td>
<td>Mia Cardamone</td>
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EASTER CEREMONIES

March 23rd/24th  Palm Sunday of the Passion of the Lord
Masses at 6.00 pm & 8.30 am & 10.30 am
Palm blessed at each Mass. Please also bring some palm.

March 26th  Mass at 7.30 am (Chrism Mass in the Cathedral at 11.00 am)
Rite of Penance at 7.00 pm in the Church

March 28th  Thursday of the Lord’s Supper
Mass at 7.00 pm
Followed by adoration at the Altar of Repose 10.30 pm

March 29th  Friday of the Passion of the Lord
Stations of the Cross at 10.00 am
Celebration of the Passion of the Lord at 3.00 pm
(Today is a day of fast and abstinence from eating meat.)

March 30th  Easter Vigil of the Resurrection of the Lord
Mass at 6.00 pm

March 31st  Sunday of the Resurrection of the Lord
Masses at 8.30 am & 10.30 am
Dear Parents

Throughout the year the school has a limited number of pupil free days when staff under- take professional development activities to enhance their teaching skills. The first closure day for this year will be on Monday 15th April (the first day of term 2). Teachers will be working on AustVELs and the implementation of the new National Curriculum. Out of School Hours Care will run a whole day care option for families if they have a minimum of 20 children registered, if you would like to have your child attend the extended OSHC program on this day please complete the reply slip attached. If sufficient numbers respond by the end of next week we will negotiate with TRY Australia to run a full day program.

Thanks to the strong turnout of interested parents that attended the Kathy Walker parent information night last Thursday, we had over 110 families represented at this informative and engaging session.

On behalf of the parish community I would like to extend my congratulations to the children from year three that made their First Reconciliation this week. We remember them in our prayers as they continue to grow and develop as important members of our parish faith community.

**COOK BOOKS**
Copies of our school cookbook “Food Safari – a legacy of recipes” are available to be purchased for $25 from the school office at any stage. This is an excellent publication that could be used a family resource or as a great birthday gift with a real individual touch for anyone that loves cooking.

**REMINDER**
Supervision of the children in the junior yard commences at 8.30am and concludes at the end of the day 3.45pm. Children needing supervision outside these times should access the Before and After Care Programs. Parents are also reminded that playground equipment is not to be used by children before and after school as a safety measure considering the large number of children in this space during these times. Your support with these reminders is greatly appreciated.

**SEASONS**

Seasons is a peer support program for children and young people who are experiencing grief and loss in their lives. This loss may be a result of illness, death, separation, divorce and/or disability. The Seasons program aims to promote healthy and meaningful adaption to loss and change through skilled facilitation and creative opportunities for learning and growth.

Seasons will commence in Term two so please complete the form below and send it back to school (Attention: Natalie Bishop) by Friday 22nd March if you feel your child or children may benefit from being involved in the Seasons program. If you have any queries, please feel free to contact me.

Yours sincerely,

Natalie Bishop

I ...........................................(parent/caregiver) would be pleased if my child / children ........................................... in Year ............... was/were given the opportunity to be involved in the 2013 Seasons program beginning in Term 2.
STATIONS OF THE CROSS
St Vincent de Paul School will participate in a dramatization of the Stations of the Cross on Thursday 28th March. This event forms an integral part of the children’s preparation for Easter by experiencing the events of Holy Week. All families are invited to walk through the stations which will be set up around the school grounds. In order for this to run smoothly, we will have a special timetable for that day as follows:

9-10:30 – Classes as normal
10:30-11 - Recess
11:15-12:15 – Stations of the Cross
12:45 – Drawing of the Easter raffle in the hall
1:30 – End of term dismissal

PREP ENROLMENT FOR 2014
Preparation is now underway for enrolment for Prep in 2014. It is very important for existing families that they collect the enrolment package NOW AVAILABLE AT THE OFFICE and return with all necessary documentation by FRIDAY 22nd MARCH.

SPORTS NEWS
A group of enthusiastic swimmers attended the regional swimming competition on Tuesday and reached great levels of achievement in all events. They should be very proud of their sportsmanship and commitment. Joshua Sullivan, Matthew Egan, Bianca Sprague and Lucy Bush-Butler qualified to compete in the next level of competition to be held next Tuesday. Congratulations.

PERSONAL PROPERTY
Parents and children are advised that any items of personal property (especially toys/games/cards) brought to school is done so at your own risk. Items lost, damaged or that go missing are the responsibility of the individual that brings them to school.

FAMILY SUPPORT GROUP
Thanks to those who offered to help with the Interchurch Easter Event to be held next week. Monika Davies (Joshua Davies 6 Gold) will be the year 6 Family Support representative for 2013. Monikas Number is 0407 361 828.

WORKING BEE 16th MARCH
Our first working bee will be held this Saturday 16th March from 9.00am – 12.00pm, it would be great to have a strong turnout of helpers to complete a number of important tasks around the school so please put this date in your diary and come along to lend a hand. If you have a yard broom / wheel barrow or ladder these would be helpful to bring along.

______________________________
REPLY SLIP – WORKING BEE16th MARCH
Family Name:__________________________

Contact No:__________________________
EXPRESSION FOR INTEREST FOR WHOLE DAY SCHOOL CARE PROGRAM

I would be interested in sending my child/children to the whole day school care program on Monday 15th April (the first day of Term 2).

FAMILY NAME: ___________________________ NUMBER OF STUDENTS: ____________

CONTACT NAME: _________________________ CONTACT PHONE NUMBER: ______________

PREMIERS ACTIVE FAMILIES CHALLENGE

The Premiers is encouraging families to get active by participating in 30 minutes of physical activity over 30 days (4th March – 14th April). You are encouraged to join as a family and try and promote a healthy lifestyle together.

Attached in this newsletter is a flyer with more information about the program and prizes your family and the school could win.

Maths Puzzles

Well done to everyone who had a go at solving the maths puzzles! The answers are below. A Prep-2 and 3-6 winner will be drawn at the next assembly by our Maths Leaders for 2013, Raymond and James.

Prep - Year 2 - Collections

The next two collections would have 10 circles then 15 circles.

Year 3 - Year 6 - Queue Crazy

Jesse stands in a queue with half the number of children in front being as many as three-quarters of the queue behind. Draw a sketch diagram: mark a middle-ish point where Jesse could stand: halve the length ahead of Jesse and quarter the length behind Jesse. Try some values; remember that children come in wholes not fractions! For example if 8 children stand in front of Jesse, half of 8 is 4. To have three-quarters of the children behind also being 4, then one-quarter of three-quarters is one-and-a-third! Ooops! How about 24 in front, 12 or 6?
Mad about Maths at SVDP!

Last Tuesday we welcomed back to our school Michael Ymer. Michael is a Maths Consultant who has been working with our school to help us to develop our teaching practice in the area of Mathematics. Some parents may remember Michael from the parent information workshop he ran last year.

During the day, Michael taught Maths sessions in Year 2, Year 3 and Year 6, allowing teachers to observe him modelling teaching and learning strategies. After school we were joined by Year 3 and Year 4 teachers from St St Francis de Sales, Oak Park and St Carlo Borromeo, Greenvale, as Michael ran a professional learning session.

Both students and teachers found these sessions enjoyable and beneficial. Here are some classroom snippets from the day!

*Jo Pringle – Mathematics Coordinator*

I thought Michael was very good at maths because he was creative. *Emilia – Year 2*

The activity was fun. The activity helped me learn things that I really wanted to learn. *Oscar and Josh – Year 2*

I liked Michael because I like maths. We played ‘Don’t Get Stuck!’ - *Year 2*

Don’t Get Stuck!

Michael modelled this strategy game with the Year 2 students. Enjoy playing the game with your family. All you need are 13 counters, coins or bottle tops!

Play in pairs. Place 13 counters in a row. The first player decides whether to remove 1 or 2 counters and says the number of counters remaining. Player 2 now takes 1 or 2 counters and says the number of counters remaining. Play continues until one player has to take the last remaining counter or counters. The aim of the game is not to get stuck with the last counter!

Can you work out a strategy to win the game? Which numbers are lucky? Is it an advantage to go first?
What’s a Vegivore?

Plant based diets are receiving a lot of media attention at the moment, not only from a nutritional point of view but also from an environmental perspective. Without a doubt there is a lot of scientific evidence which highlights the health benefits of following a vegetarian diet. Studies show vegetarians have a lower incidence of obesity, type 2 diabetes, cardiovascular disease and certain cancers however new research also highlights that a predominately plant based diet can have up to 30% less greenhouse gas (GHG) emissions.

I am definitely not suggesting that everyone become vegetarian, quite the contrary, after all, lean meat and low fat dairy offer a concentrated source of certain nutrients, such as iron, calcium, zinc and B12 to name a few. What I am suggesting is that you think of your meals differently.

So what is a Vegivore? Vegivores include animal products; however they are an accompaniment to the meal rather than the star performer. The typical Western diet predominately describes meals by its animal and grain component. A vegivore will describe their meal based on the vegetable component; for example instead of having roast chicken for dinner, a vegivore might have quinoa tossed with herbs, green beans topped with toasted silvered almonds, some stuffed eggplant and a roasted chicken leg.

As a dietitian I am always trying to get my clients to up their fruit and vegetable consumption, so adopting the Vegivore way of eating is spot on in trying to achieve this. If you think of your dinner plate, half the plate should be vegetables and/or salad whilst the meat and grains should only comprise ¼ of the plate each.

Asian foods or the Mediterranean diet are prime examples of the vegivore approach. Fish, chicken and lean red meat are usually included but in a secondary role. Instead, the star performers of the diet are lots of vegetables predominately green vegies, fruit, nuts, seeds, whole grains and legumes.

Upping your intake of fruit and vegetables not only boosts your fibre, vitamin and mineral intake it also increases the nutrient density of your diet. In addition you will also increase your intake of the all-important phytochemicals which we believe have the most health benefits in terms of addressing many chronic diseases.

If the environmental impact of our food production is important to you, make sure you eat locally grown fruit and vegetables which are in season, rather than eating vast quantities of exotic fruit supplied via long-distance air or sea transport. Farmers markets are a great way to get fresh local produce.

So the message is eating more plant based meals is not only good for your health but also good for the environment and if indeed we have any hope of feeding our estimated Australian population of 40 million by 2050, then we will definitely need to increase our reliance on plant based foods. Here are a couple of recipes to try at home. Enjoy!

**Quick Banana Berry Breakfast to Go (Serves 2)**

2 cups fresh or frozen blueberries

2 bananas, sliced

½ cup old-fashioned rolled oats or natural muesli

1/3 cup pomegranate juice

2 tablespoons of mixed nuts or Mojo muesli

2 tablespoons of dried currants

Combine all ingredients in a small microwave-proof bowl. Heat in the microwave for 1-2 minutes

*(On the go, combine all ingredients in a sealed container and eat later, either hot or cold)*
Scrambled Eggs with Spinach & Tomatoes (Serves 1)

2 eggs
2 tbsp milk or soy milk
1 ½ tsp no salt seasoning
Olive oil (small amount)
1 cup baby spinach
½ cup halved cherry tomatoes
Whisk eggs, milk and seasoning together.
Rub oil onto pan with paper towel.
Pour egg mix into warm pan and add spinach and tomatoes. Mix together over medium heat until eggs are done and spinach wilted.

Gorilla Wraps (Serves 2)

Some whole cos lettuce leaves
2 tbsp of nut paste or peanut butter
2 bananas thinly sliced
Spread the nut paste on each lettuce leaf. Lay a few slices on the top of the nut paste, roll it up and eat like a burrito. (This one also makes a great after school snack for the kids)

Michelle Pink
Good Health Nutrition & Dietetics
Accredited Practising Dietitian

WALKING SCHOOL BUS

The Walking School Bus™ is a fun, safe and active way for children to travel to and from school.

St Vincent de Paul’s has two routes, which are safety audited by Moonee Valley Council.

1. From Loeman Street playground on Tuesday mornings
2. From Napier Park playground (no set day at this stage)
3. OR you can develop a new route
One less car at the school gate is better for everyone’s health and safer for all children entering and leaving school.

So, if you would like to avoid the traffic and have your children join us in walking to school contact Julie Stanley on 0424 496 712 or email juliestanley1@optusnet.com.au. Additional parent helpers also required as we need minimum of two parents walking with the children.
10 WAYS TO MAKE YOUR CHILDREN MORE RESILIENT

By Robert Brooks, Ph.D. and Sam Goldstein, Ph.D.

What do most parents want for their children? High on their list are: happiness, success in school, satisfaction with their lives, and solid friendships. In order to reach these goals, our children need inner strength to deal competently with the many challenges and demands they encounter. We call this capacity to cope and feel competent resilience. Although the word resilience has typically been applied to youngsters who have overcome stress and hardship, we believe that it should be understood as a vital set of qualities for every child. Even children fortunate enough not to face significant adversity or trauma experience the pressures around them and the expectations placed on them.

THE MINDSET OF A RESILIENT CHILD

Resilient children are hopeful and possess high self worth. They feel special and appreciated. They have learned to set realistic goals and expectations. They have developed the ability to solve problems and make decisions and thus are more likely to view mistakes, hardships and obstacles as challenges to confront rather than as stressors to avoid. Resilient children are aware of their weaknesses and vulnerabilities but they also recognize their strong point and talents. They have developed effective interpersonal skills with peers and adults and are able to seek out assistance and nurturance in appropriate ways. They focus on the aspects of their lives over which they have control rather than those over which they have little or no influence.

There is no one proved golden path to the future. Each child travels through life on a unique road that is shaped by a variety of factors, including his or her inborn temperament, educational experiences, family style, and values as well as the broader society or culture.

However, there are some guideposts that provide principles and actions applicable to any road a child travels. Some of them may seem like simple common sense. But even those that appear obvious require continuous thought and reflection so we don’t lose sight of what is truly important in our parenting behaviors. The following is a brief overview of 10 strategies to help parent’s foster resilience in their youngsters.

- **Being empathetic.** In the parenting relationship, empathy is the capacity of parents to put themselves inside the shoes of their youngsters and to see the world through their eyes. Empathy does not imply that you agree with everything your children do, but rather that you attempt to appreciate and validate their point of view. It is easier to be empathetic when our kids do what we ask them to do, are successful in their activities and are warm and responsive. It is more difficult when were upset, angry or disappointed in them, but that is when it matters most.

- **Communicating effectively and listening actively.** Communication is not simply how we speak to others. It involves actively listening to our children, understanding and validating what they are attempting to say and responding in ways that avoid power struggles by not interrupting them, by not telling them how they should be feeling, by not putting them down and by not using absolutes such as “always” and “never” in a demeaning way: “You never help out. You always show disrespect.”

- **Changing negative “scripts.”** Every parent can offer firsthand examples of when they repeatedly told or nagged a child to do or not do something with little if any positive response on the child is part. If something we have said or done for a reasonable amount of time does not work, then we must change our “script” if our children are to change theirs. This does not imply “giving in to” or “spoil” children; rather it serves to teach youngsters that there are alternative ways of solving problems.

- **Loving our children in ways that help them feel special and appreciated.** A basic guidepost for building resilience is the presence of at least one adult (hopefully several) who believe in the worth of the child. Such adults need not necessarily be parents. They are individuals who in their interactions with a child convey love and acceptance and help that child feel special; someone with whom a child can identify, and from whom they can draw strength.
• Accepting our children for who they are and helping them set realistic expectations and goals. To do this, parents have to understand and accept their child is unique temperament. Acceptance does not mean letting children do whatever they want or not setting limits on their behaviour. However, when children feel accepted, it is easier for them to respond to requests and limits because they experience these in an atmosphere of love and support.

• Helping our children experience success by identifying and reinforcing their “islands of competence.” True self-worth, hope and resilience are based on children is experiencing success in areas of their lives that they and others deem to be important. Each child has different interests and talents that take time to develop. We need to promote our children is strengths rather than overemphasizing their weaknesses.

• Helping children recognize that mistakes are experiences from which to learn. Resilient children tend to view mistakes as opportunities for learning while those who are not hopeful often experience mistakes as an indication that they are failures. Parents need to set and evaluate realistic expectations; emphasize that mistakes are not only accepted, but also expected; communicate that their children are accepted and loved even when they make mistakes; and serve as models for dealing with mistakes and setbacks.

• Developing responsibility, compassion and a social conscience by providing children with opportunities to contribute. We often try to reinforce responsibility simply by giving children chores to do at home. However, almost every child from a very young age appears motivated to help others. Children need opportunities to make a positive difference in their world. Involving them in a charitable work, such as walks for hunger or food drives, fosters self-esteem and a social conscience.

• Teaching our children to solve problems and make decisions. Resilient children define problems, consider different solutions, attempt what they judge to be the most appropriate solutions, and learn from the outcome. To reinforce this problem-solving attitude, parents must be careful not to always tell children what to do but rather try to engage them in thinking about possible solutions. When children develop their own plans of action with the guidance of parents, their sense of ownership and control is reinforced.

• Discipline in a way that promotes self-discipline and self-worth. This means being consistent, but not rigid; knowing your children is capabilities and not pushing them for unrealistic expectations, relying when possible on natural, logical consequences rather than arbitrary, punitive measures; and remembering that positive feedback and encouragement are often the most powerful form of discipline.

ST BERNARD’S COLLEGE YEAR 7 2015-ENROLMENT INFORMATION EVENINGS
Important Dates for Year 7 2015 Enrolments
Tuesday 19th March 2013 Information Evening for Family Surnames A-L
(New and Current Families) -- Auditorium 7.30pm-9.00pm

Wednesday 20th March 2013 Information Evening for Family Surnames M-Z
(New and Current Families) -- Auditorium 7.30pm-9.00pm

There is no need to book for these evening. For more information please contact College Registrar – Mr John Nocci 9289 1103 or email jnocci@abc.vic.edu.au

COLLEGE TOURS (8.15am-10.45am)

April
Thursday 18th
Monday 22nd

May
Wednesday 8th
Wednesday 22nd

June
Wednesday 5th

August
Monday 12th
Monday 19th
Monday 26th

September
Monday 2nd
Monday 9th
Monday 16th
CALENDAR 2013 - ST VINCENT DE PAUL

TERM 1
MARCH
15th  Year Six Return from camp
      Gala Sports Day – Year 5
      Stations of the Cross – Year 4
17th  St Patrick’s Day
19th  Regional Swimming
20th  Mass Year Four
21st  Station of the Cross – Year Prep
22nd  PREP ENROLMENT APPLICATIONS CLOSE
      Assembly Year Four – 11.30am
      Stations of the Cross – Year Five
28th  END OF TERM ONE (STUDENTS DISMISSED AT 1.30PM)

APRIL
15th  PLEASE NOTE CHANGE OF DATE - TERM TWO BEGINS - SCHOOL CLOSURE DAY
16th  PLEASE NOTE CHANGE OF DATE - STUDENT RETURN
24th  Parish Education Board Meeting – 7.30 (Staffroom)
25th  ANZAC DAY

MAY
2nd   Confirmation Parent Meeting
      Commitment Mass Confirmation
5th   Commitment Mass Confirmation
31st  Confirmation

JUNE
1st   Confirmation
28th  END OF TERM TWO (STUDENT DISMISSED AT 1.30PM)

JULY

AUGUST
1st   Communion Parent Meeting
      Commitment Mass 1st Communion
3rd   Year Five Camp
4th   Year Five Camp Return
12th  Communion
14th  Communion
31st  Communion

SEPTEMBER
1st   1st Communion
      Fathers Day
7th   1st Communion
8th   4th Communion
20th  END OF TERM THREE (STUDENTS DISMISSED AT 1.30PM)