Dear Parents,

Congratulations to the children who made their First Holy Communion last weekend at St Andrew’s. They were beautifully prepared for this important day both with their appearance but more importantly with their obvious understanding of the importance of the occasion. All Communicants were extremely reverent while displaying an excitement about receiving communion for the first time.

Again, I congratulate all who assisted the children in their preparation including the parents, family members, teachers, catechists and priests. I am sure the children would like to thank those who prayed for them including both parishioners and members of the school community. I would especially like to thank our Religious Education Coordinator Rachele Oliver for the outstanding work in overseeing not only the First Communion Program but each of the Sacramental Programs this year.

Student Principal & Deputy Principal for a Day

Rami and Melanie take over the running of the school on Thursday 6 June. A full account of their day will be included in the next newsletter.

COMING EVENTS

TERM 11

JUNE

Week 11
Mon 24 Semester 1 Reports
Tues 25 School Review
Wed 26 School Review
Thurs 27 Parent – Teacher Interviews
Frid 28 Dismissal 1:00 pm

TERM 111

JULY

Week 1
Mon 15 School Resumes

Please note that the students will be dismissed at 1:00 pm on both Thursday and Friday of next week.

- Parent – Teacher Meetings Thursday
- End of Term 2 on Friday

St. Andrew’s Catholic Primary School
96 Bunney Road, South Clayton 3169
Telephone: 9551 5094 Fax: 9558 1216
E-Mail: principal@saclaytonsth.catholic.edu.au
Website: www.saclaytonsth.catholic.edu.au
App: St Andrew’s Parish Primary School (from the App Store)
Twitter: @st_school
Blog: http://ptierney.global2.vic.edu.au
Student Services

About Autism Spectrum Disorders

Definition of ASD
Autism Spectrum Disorders (ASD) are developmental brain disorders that begin at birth or shortly after. They are lifelong disabilities that present different challenges over time.

Prevalence in Australia
According to the Australian Autism Education and Training Consortium in 2010:
- 1 in 160 children between 6 and 12 years of age are diagnosed with an autism spectrum disorder.
- Statistics indicate that autism is more common in males than females however the reason for this is unclear. ASD may present differently between genders or there may be other contributing factors.
- The number of children diagnosed with autism has increased significantly since the 1980’s however the reason for this is unknown. This increase may have been influenced by changes in diagnostic practice or other variables.

Some of the ways that students with an ASD are supported at St Andrews:

Establishing a learning support team
A Learning Support Team is established to support students and includes:
- Parents/carers
- The child’s teacher
- The Principal or Representative
- Student Services Leader
- Allied health professionals

The role of the Support Team is to work together to:
- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student’s education
- develop an Individual Learning Plan
- provide educational planning that is ongoing throughout the student’s school life
- monitor the progress of the student.
- review and evaluate the student’s program once per term, and at other times if requested by any member of the group.

Positive Behaviour Support
PBS is a proactive approach for creating and maintaining an effective and safe learning environment for all students. This approach is based on the belief that all behaviour is functional and serves a purpose. For example, the behaviour of a student with an ASD may reflect that the student:
- does not know what is expected of them or what else they could do
- does not understand what is happening around them
- is not able to communicate verbally what they want, think or feel

Rather than relying on reactive strategies (i.e. managing what happened after a behaviour occurred); in PBS the majority of energy and expertise is targeted at using one’s knowledge of the student before the behaviour occurs to manage their environment, teach replacement behaviours, apply positive reinforcement strategies

Managing Anxiety
An Autism Spectrum Disorder affects a person’s ability to communicate with others and to understand the world around them. Consequently, anxiety is often experienced. Support strategies are tailored to the child’s individual needs. For a child with ASD, anxiety can occur due to a range of difficulties such as:
- Communicating their own thoughts and feelings.
- Understanding other people’s thoughts and feelings.
- Managing fear of new situations.
- Anxiety related to feeling self-conscious or being the focus of unwanted attention.
- Understanding and responding to social situations or changes in routines.

Teachers might help the child through a variety of ways that include:
- Teaching them to use relaxation techniques.
- Giving them some time with their special interest or a favourite activity.
- Providing opportunities where they can speak with someone they trust about their worries.
- Giving the child a task to help distract them from their worries, e.g. send them on an errand.
Visual Schedules/Timetables

Children with an ASD often need routine – keeping their world predictable – to reduce anxiety. Visual supports are a useful way to provide information to students. Objects, photographs, pictures, drawings and the written word can all be used to develop visual supports. Research has shown that children with ASD generally process visual information more effectively than auditory information.

Therefore visual supports may assist the child in many areas including being able to:

- engage and focus their attention
- understand tasks, behavioural and social expectations
- learn and participate in school routines
- prepare for change
- build independence

At St Andrews visual supports:

- Assist students to see and know what will happen during the day, or part of the day, the week, or even the month
- Provide a visual means to help inform and prepare the student for a ‘change’ to their schedule. This can in turn help reduce any anxiety that may be associated with change
- Inform the student when they will participate or have access to a preferred activity/event
- Help the student to move from one activity or subject to another
- Help explain the abstract concept of time by presenting information in a more concrete form using pictures or words representing activities/subjects
- Prompt the student to prepare for upcoming activities/subjects e.g. have the required materials or equipment
- Enable a child to know what comes next and ease transitions.
- Let a child know how long an activity will last i.e. using the timer. It is also useful to give the child a warning that it is nearly time to be done with the activity. A timer is often very helpful for this, or a visual representation indicating how many turns they may have left.

Increasing Social Interaction

Children with autism often find it difficult to understand non-verbal cues that occur in their environment. Making friends, joining in a group, interacting with a peer and interpreting others’ reactions are just a few situations where the child with autism may find it difficult to handle. Such skills need to be explicitly taught to the child with autism in order for them to have successful social interactions with their peers and adults.

Children with an ASD may have difficulty understanding and demonstrating the social skills necessary for peer interaction and play. These skills need to be taught explicitly. Skills taught may include:

- Teaching them to invite others to play
- Teaching them to ask to play with others
- Teaching the child to play with others rather than simply alongside them, for example, sharing and taking turns
- Encouraging cooperative games, providing support and guidance when necessary
- Role playing social scenarios
- Developing a buddy system with an older child or a child with similar interests
- Using social scripts to teach appropriate social cues, thoughts, feelings and actions
- Using choice boards to help them plan playtime, activities and friends
- Organising lunchtime clubs/activities related to their interests.

Assist in the transition to the next year level

Students with an ASD can experience high degrees of stress during periods of transition. Transition refers to changes in environment /setting, routine, teachers, grade, expectations. This high level of stress negatively impacts on brain functioning restricting the ability to learn, which may result in resistance to cueing into information relating to transition. Consequently preparation is essential to minimise stress.

Helping a child with an ASD to transition to the next year level includes:

- Visiting the new classroom several times prior to the new year
- Meeting the new teacher a couple of times prior to teacher handover.
- Role playing with the child changes which may occur such as greeting new teachers, new activities, schedules or expectations.
- Ensuring the child knows how to find the classroom or any other new places he or she will need to attend
- Keeping some familiar objects, peers or routines to assist in the transition.

For further information about Autism the following websites are highly recommend:

www.suelarkey.com.au

Rosemary Tesoriero – Student Services
AROUND THE CLASSROOMS – Grade 1S

This term has been a busy one and the children have enjoyed some wonderful activities. In Inquiry Learning we have looked at timelines. The children constructed their own poster to show some of the changes over time which they have experienced. We all shared our photos and information and even interviewed family members about their lives. We were able to enjoy many Literacy activities on this topic and made sure our learning was integrated across the curriculum.

We are currently examining the seasons and why the weather changes during different times. We love going outside to check and record the position of the sun and note how it moves during the day. This can be linked to our unit of work about the story of creation.

Writing about our topics is great fun and we are writing longer, more interesting pieces to match our experiences. We are currently working on our reading and we keep in mind how important this is for the grade one year. Thanks for your assistance with the home reading tasks as reading with books and on reading websites supports the children’s learning in many ways.

Helping others is important and we are working on ways to raise money to help children less fortunate than us. Come and take a chance on a jelly bean counting competition we are planning for Term 3.

Next term we are looking forward to Action Based Learning and we need parents to help to make this valuable activity possible. Even one session as a helper assists us, so please volunteer. We need several people for each session. The children remember from last year that it was fabulous fun, and these physical skills have strong links to academic gains in the classroom.

Maggie Sproul – Year 1S

AROUND THE CLASSROOMS – Grade 3P

3P has experienced many changes and challenges throughout Term 2 and have had an action-packed Term to say the least. As caretaker for Mrs Priest whilst on long-service leave, I would like to take this opportunity to thank the students, parents and staff of St Andrews for welcoming me into the school community.

During this Term, the students have learnt many interesting tales and facts about Indigenous lifestyle, both before and after European settlement. We have also explored the intriguing wonders of the Solar System and Earth’s rotation around the Sun. The students have produced a vast array of high quality work on all subjects covered this term, and I invite all parents of 3P to view their creations.

I would also like to thank Lida Joubran for giving up her time this term to instruct the students in extra physical activity sessions which they have all enjoyed immensely.

As we draw close to the end of an action packed term, I asked the members of 3P to reflect on some of their most enjoyable experiences this term...

“I really enjoyed working with my reading group to create a poster about the Indigenous lifestyle before 1788 and creating a dot painting with Miss Tomomi” - Chia

“I like when we do work on our stained glass window drawings in Religion” - David

“I have enjoyed learning new invasion games with Miss Khoury in PE and learning about how Earth orbits the Sun in Science” – Steven

“My favourite Inquiry topic this term has been learning about the Indigenous Australians. I have enjoyed learning about their culture and how they hunt and gather” – Maiki

Thank you again for an enjoyable term. I wish everyone a safe and happy holiday.

Mr Mills – Year 3P
In the Library

The library has seen some changes over the last few weeks. Aside from some furniture rearranging, a fantastic new library system called “Bibliotech” has been introduced. This system will make using the library easier and quicker. However, as with any changes there are always a few technical hiccups. Unfortunately, there are a few minor glitches which I will need to attend to over the coming weeks. In order for this to take place; the library will need to be closed for all borrowing during the last week of this term and the first two weeks of term 3. My apologies for any interruption to the normal school routine that this may cause. I would ask, however, that all books be returned by the end of term. Also, it is becoming increasingly more frequent that students are not coming to library with their library bags. Books are becoming more and more expensive and I would please ask that each child have a proper bag (not a plastic bag) to place their book/s in, no borrowing will be allowed if the student does not have a bag. Damaged books will need to be replaced/paid for by the student in question. Book week takes place later in the term from August 17th to the 23rd. During this time, some great literary activities will take place in each year level which I am sure will be a lot of fun. Lastly, next term, we will be looking at the possibility of opening the library during lunch time for quiet reading once or twice a week. Further details will follow next term.

Happy Reading!
Sonia Turco
Library Technician

Wellbeing

The sessions that were held last week on Recognising Anxiety were both very well attended. Many people expressed an interest in the power point presented by Natalie Flatt, the psychologist, so I have placed it on the school Wellbeing Blog. The blog may be accessed via the blog rolls on the class blogs or you may find it at http://wellbeingsa.global2.vic.edu.au/

Teresa Maio – Wellbeing Leader

Vinnies Winter Appeal

Dear Parents,
It is coming to the end of term two and we are finishing our St. Vincent De Paul project. We would like to ask you if you could please donate any non-perishable food or warm coats and blankets. It is going straight to charity. Friday 21st is the last day.

Thankyou
From the Social Justice Team
More ways schools can help create a sense of belonging

As part of National Quality Improvement Week, schools look at what they can do to create an environment that is welcoming for all students and their families. This includes things like:
- decreasing bullying and harassment among students and their families
- supporting students with disabilities
- improving communication between parents and schools
- focusing on child and family strengths
- making sure that school policies are inclusive and welcoming
- improving learning outcomes for all students

All children need to feel that school is a safe place.

How parents and carers can help

Parents and carers can work with schools to support children and help them feel safe. This can include:
- Having open and honest conversations with your child about what they see and hear at school
- Help your child to identify positive and negative influences at school
- Encourage your child to talk to you about their experiences at school
- Provide support and guidance for your child
- Help your child to develop coping strategies

Starting school is a big change for children

Tommy’s Aunt Sue had just arrived for a visit. ‘Hi Tommy, you’re a big boy now! You’re in Kindergarten now!’

Tommy’s Aunt Sue was excited to see him.

‘Great! You’ve made some friends already. I’m so proud of you, Tommy,’ said Aunt Sue.

‘I’m good at school,’ said Tommy.

‘That’s great, Tommy. But remember to always try your best.’

‘I will,’ said Tommy.

Starting school is a big change for children. They need support and guidance to help them adjust to the new environment.
Parent/Teacher interviews will be held between 1.30pm and 8.00pm on Thursday 27th June. Online school interviews are now open to book your interview time that suits you.

Go to [www.schoolinterviews.com.au](http://www.schoolinterviews.com.au) and follow the simple instructions. BOOKINGS CLOSE on Wednesday 26th June at 9am.

Remember to enter your school event code. When you click finish your interview timetable will be emailed to you automatically. You can return to [www.schoolinterviews.com.au](http://www.schoolinterviews.com.au) at any time to change your interviews – until bookings closed.

For any parents who don’t have access to the internet at home, at work, at a friend’s house or on their phones, you can contact the school office to organise an interview time.

**Students will finish at 1.00pm this day.** After School Care will be available on this day for registered children only. All other children must be picked up at 1pm.

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**School Fees**

Term 2 School Fees and any outstanding fees are now overdue and need to be finalised before 27th June. If you are experiencing financial difficulties, please make an immediate appointment to see the Principal.

It is important that the Office has your current phone numbers in case of an emergency. There have been some instances where we have had to call parents only to find the number has been disconnected.

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[Learn Music Here at School]

Come and join in the fun of learning to play keyboard, guitar, here at St. Andrew’s Primary School.

Creative Music for Schools conducts a music program here at school each week.

Small group classes or one-on-one lessons give children an excellent grounding in music where they will learn to read music and play their chosen instrument.

Tuition costs from $15.40 per lesson and enrolments are now being accepted for limited places in term 3.

Interested parents should call Samantha during office hours on 9818 2333

[Creative Music]

FOR SALE

OLSH and St. James uniforms in very good condition at reasonable prices.
Textbooks also available.
Please contact Anne 9551 4850

There will be no CDF Student Banking next week. Banking will recommence in Term 3 on Wednesday 24 July.

YEAR 5/6TK

Navya - for her informative presentation on the planet "Neptune."
Isabella - for her fabulous presentation about "Earthquakes."

YEAR 5LC

Chantelle- For improved neatness in your writing and improved cursive handwriting.
Well Done!
Jerita- For a great power point and oral presentation in History on Explorers. Well Done!

YEAR 4T

4T Congratulations to all the students who received the Eucharist for the first time on the weekend and for the wonderful work and effort they put into their preparation. Congratulations to Sabrina, Austin, Lithusha, Monica, Synourn, Kyla, Leo, Nathan, Madison, Alice, Aaron, Thomas and Rachel.

YEAR 4R

Anthony for his hard work in Maths.
Matthew for his excellent reading at Mass.

YEAR 4M

Jordan for working hard under extra difficulties.

YEAR 3P

Levey for her persistent efforts across all subjects.

YEAR 2M

Grace for her excellent effort in Maths. Keep up the great work!
Penelope for being a great listener, and always doing her best. Great retelling about insect eyes.

YEAR 2C

Anderson for settling well into 2C and for writing a great report on African Elephants
Alex - Congratulations Alex for helping out in the classroom and looking after your peers.

Year 2J

Venta for your wonderful work created throughout the week as well as her caring nature towards her peers.

PREP J

Congratulations to Truc for her excellent reading. 😊

PREP C

Congratulations to Jackson and Sienna on the effort you are displaying with your work. Keep up the great work. 😊

TUCKSHOP ROSTER

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<th>Day</th>
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<tr>
<td>Fri</td>
<td>21 June</td>
<td>Fri</td>
<td>28 June</td>
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<td></td>
<td>Angela Belmuda</td>
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<td>Mon</td>
<td>24 June</td>
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<td>15 July</td>
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<td>Sharon Colantuono</td>
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<td>Sharon Colantuono</td>
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<td>Tues</td>
<td>25 June</td>
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<td>Volunteer Needed</td>
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<td>Wed</td>
<td>26 June</td>
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<td>Filip Anagnostopoulos</td>
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TERM 3

TUCKSHOP GOOD MANNERS AWARD: Zion 2M
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<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Cost ($)</th>
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<tbody>
<tr>
<td>Monday 1st July</td>
<td>Outdoor Activities with Active Arts - Children will enjoy outdoor games and activities.</td>
<td>COST 53</td>
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<tr>
<td>Tuesday 2nd July</td>
<td>Marabou-Morris-Costumes - Costumes are worn. Children can dress up as their favorite characters.</td>
<td>COST 53</td>
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<tr>
<td>Thursday 4th July</td>
<td>Themed Day - Campers will be dressed in their favorite theme, e.g., western, fairy tale, etc.</td>
<td>COST 53</td>
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<td>Friday 5th July</td>
<td>Baking Day - Children will learn how to bake cookies.</td>
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<td>Saturday 6th July</td>
<td>Year-End Concert - Children will perform for families.</td>
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<td>Sunday 7th July</td>
<td>Field Trip - Visit to a local park or museum.</td>
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<tr>
<td>Monday 8th July</td>
<td>Adventure Day - Children will experience new and exciting outdoor activities.</td>
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<tr>
<td>Tuesday 9th July</td>
<td>Science Day - Children will learn about science through hands-on experiments.</td>
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<tr>
<td>Wednesday 10th July</td>
<td>Musical Day - Children will participate in music-related activities.</td>
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<tr>
<td>Thursday 11th July</td>
<td>Art Day - Children will engage in creative art projects.</td>
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<tr>
<td>Friday 12th July</td>
<td>Theme Day - Children will dress up according to a specific theme.</td>
<td>COST 53</td>
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Note: All activities are supervised by trained staff.
JULY 2013 VACATION CARE PROGRAM BOOKING FORM

Children are not to bring money on excursions.
You must provide your child with a PACKED LUNCH and snacks for morning and afternoon tea and a reuseable bottle of water that can be refilled.

WEEKLY VACATION PROGRAMS WILL BE HELD:
CARNEGIE PRIMARY SCHOOL: 91 TRUMAN RD CARNEGIE PH: 0402 045 810
ST ANDREWS PRIMARY SCHOOL: 96 BUNNEY RD CLAYTON 3TH PH: 0425 775 579
AMSLEIGH PARK PRIMARY SCHOOL: STATE ST OAKLEY EAST PH: 0403 127 838

All vacation care fees need to be paid in advance. Preferred method is credit card see below.
To help us with staff ratios please choose your dates carefully as we are unable to swap or change days. PLEASE EMAIL:

NAME OF SCHOOL CHILD IS ATTENDING:
Some schools have a unique CRN therefore your child has different CRN to the parents. The Parents name and CRN must be the same as your FAO letter.

Surname of Child: ____________________________________________
First Name of Child: _________________________________________
FAO CRN: ___________________________________________________
Date of Birth: ________________

Surname of Parent: __________________________________________
First Name: _________________________________________________
FAO CRN: __________________________________________________
Date of Birth: ________________
Email Address: ______________________________________________

Costing will be a Daily fee of $45 plus excursion/activity fee for that day

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<tr>
<th>Monday 1st July</th>
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<th>Wednesday 3rd July</th>
<th>Thursday 4th July</th>
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<td>Incursion:</td>
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Parents Signature: ___________________________________________
Parents Contact number: _________________________________________

CREDIT CARD DETAILS: Visa/Master card
Name of Cardholder: ___________________________________________
Card Number: ________________________________________________