

St Patrick's Catholic School Latrobe



School Newsletter Number 17 Tuesday 9th June 2020

PRINCIPAL'S REFLECTION

Norman Vincent Peale said 'The trouble with most of us is that we would rather be ruined by praise than saved by criticism.' In their studies of praise and feedback, research by Burnett and Mandel, two Australian educational researchers, found the younger students in years 1 and 2, felt that the teacher should praise them for what they termed 'good behaviour'. Good behaviour was described by the students as 'being good, sitting up straight, following instructions, being nice to others, not talking, putting up their hand and neat work'. However, by year 3 the students felt that the teacher should praise them for completing their work on time, trying their best and for having a positive attitude. The younger students also liked the tangible praise, such as receiving a sticker or stamp or the teacher saying 'good work', 'well done' or 'excellent'. By year 5 the students interviewed felt that teachers should be praising them for achieving a goal, completing assignments and for the effort that they have put into their work. General 'feel-good' praise has certain merits in developing culture, however specific, timely, 'judgmental', action-oriented praise is acknowledged as the praise that supports enhanced outcomes: based on the classroom observations undertaken in Burnett's and Madel's study, the most prevalent praise was general praise, ranging from 71% to 93% of all feedback in each classroom.

Intrinsic to 'praise' is feedback, and feedback, according to Hattie's research from 2009, is the most powerful single influence on achievement, although impact on our outcomes are highly variable, which indicates the complexity of maximising benefits from feedback. We all respond to feedback in various ways within specific disciplines, curricula and contextual settings, and in relation to our previous experiences and our own personal characteristics. Appreciating feedback refers to us both recognising the value of feedback and understanding our active role in its processes.

Quality feedback involves making judgments, honest self-assessments, taking a degree of responsibility for

actions to adapt new perspectives: how many of us eagerly embrace change in response to feedback? need motivation, opportunities and means to act on feedback. Staff at St Patrick's are embarking on some ongoing work in feedback with the intent to enhance student outcomes. Staff will be involved in more specific feedback processes regarding their own performance and development, and students should be the beneficiaries of this focus for professional learning. Whilst acknowledging the glow that comes with praise, we aim to avoid the empty praise spoken of by Shakespeare who wrote, "I will praise anyone who praises me."

Regards,

Rod Linhart (principal)

SCHOOL CALENDAR

JUNE

Tuesday 9th	Sophie, school counsellor visiting 8.55am School captains present school Zoom assembly
Friday 12th	9.00-10.30am Inquiring Minds - Set-up for Success (Online via Seesaw)
Wed 17th	Mrs O'Brien's final day prior to leave
Monday 15th	8.55am School captains present school Zoom assembly

JULY

Friday 3rd	Final day of term 2
Tuesday 29th	Midyear Student Progress Reports distributed - opportunities for parent- teacher meetings (telephone or Zoom)

SCHOOL STUDENT TERM DATES 2020

Term 2 Mon 4th May- Friday 3rd July
Term 3 *Tues 21st July 2020 - Friday 25th September 2020
(* Monday 20th July: Staff PL Day - Student Free Day)
Term 4 Mon 12th October 2020 - Thursday 17th Dec 2020

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Staff and Class News

Mrs Kingshott is away this week - Mr Puccetti and Mr Linhart are teaching Year 6. Mrs O'Brien was away today - Mr Butcher taught Year 5; Mrs Jak will be away this Thursday - Mrs Webber will teach Prep; Mrs Hayes is on long service leave for the next four weeks - Miss Flude will teach Health and Physical Education classes; Mrs O'Brien will be taking Paternity Leave for the remainder of the school year with her final day being Wednesday June 17 - we welcome Mr Butcher as Mrs O'Brien's replacement teaching three days in Year 5 (Wednesdays, Thursdays and Fridays).

Morning School Assemblies - Reminder

We work hard on developing and maintaining a sense of community and we have missed the community spirit that is reflected in our daily morning assemblies. As a means of promoting both a sense of common message and as an opportunity to support student leadership, our five to seven minute morning assemblies resumed this week via Zoom. Our two school captains, Ava Chamley and Luca Adams, present to the classes - parents are welcome to Zoom in too; please click the 'Community' link on our school website and then click 'Online Assembly' **after 8.55am and before 9.00am** to be welcomed to each day's assembly. Ava and Luca present certificates to students during their 'class rounds', which occurs immediately after each morning's assembly.



Please refer to the one-page promotion in this Newsletter in support of the good works undertaken by the St Vincent de Paul Society - and our own 'Mini-Vinnies' group in our collective efforts to show compassion.

Tree removal

The two large gum trees that are located on the Last Street boundary were removed today. An arborist's report of 2017 stated that the two trees '*are in significant decline - their early replacement should be considered as they have a short landscape life expectancy.*' Whilst it was sad to see this beautiful tree be removed, our replanting of this area will continue, with plantings since 2016 in this area increasingly meeting our strategic goal of offering a delightful 'mini-forest' for support imaginative play for students.



Going...



Going.....



Almost Gone...

WEST Award

Congratulations to Kyan Mayes (Year 4) who received a WEST certificate during Monday's morning 'Zoom' assembly. We will continue to acknowledge those students who exhibit WEST (Welcoming, Encouraging; Sorry; Thankful) qualities and Mercy Values (Hospitality, Compassion, Mercy and Respect) by presenting awards at our Monday morning assemblies. Families are always most welcome to attend (online) our assemblies.

House Raffle Winners - Will be drawn tomorrow.

Byrne House:

Dooley House:

Martyn House:

STUDENTS OF THE WEEK

Prep: Indiana Bowkett for excellent work with her reading.

Year 1: Meg Kelly for an excellent attitude towards her work and for positive engagement with all tasks.

Year 2: Chloe Anthony using pictures and number sentences to accurately solve multiplication problems.

Year 3: Chas Kelly for his improved application and effort to learning tasks.

Year 4: Indy Wells for her efforts in poetry writing.

Year 5: Eamon Young for his outstanding work in Maths.

Year 6: Alex O'Grady for his outstanding application to tasks.

Devonport Junior Soccer

Please refer to an email that we received from the Devonport Junior Soccer Association in regards to recommencement of the 2020 soccer season.

Devonport Junior Soccer are trying to move forward and provide a soccer roster for term three, starting on Saturday 25th July. I know that parents, teachers, schools have lots of questions and I hope to be able to answer some of these for you.

We are working on a Covid 19 plan with the Devonport Council and Football Tas. This will consist of the following (but not limited to):

- 1. Meercroft will essentially be turned into 3 grounds. Fencing will be put up each Saturday morning for this to be obvious.*
- 2. Sanitiser stations will be set up in each area.*
- 3. We will have 4 Covid Officers that will set up/pack up fencing, grounds, sanitiser stations and make sure that everyone is adhering to Covid 19 rules.*
- 4. There will be rules around parent/guardian/grandparent etc attendance. This will be looked at closer as restriction change. There will also be rules around moving from one "ground" to another. We know this will be tough to sort out with parents who have more than one child playing. Players will be encouraged to park closest to their ground.*
- 5. We are still working out toilet facilities. There will be no change rooms. There will be no canteen at this stage.*
- 6. Players will be encouraged to play and leave.*
- 7. Registrations prices will stay the same at this stage.*

If your child has registered for the 2020 season but will not be participating this year; or if your child has not registered but would like to play please contact Mrs Harris to advise. Updated Teams/Participant numbers will need to be advised to the DJSA by Friday 19th June.



Missing your usual cross country carnival? Our School has signed up to the Great Australian Cross Country Challenge! It's a virtual run meaning that you run OR walk when and where you want, adhering to social distancing rules and then log your stats in the results hub. Students can participate in this event from Monday 15th June till Monday 20th June.

St Patrick's School registration code:
SPCSL

Please See Mrs Harris or check our school website under the Curriculum tab for more information.

<https://spcslatrobe.schoolzineplus.com/great-australian-cross-country-challenge>

Thank you Grade 6 volunteers for helping Prep students learn to read. We appreciate the time you have given to Prep in the morning before school. Mr Broos has completed an impressive and eye-catching display immediately adjacent to our corridor entrance door. Mr Broos has completed similarly creative works in other classrooms and the quality of these displays highlight his many and varied talents. Than you Mr Broos.



Ujuru

By Chas



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Winter Appeal

Donations would be greatly
appreciated for our
Mini Vinnies
Winter Appeal

We are grateful for donations of:

- ❄️ Canned food
- ❄️ Packaged food - pasta, rice,
- ❄️ Personal care items
- ❄️ Vouchers
- ❄️ Warm clothing

These items can be left at the front office.

Many thanks in advance for your kindness.

Spirit of Jesus

@ St Patrick's...

Term 2,
Week 6



- ✿ Brad - helping people around the classroom
- ✿ Tom - is kind and caring, he helped me when I fell over
- ✿ Ruby - helping Lincoln finish off work without asking
- ✿ Paul - gave the Prep boys a soccer ball when they didn't have one, and he played with them
- ✿ Alice - she helps people
- ✿ Jimmy - let me have a go in Newcombe ball
- ✿ Mr Atkins - helped me find my recess

✿ Ross - he is W.E.S.T.

✿ Fraser - he is kind

✿ St Patrick's - it is a friendly school

✿ Oliver - holding Alice's hand when she was hurt

✿ Tanner - asked William if he was okay when he fell over and he helped him up

✿ Monty & Lachlan W - joined the Year 3 side when playing against the Year 5's

✿ Sophie - helped Dekota to spell a tricky word

✿ Indi - she is kind and a good sport

✿ Kyan - helped Brad when he was hurt

✿ Zara - shared the balls in the playground

✿ Lincoln - picked up papers

✿ Connor - helped me when I fell over

✿ Ava - helped me in the playground

✿ Jack - being a good friend

✿ Chas - gave me a 'high-5' when I won a game



Feedback

St Patrick's is in the process of creating its next three year school strategic plan. The school leadership team will use feedback from our recent Organisational Culture Inventory that was completed by all staff earlier this year, student achievement data, Positive Behaviour Support data, the Catholic Education Tasmania strategic plan and feedback from parents via the School Board and students via the Student Representative Council. An online School Improvement Parent Feedback Form will also be available via the school website from next Tuesday 16th June - please feel welcome to provide us with your feedback, including suggestions, in regard to our creation of the school's next three-year School Strategic Plan. To help inform you of some aspects of the Feedback Initiative that we are involved with at school, a summary of some aspects of being 'feedback literate' is included below:

Feedback literate students:

- (1) understand and appreciate the role of feedback in improving work and the active learner role in these processes;
- (2) recognise that feedback information comes in different forms and from different sources;
- (3) use technology to access, store and revisit feedback.

Making judgments

Feedback literate students:

- (1) develop capacities to make sound academic judgments about their own work and the work of others;
- (2) participate productively in peer feedback processes;
- (3) refine self-evaluative capacities over time in order to make more robust judgments.

Managing affect

Feedback literate students:

- (1) maintain emotional equilibrium and avoid defensiveness when receiving critical feedback;
- (2) are proactive in eliciting suggestions from peers or teachers and continuing dialogue with them as needed;
- (3) develop habits of striving for continuous improvement on the basis of internal and external feedback.

Taking action

Feedback literate students:

- (1) are aware of the imperative to take action in response to feedback information;
- (2) draw inferences from a range of feedback experiences for the purpose of continuous improvement;
- (3) develop a repertoire of strategies for acting on feedback.

there is a need for meta-dialogues between teachers and students about feedback processes. Meta-dialogues discuss processes and strategies of assessment and feedback rather than the specifics of a particular piece of work. They can be profitably focused on the role of feedback in ongoing learning, how effective feedback cycles can be developed, and the challenges of using feedback productively. Meta-dialogues provide opportunities to facilitate students' appreciation of feedback processes and narrow gaps between teacher and student perceptions of feedback.

Mathletics Marvels!

Congratulations to Gideon, Victor and Edmund Barker who have all achieved Gold Certificates in Mathletics. To achieve a Gold Certificate, the boys engaged regularly throughout a ten week period in the Mathletics program, achieving at a high level in each engagement - this achievement is rare and we are proud of the boys' achievements! Mathletics is a program that the school has paid for since 2015 and we see the results in our Mathematics results - students are encouraged to engage in Mathletics at home (with parent approval.)



COMMUNITY NEWS & REMINDERS

Care and Concern

Thank you to the many families who have contacted the school to offer of assistance by providing ingredients or cooking meals for families who might be doing it tough. A reminder for all families that we have the ability to prepare some prepared meals and to let the school office or Mr Linhart now if you would like a meal delivered. Please feel welcome to be included in our Care and Concern Volunteer List - thank you to the many school community members who are already on this list and are assisting others: **Always please contact the office staff or Mr Linhart if you feel we could offer support in any way to anyone in our school community in need.**

Reporting student learning engagement: 'Student Progress Statements.'

In line with advice from Catholic Education Tasmania, this year teaching staff will produce **Student Progress Statements** to inform parents of student learning and achievement throughout terms 1 and 2. These will be distributed to families on Tuesday 28th July (week 2 of term 3) and there will be an opportunity for a parent teacher conversation following this. The traditional 'Mid-year Report', therefore, will be replaced by the 'Student Progress Statement': this Progress Statement will provide feedback about a student's progress in key learning areas aligned to the relevant Australian Curriculum and Good News for Living achievement standards. It is a snapshot of student progress up until the end of Term 2, inclusive of learning and assessment opportunities undertaken by students, while working at home. In response to Federal Government amendments regarding the reporting of student achievement due to the Covid-19 pandemic, an A-E rating will not be provided. Student progress will be described as either **developing, consolidating, or extending**, indicating achievement against the expected standard at the time of reporting. Staff will continue to work diligently in ensuring students are engaged in meaningful and curriculum-oriented learning experiences with each child's responses to these tasks and activities contributing towards a body of work that teachers will make a judgment on student attainment. Tuesday 29th Midyear Student Progress Reports distributed - opportunities for parent-teacher meetings (telephone or Zoom)

Library News

Book Club Issue 4 is out now! There are some wonderful new books in this issue! You can order online or return your order to the office for processing. Please have your orders in by Friday 12th June. Thank you for your support.



Exiting the Bus

Leaving the bus:

- ✓ Let the driver know when your stop is coming up.
- ✓ When getting off the bus, take three large steps away from the kerb and wait for the bus to leave before crossing the road.
- ✗ **NEVER** cross the road in front of the bus.
- ✓ If you leave something on the bus, never return to the bus to get it. The driver may not see you come back and they may begin moving the bus. The driver will have your left item for you tomorrow.
- ✓ Make sure that drawstrings and other loose objects are tucked away and secure before getting off the bus so that they do not get caught on the handrail or the door.
- ✓ Always remain 10 steps away from the bus to be out of the "**Danger Zone**" and where the driver can see you.

