FROM THE PRINCIPAL

Dear Parents and Carers,

Last Sunday we listened to the Gospel account of Jesus calming the storm. I have often wondered why the apostles just didn’t make for shore when they noticed the signs of the fierce storm approaching. But then I remember that some storms move in very quickly and, if you are in the middle of the sea, you can’t make it to shore easily. The apostles may have decided to ride it out and then realized they could not.

It must have struck the apostles as odd that Jesus was peacefully asleep while they battled rising water and fierce wind. They were afraid of losing their lives. When they woke Jesus up, Scripture says that he “rebuked” the wind and the sea. The same word is used when Jesus casts out demons. The result is peace - at least on the sea or in the person who is possessed.

But for the disciples and for us, the act inspires awe and not a little anxiety: The disciples question “Who then is this?” is our question of faith! The answer unfolds for us throughout the Gospels. Jesus is Lord over the wind and sea, over all creation, and over us as well. In storm or calm, Jesus brings his peace and shows us God’s glory. We might think how we bring peace into people’s lives!

May your break be peace-filled!

Attila
Principal

STUDENT REPORTS & STUDENT-LED CONFERENCES
Thank you to all the parents who availed themselves to see their children’s work and discuss their children’s progress this week. The children were excited to show their efforts. A new reporting format was introduced this semester and as stated previously, the format is in development with additions being added next semester. Some of these additions will include a student learner profile and student comments about their learning. Some parents have also suggested the inclusion of a general comments section. We are looking for further feedback about aspects which will improve our reporting format. Feedback can be provided via the school email Girraween@parra.catholic.edu.au

HOMEWORK POLICY
The St Anthony’s Homework Policy has now been completed and you can read an excerpt below. To read the full policy, please go to the school website http://www.stanthonysgirraween.catholic.edu.au/home

Home tasks set by teachers should:

- Be purposeful and related to current or future class work;
- Be regular, that is provided each week, although the work set may be each night, each week, each month etc;
- Communicate to the child that learning takes place outside of school as well as inside;
- Promote positive attitudes about school and learning;
- Be balanced with family commitments and domestic structures;
- Help to establish and consolidate learning skills especially reading, counting and multiplication tables;
- Be stimulating but not too complex;
- Have a clear goal, and be well explained and clearly understood;
- Show variety (i.e tasks could be physical, creative, verbal, not just reading and writing tasks);
- Be reviewed in class, where appropriate, so that the student receives quick feedback while it is still fresh in his or her mind and be suited, where possible, to individual needs.

Examples of Home Learning for Kindergarten-Year 2
Working at home, at this level, should predominantly be literacy-related, particularly reading related and rich discussion. Students will be provided with appropriate home readers and sight words but also encouraged to read more widely eg library books and other material at home. Students may also participate in some practical mathematical activities especially around counting, sequencing and measuring. Tasks not completed at school may also be asked to be finished at home.

Phone: 9631 5283
Principal: Mr Attila Lendvai
Assistant Principal: Ms Linda Ducksbury
www.stanthonysgirraween.catholic.edu.au

Parish Office: 9631 3316
Parish Priest: Rev Dr Arthur Bridge, AM
Rev James Phelan & Rev Leon Decena
www.stanthonysschool.org.au
Examples of Home Learning for Years 3-4
Working at home, at this level, should be mostly literacy-related. Students will be asked to read widely from sources like, the school or public library. Students may be expected to work more independently depending on their stage of development. Students will be encouraged to practise mathematical concepts learnt at school especially times tables, number facts and problem solving activities that help students see Mathematics at work in their world. Simple investigations involving other Key Learning Areas, especially Science and Human Society & Its Environment, may also be used to reinforce learning through the use of everyday contexts. Home research assignments or projects may also be set. Tasks not completed at school may also be asked to be finished at home.

Examples of Home Learning for Years 5-6
Working at home, at this level, should be mostly literacy-related. Students will be asked to read widely from sources like, the school or public library. Students would be expected to work more independently depending on the type of activity. Students will be encouraged to practise mathematical concepts learnt at school especially times tables, number facts and problem solving activities that help students see Mathematics at work in their world. More complex investigations, assignments or projects using inquiry-based approaches and, involving other Key Learning Areas especially Science and Human Society & Its Environment, may also be used to reinforce learning through the use of everyday contexts. Tasks not completed at school may also be asked to be finished at home.

SCHOOL DISCO
The School Disco will be held on Friday 24th July. Mark the date now. More details next term.

TERM 2 ENDS
Term 2 will conclude on Friday 26th June and then resume for term 3 on Monday 13th July in normal Winter uniform.

WORKING BEE
Can you help us fit new timber slats onto our picnic tables during the school holidays? We are in need of a few parents with cordless drills. The work is simple and shouldn’t take more than 2 hours. Please contact the office to advise if you can help. Days and times are negotiable.

CHILDREN ARRIVING EARLY OR LATE TO SCHOOL
Parents are reminded that NO children should be arriving at school before 8:30am Teacher supervision does not exist before this time and therefore it is unsafe for children to be left alone. Parents of children arriving early will be contacted.

Children arriving to school after 9:00am are LATE and must therefore be accompanied into school via the school office where a Late Slip must be signed by the parent or carer with a detailed explanation for the lateness. This is a mandatory legal requirement.

FROM YEAR 3

SKYPING WITH AN AUTHOR
On 23rd June year 3 skyped Max Brallier. Max Brallier is the author of Galactic Hot Dogs. Year 3 asked him some questions, one question was why did you call the book Galactic Hot Dogs? The answer was Max had seen other hot dog menus and thought it would be funny to make a book about space pirates and hot dogs. We asked nine other questions. Some people have skyped before and some people haven’t. We couldn’t have done it without Mrs Martin. Max lives in New York city with his wife, he is very polite and it was a really fun experience.

By Ethan, Dante & Daniel
FROM THE ASSISTANT PRINCIPAL

SOCIAL SKILLS
This week’s social skill was:
WORDS AND DEEDS

GOOD DEEDS WEEK
We have many examples of people's 'Good Deeds' throughout the week. We will share and celebrate the Good Deeds on assembly on the last day when some good deeds will be selected for a secret surprise!!
Year 1 did an amazing good deed for the teachers by preparing them a delicious breakfast before school this morning! Thank you Year 1 students, Miss Marks, Mrs Smith and Mrs Bowen.

Congratulations to this week's Student of the Week recipients

STUDENT OF THE WEEK

<table>
<thead>
<tr>
<th>KG</th>
<th>Alessandra Pereira</th>
<th>KW</th>
<th>Nihaal Randhawa</th>
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<tr>
<td>1G</td>
<td>Prisha Shah</td>
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<td>2G</td>
<td>Tharun Prabakaran</td>
<td>2W</td>
<td>Jade Seghabi</td>
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<td>3G</td>
<td>Nicholas Tribastone</td>
<td>3W</td>
<td>Luka Kougellis</td>
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<td>4G</td>
<td>Hannah Adams</td>
<td>4W</td>
<td>Grace Pooley</td>
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<tr>
<td>5G</td>
<td>Jessica Parkes</td>
<td>5W</td>
<td>Chloe Whyte</td>
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<tr>
<td>6G</td>
<td>John Seghabi</td>
<td>6W</td>
<td>Jessica Jurinario</td>
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Your Child and Their Mathematics

Maths Workshop for K-6 Parents

Monday 26th July
9.15 (After assembly) - 10.00am

Tuesday 21st July
7.00 - 7.45pm (repeat session)

Come along to the Hub and work with teachers to:

Learn more about your child's learning in Numeracy.
Experience what our daily Mathematics lessons look like.
Discover simple, effective ways to support your child's numeracy development at home.

Find out about the new Mathematics syllabus implemented from 2016.

Kind Regards
Linda Ducksbury
Assistant Principal

COMMUNITY NEWS

SEMINAR – UNDERSTANDING FAMILY LAW
CCSS Solo Parent Services will hold this seminar over two sessions covering different aspects of Family Law in each session.

Session One: Wednesday 22nd July: Overview of the Family Law Act (FLA) Separation/Divorce will cover topics including Time limits under FLA, Children under the FLA, Parenting Plans, Family Dispute resolution, What Constitutes abuse or family violence, The role of independent Children's lawyers and how the court determines what's in the best interest of children.

Session Two: Wednesday 12th August: Overview of Family Law Act (FLA) with a focus on Property, topics include Timetables within the FLA, what constitutes property under the FLA, Application of FLA in de facto or

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same sex relationships, Spouse Maintenance, Consent Orders and other topics. **Venue**: DAC, 1-5 Marion St, Blacktown **Time**: 7.30pm - 9.30pm **Cost**: $7.00 per session. **Registration Essential**: Eileen or Rita 9933 0205 or email: solcparentservices@csss.org.au

**GIRRAWEEN ACTIVITY CENTRE**
On behalf of the after school care we would like to thank families and children who purchased goodies from our Biggest Morning/Afternoon tea on Friday 12th June. We raised $200 for research towards Cancer.

**Ginnie and staff**

**PARISH NEWS**
The current volunteers who clean the church are Aging and we are in desperate need for new helpers. It takes no more than 1 hour, once a month to clean the church with a small team. Only involves dusting, cleaning glass, sweeping and collecting any rubbish left around the church. Perhaps you can get your friends together after drop-off in the morning or before pick-up in the afternoon to assist in this simple, yet rewarding role that assists the Community of St Anthony.

**Men's Breakfast**
All Men of the Parish and our Primary school are invited to the St Anthony's Parish Men's breakfast on Saturday 4th July at 7am to 8.30am in the Parish Hall. Our guest speaker this month is Paul Murphy. Paul was the campaign manager for a candidate standing for the recent state election. He will be speaking on the political process and the mechanics of how elections are held. Come along, listen to this informative speaker, catch up with your mates and enjoy a hearty breakfast. Please contact Peter Gardner on 0419 262 464 or Cameron Laurie on 0404 196 726 to RSVP

**CALENDAR**

| Fri | 25th June | Last day of Term 2 |
| Mon | 13th July | First day of Term 3 |
| Wed | 15th July | Yr 3 Excursion – Powerhouse Museum |
| Mon | 20th July | Numeracy Workshops |

**CANTEEN ROSTER**
13th – 17th JULY

<table>
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<tr>
<td></td>
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<td>Margaret Sainsbury</td>
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<td>Vicki Barlow</td>
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**SPORT NEWS**

**ATHLETICS CARNIVAL RESULTS**
The final events of the Athletics Carnival were finished last week and the overall results are as follows:

| Junior Age Champions | Layne Knight and Cameron Frendo |
| Junior Runners Up    | Liberty Temmo and Joshua Abdilla |
| 11yrs Age Champions  | Hannah Hamilton and Corey Zammit |
| 11yrs Runners Up     | Clara Kristanda and Joordan Salama |
| Senior Age Champions | Jasmine Sarkis and Zac Palmer |
| Senior Runners Up    | Jemma Abdilla and Cooper Hall |

The winning house this year was **PADUA**.

Congratulations to the following children who will be representing St Anthony's at the Zone Carnival at Blacktown International Sports Park on 4th August.

| Joshua Abdilla | Jemma Abdilla |
| Ring Akol | Ameera Angoang |
| Hayden Brown | Favour Bature |
| Devansh Dwivedi | Renata Busic |
| Cameron Frendo | Zara Haddad |
| Cooper Hall | Maddison Hall |
| Liam Hamilton | Hannah Hamilton |
| Cooper Herc | Sarah Harris |
| Cooper Knight | Tayiah Hastings |
| Niak Makuei | Layne Knight |
| Yash Mishra | Clara Kristanda |
| Owen Mock | Nathania Lay |
| Brenevan Padmeswaran | Olivia Leota |
| Zac Palmer | Angelina Makuc |
| Kye Russell | Bronte Miskell |
| Joordan Salama | Abbey O'Brien |
| Michael Salama | Antonella Riskalla |
| Connor Salmon | Neshu Sampathkumar |
| Michael Touma | Jasmine Sarkis |
| Daniel Walka | Bianca Simonetta |
| Corey Zammit | Abuk Yaac |

Keep up with all the latest news and information

[www.stanthonysgirraween.catholic.edu.au](http://www.stanthonysgirraween.catholic.edu.au)  [facebook.com/StAnthonyysG](https://facebook.com/StAnthonyysG)  [twitter @StAnthonyys_G](https://twitter.com/StAnthonyys_G)

Join the conversation #stanthonysg
PART 3 OF 10 PHRASES YOU HEAR IN RESILIENT FAMILIES: ARE YOU USING THEM?

Part 3 of 10 Phrases you Hear in Resilient Families: Are you Using Them?

Michael Grose explains how children and adults in resilient families tune into each other's needs, choosing situation-specific language, rather than simply regurgitating generalised 'feel good' or 'get on with it' platitudes. Resilient families develop their own words and phrases to help each other get through the inevitable tough times that each person experiences. The language of resilience generally refers to coping strategies such as empathy, humour and acceptance.

Here are the next 2 examples of the language of resilience, the coping skills each reflects and the types of situations in which they are applicable.

9. “You could be right. But have you thought about …”

Strategy: Flexible thinking

Good for: Kids who catastrophise; experience extreme feelings; who exaggerate.

Many children and young people talk in extremes – ‘awesome’, ‘the best’, ‘the worst’ and ‘gross’ roll off their tongues easily these days. Unfortunately, their extreme language leads to extreme emotional responses. Develop the habit of winding back their language by introducing shades of grey, rather than black and white. Replace “I’m furious” with “I’m annoyed.” “It’s an absolute disaster” with “It’s a pain.” “I can’t stand it” with “I don’t like it.” Realistic language leads to realistic thinking, which helps kids handle many ordinary situations that they have blown out of proportion.

10. “What can we do about this?”

Strategy: Taking action

Good for: Kids who moan; who experience disappointment; who feel inadequate.

Kids can sometimes feel overwhelmed by events such as constant failure, constant rejection or always narrowly missing being picked for a team. They can be overwhelmed by feelings of inadequacy and helplessness. Action is often the best remedy. Help them take the first step forward. Set some goals. Make some plans. Identify the first step and hold their hand while they take it. Taking action is a quality shared by resilient communities, organisations and individuals.

Bring resilience into your everyday language

Resilient parents focus on building children’s and young people’s strengths for the future, while helping them cope with the present difficulties and challenges they experience.

The key to promoting resilience lies in the language that parents use. The challenge for parents is to make resilience an integral part of your family’s proprietary language. You’ll know you have succeeded if your children as adults remind you, when they hear any complaints or whinges from you in your dotage, ‘to hang in there,’ ‘this too will pass’ and ‘find the funny side’. Granted they may be phrases you don’t want to hear, but at least you know that you’ve drummed into your kids some important core messages that have stayed for life.

10 best phrases to teach resilience to your kids

1. “You could be right. But have you thought about …”
2. “What can we do about this?”
3. “I don’t like it…”
4. “I can’t stand it…”
5. “I’m annoyed.”
6. “I’m furious”
7. “It’s a pain.”
8. “It’s a disaster.”
9. “It’s an absolute disaster.”
10. “I can’t stand it.”

St Anthony's SPRING FAIR
5th September 2015

Books/CDs/DVDs

We're getting closer to the day and we are in need of DONATIONS for the BOOK, CD & DVD stall.

Do you have any pre-loved BOOKS, CDs or DVDs that you could donate?

Please drop these to school early term 3.

Contact the office for more details.

PS We'll be collecting pre-loved toys & games soon, so if you're Spring cleaning during the holidays, keep these aside!!

Keep up with all the latest news and information

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All parents want to be successful and raise kids to be happy and contributing members of our community. Good intentions are not enough. Often there is no difference between one parent and another in terms of skills, knowledge and understanding of kids. However, the biggest difference can be found in parents’ mindsets, rather than their parenting skills and understandings. Here are 10 mindsets for parenting success:

1. **Believe in your child**
   This is easy if you have an early maturer, a child who has talents you value, or one who easily achieves anything he or she puts his mind to. But it’s a different story if you have a child who struggles at school or to make friends, or just has a different interest to you. Your belief in your child's abilities is revealed through your expectations, your body language, even the expression on your face.

2. **Look for the best**
   What you focus on expands so if all you see is misbehaviour, weakness and poor performance then you'll get more of those things. Set your antennae for children's strengths, abilities and social behaviours and you'll invariably get more of those.

3. **Think long term**
   If you want your child to become independent then don't do everything for him or her; you need to teach them some skills so they can become self-sufficient.

4. **Be brave**
   Parents of large families invariably give their later born children more freedom than they gave their first-born. We are always stricter with our first-born than later born as by the time you have 4 or 5 kids you've worked out what's worth worrying about. So if you are parent of one or two kids they give them more freedom and responsibility; you need to be brave.

5. **Think family**
   Successful parents have found a way to lead their family in one direction. To do this you must think in terms of parenting ‘the gang’ rather than individual children. “What’s in the best interest of my child?” has replaced “What’s in the best interest of the family?” as the guiding family principle. This has partly come along as a result of small families, and partly it's a social imperative that is common among aspirational parents where wanting the best for your kid means wanting what's best for each child as an individual, rather considering what may be in the best for the entire gang.

6. **Accept challenges**
   There are always challenges raising kids. It's important to embrace these challenges whether they are behavioural, or a child has struggles at school, or he is moving into puberty. It's these challenges that will make you a better parent.

7. **Build your community**
   Parents don't raise kids well in isolation yet there is often a reluctance to share the parenting with others. Successful parents know they haven't all the answers so they build a community of support and expertise around them.

8. **Trust the process**
   Sometimes the desire to want the very best for our child can lead us to interfere at school, pre-school, childcare, even when kids are at their grandparents. It's best to trust the process and allow people to educate, care for and look after your child in their own way.

9. **Adversity builds character**
   It's natural to want life to be easy for our children, but sometimes in an effort to ensure their well-being we smooth things over for them. It is through the small hardships that kids experience that they build the persistence and resilience necessary for continued success.

10. **This too shall pass**
    The hardest part of parenting is supporting kids when life doesn't go their way. There is plenty of research that suggests that kids benefit from having parents who have a positive parenting style that gets the balance right between protecting, teaching and nurturing kids when life gets hard. This starts with the belief that "This hardship too shall pass."