Dear Families,

This is the final Newsletter for Term 3. At the end of Term we reflect on the journey and plan new actions that will keep on providing an enriching and challenging learning environment for your child/children.

This time next week, Year 5 students will be immersed in the life on the goldfields at their three day school camp at Sovereign Hill. On behalf of the school community, I acknowledge and thank the teachers who have given up their home comforts to take on 24 hour responsibility of minding the precious Year 5 cherubs. Thanks also to the parents who place their trust in the school by giving permission for their child to attend camp. School camp supports our efforts to promote student wellbeing, particularly resilience and adaptability.

**Parent protocols**

Sadly, some parents need reminding of correct protocols for communicating with other parents.

All parents must live by the golden rule

“Treat others as you would like to be treated yourself.”

My daughter in law’s father once said to me

“If you’re not on the committee you have no right to complain.”

This statement shows our need to get involved and take on responsibility of planning events or be prepared to support without complaining.

Fortunately in our school parent body there are many great examples of parents who give their time to take on a committee role. It would be sad if events do not continue because of complaints.

**Thanks to**

- Nathan’s (4W) family for mending the Australian Flag.
- Anne-Marie and Veronica for fantastic efforts organising Father’s Day stall.
- Bob, father of Shae and Jonah for organising the Father’s Night and for the generous donation to the school.
- Parents and students who attended the Band Concert. Special thanks to the Band Committee for organising this great night.
- All the parents and teachers who made time to attend parent/teacher/student interviews.
- All of the parents who responded to our motto of “Embracing life’s challenges” during Term 3.
- Year 5 parents for hosting a make-up class parent dinner.
- Dave (PE teacher), Year 11 and 12 students from Marcellin and Vaughan, father of Patrick and Charlie and lead teacher at Marcellin, for organising a great footy day for the whole school.
- Clare, mother of Annabel, Lily and Charlie for coordinating the school disco.
Farewell

Goodbye and best wishes to Sophie (4V), Patrick (2B) and Sebastian (Prep G) who are leaving at the end of the Term and special thanks to Dannielle and Damian for all the social capital you brought to our school. You made an effort to attend every event.

Learning a language

At a recent Languages Professional Development seminar, Professor Joe reminded us that regular immersion assists the learner to gain knowledge and competence in language use.

If we think back to learning anything new, immersion drives us forward and gives us confidence. As well as immersion, we need to be scaffolded by a teacher, someone who can guide, challenge and steer us forward with learning this new thing.

Parents can support their child with their LOTE, Italian learning by asking them about the lessons.

The school is fortunate to have been chosen to join a select group of Catholic primary and secondary schools across Victoria to look at best practice with language learning. The focus for language learning is to get into the hearts, minds, histories and culture of people from another country.

Signora Conte has enrolled in professional development training to support her in her role as Language teacher. St Martin’s is lucky to have a dedicated, vibrant and skilled language teacher. Many former students come back and thank her for the great start they had in primary school with their language learning.

We know from research that language learning supports us to know grammar for our English language.

Globalisation is so much more part of our world, and we need to ensure that our schools are at the forefront of “internationalising” and that it is not just incidental, but really a fundamental expectation of our schools.

The cognitive development of young dual language learners:
The meta-analysis shows that managing two linguistic systems generally leads to cognitive advantages.

Pragmatics and intercultural mediation in intercultural language learning:
NAPLAN
Results for Year 3 and Year 5 students were sent home last week. Any parent who has any concerns is asked to talk to their classroom teacher.

iPads for Year 2
Year 2 students are engaged in relevant learning while using educational apps on the new iPads. It is another step forward with our eLearning.

News from Catholic Education Office Melbourne

1. National Child Protection Week
“National Child Protection Week takes place during the week of 7–12 September. The aim of this national campaign is to raise awareness and understanding of how important prevention measures are in reducing child abuse and neglect. We are reminded that ‘protecting children is everyone’s business’ and that we can all play a part. With the Royal Commission recently in Melbourne, the fundamental responsibility to protect our children is very much in our consciousness.”

Steve Elder, Director of Catholic Education Office Melbourne

2. School Fees:
The Sunday Age reported that an analysis of data from the Household Income and Labour Dynamics in Australia project found that a non-government school education did not result in higher paid jobs.

The research, by University of Canberra research fellow Dr Jenny Chesters, also found that while those who attended private schools were more likely to attend more prestigious universities, this did not lead to higher incomes. The article stated that students who attended non-government schools were more likely to complete Year 12 than those attending government schools. However, once university studies were completed there was no difference in attaining well-paid employment. The article reported that Dr Chesters had cited the ‘massive growth’ in the number of non-government schools during the 1990s as potentially diluting the perceived advantages of private schooling. The data were compiled for 2168 people aged 24–35 in 2012. Seventy per cent of respondents went to government schools, while Catholic and independent schools accounted for 17 per cent and 13.5 per cent respectively. Comment: It should be noted that what was not reported was that Dr Chesters’ research found that Catholic school alumni were more likely to be employed with higher levels of occupational prestige than those who were taught at government and independent schools. Also omitted was the finding that Catholic school graduates were 1.3 times more likely to be employed full-time than those who attended government schools. Private school fees don’t buy higher wages –

Sunday Age: Alexandra Smith & Tom Cowie, 17 August 2014
According to current research it is important to include teaching resilience skills to students

Professor Waters advocates that resilience education should be embedded within the curriculum so that it is ‘considered normal to learn about wellbeing’. It’s worth noting several authors of other current research also point to the inter-connections across a focus on resilience, spirituality and practice of faith, along with how these might mutually enhance one another. In examining what approach schools should adopt to successfully teach wellbeing and nurture good mental health, Professor Waters suggests that primary prevention strategies delivered through a positive education framework can assist young people to learn coping skills before they need them. This way, when life stressors arise, young people can draw on their ‘resilience toolkit’ to better navigate these challenges. According to Professor Waters, a positive state of wellbeing is fundamental for individual functioning and an imperative for a productive society. Therefore the role of schools extends beyond preparing young people for academic competence. A well-balanced education should focus on preparing the ‘whole child’: that is, their spiritual, social, emotional, physical and cognitive functioning.

Students at St Martin’s are fortunate in that the preceding attributes are included in their education.

Recent Principals’ Conference in Cairns

Last week I travelled to Cairns to undertake a study tour of this World Heritage area. The focus of the conference was Sustainability. The aspect of Sustainability is a cross curriculum area in the Australian curriculum and it is expected that Sustainability is included in all units of learning.

Being immersed in a range of experiences including going on guided walks with Aboriginal leaders, learning about the rainforest from officers from the Daintree rescue centre where plants are grown from seed and planted in areas that have been devastated by cyclones, investigating how the Great Barrier Reef is being preserved by regulations for tourist and travel companies, discovering where the forest meets the sea, learning how the Cassowary is an endangered species that needs protection because it spreads hundreds of plant seeds daily and this is important for the survival of the rainforest, hearing about the habitats of crocodiles and pythons, drinking fresh water, hearing how the intense rain falls in the wet season wash away plants and the rich undercover of the forest floor, seeing how the Aboriginal people used the Wait a While vine to fish and shaped the end of a stick to cradle the spear to make it go further and learning about the different plants used for washing and medicines and how frogs are used for a water supply in the desert, made me ponder and consider the vastness of our country and the responsibility that we all share to preserve its heritage.

The peace, tranquillity and energy of walking into the oldest rainforest in the world for me was a Leunig moment. I recall Leunig saying “walk peacefully and gently through life.”
It’s the small things that make the difference for sustainability

Turn off taps when brushing teeth, turn off lights when you leave a room, put more clothes on and use less heating (the air-conditioner/heater is also the worst thing for spreading germs in classrooms) plant and look after trees, remove weeds, stay on tracks when walking in forests, obey signs in National Parks, recycle, compost fruit and veg scraps, reduce waste, bring food in washable reusable containers, use crockery instead of plastic disposable plates and cups, don’t feed native animals and birds, plant a tree to break down CO2, don’t over fish and care for marine life, what you take with you to a National Park take back with you.

It is our world, we are entrusted to be caretakers of the land. We must take responsibility for our actions in order to ensure that the beauty and life source of our world is intact for future generations.

With thanks for the support you have given during Term 3. Have a great break away from school routines.

Enjoy spending time playing games with your precious child/children over the school holidays.

School resumes on Tuesday 7th October for Term 4.

Regards  Trish Stewart  Principal