“What would you like for Christmas?”

This question will be asked often in the coming weeks…and not just by Santa to the kiddies on his knee. As we ponder what we would like, it is a good time to ask ourselves what we really want. Those things we easily name, like a fishing rod or a swimsuit, can be signs pointing to the deeper desires of our hearts, like ‘periods of peace and quiet’ or ‘feeling good in one’s skin’. Naming those wants is the beginning of honouring our deep desires. We do this by pondering what we would like those gifts to do for us: what difference could this thing make. That gives us a handle on some of the forces that might unconsciously be driving our actions. When we know what desires are driving us, we can fulfil them by other, and maybe even better, means. For example, if the ‘fishing rod’ shows a desire for periods of peace and quiet we can discover other ways and times for this to happen…not just when we can get away to fish.

But what about our wants that we don’t dare to speak about, things we see as bad, or even sinful? We need to recognise that underneath those wants are good desires seeking fulfilment. They may be hidden a long way underneath, and we may have to work hard to find them, but, if we do not, we will struggle, and often fail, to handle their destructive force. But when we name the good, we can find some right way to fulfil. In the long run, this is the only way we can overcome what would derail our lives, and the lives of our families.

And where is God in all this? Right in the midst. We are made in the image of a passionate, desiring God so we shouldn’t be surprised if we ‘want it all’. Though that desire will not be fulfilled this side of the grave, our desires still point us towards the fullness of life and love for which we have been made.

Loving God, I will see and want so many good things in the coming weeks. Let them show me what the deepest and best desires of my heart are. Send me your Spirit of Wisdom so that I may best fulfil them in my life. I ask this in Jesus’ name confident that you will hear me. Sr Kym Harris

“BE FULL OF FORGIVENESS, HOPE AND LOVE”

(Mary MacKillop - 1873)
Dear Parent/caregiver,

DANCEFEVER EVENTS COMING UP
Next Monday evening the DanceFever Challenge is on at the Derwent Entertainment Centre in Glenorchy. The children have been practising their dances all term and are really looking forward to the challenge. All students from Grades 3 to 6 are expected to be present. To assist with transport, the school is providing 2 buses that will pick up children and their families at a number of places from school to Grove. Parents can also drive themselves and their families. A notice with detailed information about this event has been sent home already and we ask that the reply section is returned to school by this Friday, 29 November.

CLASS TEACHERS 2014
We are currently finalising our class teacher placements for 2014. Last week we advertised our Kinder – Grade 2 teachers. These are as follows:

Kindergarten       Ms Anna Demarco
Prep               Mrs Cate Doherty
Grade 1            Mr Stuart Grey
Grade 2            Ms Ronita Barratt (3 days)
                    & Mrs Alessandra Klein (2 days)

Please also note the following:

Miss Janaya Burdon, will be completing her contract at the end of this year. Miss Burdon has been our Prep teacher for 2013.

Miss Lindyl Wingate will also be completing her contract at the end of this year. Miss Wingate has been teaching Grade 2 while Mrs Klein is on leave.

Miss Jacinta Keenan has been on leave from Sacred Heart for the past two years. Miss Keenan has recently resigned from her position at Sacred Heart to take up a new position at Dominic College where she will be a class teacher and the Primary Religious Education Coordinator.

Mrs Sarah Longey has been on leave from Sacred Heart for the past two years and is now expecting a baby. Mrs Longey will be taking maternity leave for the whole of 2014.

Mrs Kimberley Moorcroft was to return to Sacred Heart in 2014 as advised last week. Mrs Moorcroft, has now resigned to continue her employment at St Therese’s Catholic School in Moonah.

Mrs Debbie Campagna has accepted a new teaching position at St Michael’s Collegiate from the beginning on 2014.

Miss Shae Longey and Mr Ryan Kinder will continue teaching primary classes and we have now advertised for new teachers to fill our vacancies.

We hope to have all our teaching positions finalised early in December.

FAREWELL MISS CANE
Miss Kathy Cane will be retiring from Sacred Heart after many years of wonderful service at the end of this year. Kathy has had a range of roles and responsibilities over they years and we wish her well in her retirement and a very happy and successful future. We are very grateful for the many contributions that Kathy has made at Sacred Heart Catholic School.

ABC GIVING TREE
This year our Junior Joeys are promoting the ABC Giving Tree and we encourage all families to donate a special gift that can be given to a child in need of support for Christmas. Gifts can be put under the Christmas tree in the office foyer. Presents should be wrapped and parents are asked to attach a tag which indicates if it’s for a boy or girl and the suggested age. Thank you in anticipation of your generosity.

SWIMMING PROGRAM
Our Swimming Program is off to a great start with the children doing really well in their lessons. The instructors have been particularly impressed with the way the children are participating and their behaviour. Special thanks to all parents for supporting this program so well.
ENROLMENTS 2014 – GRADES 4,5 & 6
We have a few positions available in these grades for next year. If you know of any families that may be interested, please encourage them to make contact with our school office.

SACRED HEART
CHRISTMAS CAROL EVENING – THURSDAY, 12 DECEMBER
6pm
Families are asked to keep this night free so that you can come along and enjoy this great school event.

Each class will be singing Christmas Carols that they have learnt. Families can bring along a blanket, a picnic tea to enjoy while the carols are being sung, and perhaps a candle. Some cold drinks will be available for purchase on the night.

This event will be alcohol free and there is no smoking.

P&F SCHOOL CALENDARS – 2014
Over the next few weeks, our P&F will be making up 2014 Calendars for parents who have ordered copies. If you are interested in ordering copies, please complete the order form in this week’s newsletter and return it to our school office.

SCHOOL CALENDAR PARENT HELP
If you can spare an hour or two over the next few weeks to help put our calendars together, can you please let our school office know.

GEEVESTON CHRISTMAS PARADE – FRIDAY, 13 DECEMBER
Families are reminded that the Annual Christmas Parade in Geeveston is being held in Geeveston on Friday, 13 December, commencing at 6.30pm. Everyone is very welcome.

Have a great week!

Luch Brighella

Huon Highway, Geeveston, Tas, 7116, Ph 62971313, Fax 62971990
email: shg@catholic.tas.edu.au  Twitter Handle: @SHCSGeeveston
Dance Fever Clothes

There is a rack of clothes suitable for Dance Fever performance next week available for sale in the office foyer. Cash sales only. Prices are mostly all under $10. There are also maybe suitable items in our shop at Southern Design Centre Geeveston.

All proceeds support Cambodian Childrens Trust.

Thank you
Fiona + Trish
Juey Bazaar
Dear Parents/Caregivers

This is the third Assessment and Reporting update for 2013 and provides information about your child’s end of year report. All Catholic schools in Tasmania are moving towards a common report format (Prep-10) for both mid-year and end of year reports. Common reporting helps to build consistency in and between our schools throughout all stages of schooling. In 2014 we will be seeking feedback from parents/caregivers regarding both the midyear and end of year report. We look forward to your responses as we continue to work together to provide the best possible education for your child.

Dr. Trish Hindmarsh
Director of Catholic Education

End of Year Reports Prep-10

The End of Year Report is a summary statement that records the achievements of your child at a particular point in time. Teachers make a judgment based on their shared professional knowledge about how evidence in student work, over the school year, matches the achievement standards for each year level.

In each subject area teachers develop assessment that is directly aligned to what students have had an opportunity to learn, based on the intended curriculum. What is reported is directly aligned to what has been assessed. The intended curriculum for Tasmanian Catholic schools is outlined below.

The Curriculum for Tasmanian Catholic Schools

In Tasmanian Catholic Schools the curriculum for Religious Education is Good News for Living. Good News for Living can be viewed online at http://www.catholic.tas.edu.au/publications/re-resources

The Australian Curriculum English, Maths, Science and History are the intended curriculum for Tasmanian Catholic schools P-10 and in 2013 students were assessed against the achievement standards for these subjects (these can be viewed online at http://www.australiancurriculum.edu.au/Home

The Australian Curriculum and/or the Tasmanian Curriculum inform the curriculum for other key learning areas, with the exception of VET (Vocational Education Training) subjects and specific school-based electives offered in Years 9 & 10.

The Tasmanian Curriculum can be viewed at http://www.education.tas.gov.au/Students/Schools-colleges/curriculum/Pages/Tasmanian-Curriculum.aspx

End of Year Report Format

The End of Year Report includes:

- A summative A-E rating for subjects studied
- An indication of progress against the strands identified for each subject
- Attitude and application ratings
- A general/pastoral comment

Individual subject comments are not included as part of the End of Year Report.

In the primary school, subject based comments will be incorporated, where appropriate, within the general comment.

In secondary schools, subject-based comments will only be included in the general comment if especially warranted.

In consultation with parents/caregivers a narrative report may be provided for one or more subjects. A narrative report is given when it is not appropriate to assess a student against grade level expectations.

The Complete Picture

The A-E rating is only one part of the complete picture of student progress. The progress by strand highlights areas of strength and/or areas for further development. Please be aware that students receiving all ‘extending’ on the strands may be awarded an A or B based on the quality of their work.

Application and attitude to learning will help you to determine if your child is working to his/her full capacity. Together these provide the overall picture of your child’s progress, which cannot be conveyed by a single A-E rating.

It should also be noted that a student who has maintained the same rating from report period to report period is making progress. A C on the mid-year report and a C at the end of year indicates that your child has made the expected progress from one report period to the next.

Reporting in Kindergarten

Kindergarten educators are required to keep quality journals of student progress and development throughout the year. These journals are a rich source of information about student development and take time and care to maintain. They are used for a number of purposes including reporting to families.

These journals comply with the National Quality Standards for Early Childhood Education and Care and take the place of other formal forms of report documents used previously.

Days of Attendance

Attendance figures represent the number of days attended as at report submission date prior to printing. Depending on school site and internal demands, the day(s) of printing will vary. This will result in small differences in the total number of days between and, in some circumstances, within schools. Your child’s school will inform you of the dates represented on the report.

Parent/Teacher Interviews

When parents/caregivers receive a report card they also have the option of a parent-teacher interview to discuss their child’s progress. At the end of the year Parent/Teacher interviews are by parent request. Requests for an interview need to be made immediately following the release of reports. Teachers are not available from the 20th December 2013 until 3rd February 2014.

A-E Ratings

The A-E rating describes the quality of achievement against the year level achievement standards. Students cannot be assessed against an achievement standard beyond their year level unless they have been taught the entire year level content to which an achievement standard applies.

The A-E rating is based on evidence of student learning through ongoing assessment. It is not influenced by effort or attitude, which are reported separately.

A - Outstanding Achievement

B - High Achievement

C - Sound Achievement

D - Partial Achievement

E - Minimal Achievement

An A indicates a student has demonstrated outstanding achievement of the knowledge, skills and understandings expected at year level. This statement encompasses evidence of learning beyond the expected level.

An E indicates a student has demonstrated minimal achievement of the knowledge, skills and understandings expected at year level.

A C indicates your child has achieved the expected standard for a student in that year level.

Students in Prep-Year 2 will not receive an A-E letter rating. Their achievement will be conveyed using the rating descriptor only. (e.g. High achievement)
What’s Been Happening at Sacred Heart

Grade 5 Camp

Last week Grade 5 students spent 2 nights on beautiful Bruny Island, as part of our Outdoor Education Program. Students slept in tents and enjoyed their first challenge of putting up their tents in teams. We visited the penguins at night, the lighthouse, Adventure Bay, completed a big walk to a beautiful beach guided by Leigh, made volcanoes on the beach to toast marshmallows and played our favourite game of all, Spotlight!!

The students are to be congratulated for the way in which the all participated in the activities and experiences with enthusiasm, the way that they looked out for one another and their excellent manners.

Camp experiences don’t happen without the generous support of parents. A huge thankyou to Karlee Delaney, Jane Peatling, Gina Gordon and Andrew Gifford for your help, support and fun. Also thanks to Leigh Oates for sharing your local knowledge with us.

Finally a huge thank you to Scoty! The fun, positivity and enthusiasm you bring to our camps is so much appreciated. Even if you do tell ‘made up stories’ that we all believe and mistake porcupines for pieces of wood!

Miss Shae Longey

GRADE 2 CAMP
On Monday the 18th of November, Grade 4 hopped on a bus and headed for Port Arthur. We were given a booklet with activities that we could do on the way. We drove all the way to Sorell and then stopped at a park. I loved the park. It was surrounded by tiny rocks that felt like sand and it had a BBQ and some tables. It was great.

On camp we expanded our learning on our History unit. So we went to Eagle Hawk Neck and went into the officers quarters. It was interesting and very old. It had no roof until they recently put a new one up.

Our class also went on a walk and saw a statue of what a dog on the dog line used to look like. There was a map of when the dogs were actually there.

After that we went to Eagle Hawk Neck beach, there we had a relay and walked along the beach. On the same beach we saw The Tessellated Pavement. It was so cool how water could make such neat patterns. Once we had seen a lot we went back to the bus. Because it was hot we all got ice creams. (They were yummy).

Finally we set off to the caravan park and didn’t stop until we got there. When we got there we were split up into small groups, then we found our cabins and settled in. That night we had a BBQ dinner. There were sausages and hamburgers. The kitchen was clean and had lots of room. That night we didn’t get much sleep and we were very tired in the morning.

When I woke up I thought it was 7am, but found out it was only 5am and tried to get back to sleep. (I never did though). Later we had breakfast and went to the Port Arthur Historic Site. When we got there we all got a card with a picture on it. We had to match our card to a box with the same picture on it. Inside the box it gave you the name of your convict and their details. Then we went down either a blue or yellow corridor where you could learn more about your convict.

After we had researched our convicts we went outside and our tour guide walked us to the ruins. We split up into groups and with an adult we explored the church, chapel, master’s house, hospital, jail and lot of other parts of the site. When we had used up an hour of looking around, we had lunch.

Then we went on a boat cruise along Isle of the Dead and then came back. After we had done lots more exciting activities (including catching tadpoles in a pond and brick making) grade 4 went back to the caravan park.

We all had a shower and got dressed to go out to the Fox and Hounds Restaurant. On the menu there was chicken schnitzel, pasta and fish and chips. Once we got back to the park we had an early night sleep.

In the morning we had breakfast and went straight to the Wildlife Park and got there around 10am. The Tassie devils were very cute and my favourite part was the glass dome where the devils came right up to you. We also fed the kangaroos and watched a fantastic bird show. There were three birds, an owl and two parrots. The parrot’s names were Bossy and Tocky. I liked Tocky the best because he did a coin trick where he took your coin and then gave it back. The other trick I liked was when Tocky had finished, the man put him in his cage, but he came back out and then went in and out of his cage. Finally the man said “He doesn’t go without his pay”, then he gave him some bird seed and Tocky took it in his mouth and went straight into his cage.

When everything was over we went back to school. We got there at 2.45pm and we went home to get a good night's sleep.

Written by Olivia Bittner
Years ago adults would invariably ask a child how many brothers and sisters he had. Now with over 50,000 Australian families separating every year, you’d just as likely ask a child how many homes he has.

More than one million Australian children now spend part of their lives in two homes. “Doing the child shuffle” no longer just means driving kids to football, ballet practice or their latest leisure activity. Many children have to negotiate two different environments, two sets of rules, and in some cases, two different families.

Some kids adapt well to living in two homes, while others resist these arrangements. The age of children, as well as the circumstances that lead to these arrangements, impact on children’s willingness to spread themselves between two homes.

Young children with less established social lives are often more willing to spend time in two houses. As kids move into adolescence and begin to establish strong ties to their neighbourhoods, as well as develop their own interests, they can resist the regular visits to their ‘other home’. It’s important to be flexible with arrangements so that they suit children’s ages, lifestyles and changing interests. The circumstances that lead to two-home arrangements can lead to resistance, as few kids want to see their original family break up. Nevertheless, kids are naturally resilient and they do usually adjust to living in two households in time. Here are some ideas to help them experience life as normal in both homes.

✓ Establish routines. Routines remove the guess work from children’s lives, enabling them to focus on playing, learning and meeting with friends. They like to know what to expect when they arrive at their second home and what will happen when they return to their original home. Perhaps you can serve a meal, play a game or just give them time to themselves to make the transition easier.

✓ Make moving easy for kids. Duplicate important items, some clothes and, even stuffed toys so kids feel comfortable in both places. Develop a checklist for kids to use and make sure they use it every time they move.

✓ Give them a space of their own. If you can’t provide a bedroom of their own, they should have their own cupboard to store clothes and special items.

✓ Be rational, not emotional when saying goodbye. Parental attitudes impact on how well kids settle into new routines. Avoid hugging your child as he leaves as if you’ll never see him again. Even if you don’t want your child to go, it’s important that he or she doesn’t bring excess emotional baggage with them to their other home.

✓ Work with the other parent to have similar routines. Try to agree to basic routines and household rules such as bedtime, mealtimes and TV time. This makes life easier for kids, and stops them playing one parent off against the other.

✓ Let them experience life as normal in both homes. It’s common for one parent to manage the routine parenting matters, while the other provides a great deal of the fun for kids. The aim for both parents should be to balance enjoyable relationship-building activities with more mundane activities such as helping with homework and making sure kids clean their teeth.

Living in two households is a challenge for many kids, but one that they can meet. It’s easier when both parents communicate to their children that they want this arrangement to succeed, and keep the best interests of their child as their main focus.

Publishing by Michael Grose
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