



## *Achievement, Confidence & Pride*

**Thursday, 20 August 2020.**

Dear Parents and Carers,  
We have reached the mid-term point. Well done to families and students, the majority of the students are engaging online and it is much better this time. We are all learning as we go.

### **One Hundred Days of prep**

Tomorrow the students reach their 100 days in prep. The students will make this a special day with 'dress up' and each student will receive a certificate to acknowledge this achievement.

### **Parents' role in learning.**

Some of the assessment process conducted by teachers on student work has revealed a few issues in relation to 'authentication of work.' It appears the work submitted for assessment is not entirely the work of the student. While it is difficult to draw the line between assisting your child and doing the work for them, parents do need to be the 'guide on the side'. Bad habits established during this time will be detrimental going through the remainder of schooling and will certainly be problematic at VCE where student work has to be authenticated.

Teachers want to create independent learners and for each student to take responsibility for their learning and their progress. We do not want to encourage planned helplessness or provide student with the idea that someone else will do the work for them.

### **Attitudes to School Survey (AtSS)**

Each year a survey is conducted with students from grades 4-6 to gain student opinion. The survey data informs our practice and decision making.

The AtSS is an annual student survey offered by the Department of Education and Training to assist schools in gaining an understanding of students' perceptions and experience of school.

### **This year, the survey also includes some questions about student health and wellbeing and student perceptions of COVID-19.**

Understanding health and wellbeing needs has always been important, but especially so this year, and the Department is providing this survey to allow schools to capture this information to support students. Students will be asked about their thoughts and feelings in relation to their school, family, friends, health (including mental health) and wellbeing, and bullying.

The health and wellbeing questions are taken from another Department survey called the Victorian Student Health and Wellbeing Survey (VSHAWS) that has been conducted with a sample of schools in Victoria since 2014. The questions about COVID-19 have been developed by or recommended by the Murdoch Children's Research Institute.

This year, the AtSS will be conducted at Avondale Primary School over the period Monday 24th August to Friday 4th September.

**Dr Bette Prange**

**Acting Principal**

### **Inspirational Quote:**

*"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."* **Malcolm X.**



## Book Reviews – Tried and Treasured

### **I want to be an Engineer.**

Written by Samantha Dungey and Illustrated by Hilary Bruce



'I want to be an engineer' is written in rhyme and celebrates incredible engineering feats from underground tunnels to electric cars. This story has no gender bias and it opens children's eyes to excitement of engineering and all its possibilities whilst using engaging language in a picture book format. Basically anyone can be an engineer and contribute to something amazing. Appealing for children 5 to 8 years.

*By Liz Oruba*

### Grade One Sea Creatures

This term Grade 1B have been very busy learning about sea creatures as part of their integrated unit. Did you know:



That Jelly fish have no brain, heart bones or eyes.

The Jelly fish has a mouth found in the centre of its body.

A Pufferfish can blow up into a ball several times its regular size.

Pufferfish are poisonous.

The sea otter usually carries a favourite rock in their paws that they use to smash open shells.

Otters sleep floating on the water's surface.



### **When talking is daunting: tips from a psychologist**

As a clinical psychologist formerly working in psychiatric crisis teams, **Andrew Fuller** has had more than his share of conversations with troubled young people. Nevertheless, he's aware that most of these conversations don't start with a mental health professional.

So regardless of how ill-equipped you feel to have these conversations, when a young person comes to you to talk this means that they trust you and place value in their relationship with you. This is vitally important to enable them to be open and honest about their experience, Andrew says. You should still give it a go, and it doesn't mean that you have to offer solutions or have all the answers. "You can then think about saying 'well I don't really know how to help. I'm happy to talk to you about it but really, I think I need some help in helping you.' Finding someone you can take them along to, and being part of that changeover process, is a very good way to find help for them." Before reaching this point though, it's important to truly listen to a young person and develop the best understanding you can of what's going on for them. As Andrew said, there's no model or framework that can be applied here, it about learning what it's like to live behind their eyes.

Andrew also stresses that you not try to use shortcuts in trying to understand someone else's behaviour. "Every behaviour, whether it's logical and seems like you can understand it, or whether it's completely bizarre, has its own internal logic within the person's mind. We have to ask, 'how do I learn enough to understand that [internal logic]?', because quite often, we don't."

The young person who has come to you for help may still not want to talk about the problem. In these cases, Andrew has often found it helpful to frame the conversation in terms of the young person figuring out who they are. "This is something that all young people are a bit fascinated about, because it's a bit of a mysterious process. Having someone who becomes curious about that is often the big entry point to working with someone."

Another crucial aspect of talking to a young person is making sure they're safe. Again, this is all about learning from the young person about their level of safety, and it starts with asking the young person to assess this for themselves, according to Andrew. If you're unconvinced by their response, you can tell them that you still have concerns, and ask what they can tell you to convince you that they can keep themselves safe. "Young people are pretty loyal really, in terms of telling you about these things and sticking to them. If they don't feel like they can guarantee their safety, they'll tell you. If they say they're a bit on edge but think they'll be okay, you can ask them to call you if things get worse. If they give you their word, they'll generally follow it."

If this all seems a bit daunting, remember that the young person has come to you because of your relationship with them. This, Andrew says, is more important than any expertise or qualifications. "At the end of the day, while we can all use different methods to help young people and it's important that we do so."

*This article was originally published in Generation Next*



## **Saving (Y)our World instalment 18: Looking to the future 5: Wave Energy** **by: Morigan R**

Welcome back to Looking to the Future! Today I will be telling you about wave energy. Wave energy is another alternative energy source. Wave energy is a renewable energy type that may be useful in the future. Find out more about wave energy in this week's instalment of Saving (Y)our World.

Wave energy is a renewable energy type that absorbs the power of the tide and of waves and converts it into electricity. Wave energy produces plenty of energy and may be used instead of non-renewable energy sources in the future. Wave energy is a perfect example of what the future could bring. In a good way.

Devices that turn the power of the ocean into energy are called wave-energy converters. Wave-energy converters float just above the surface of the water, absorbing the powerful ocean waves. Wave-energy converters come in two forms: wave converters and tide converters. Both are used for the same thing, and both have the same result. One great thing about wave energy is that it can be used very close to where people live with most of Australia's population living near the coast. So we can create the energy and deliver it easily to the people that need it. It also creates no waste and no harm to sea creatures making it a great source of energy. It is also reliable as there are waves all the time, and even small waves can generate energy!

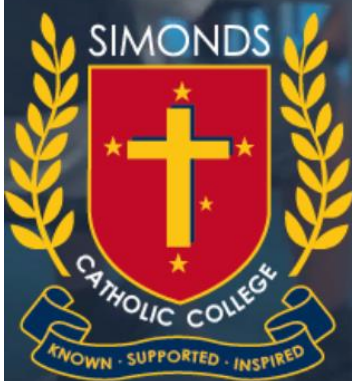
So, is wave energy the next step to getting rid of coal, oil and gas? It could be! The power of the ocean can flood towns, create tsunamis and power your house. Such incredible power may mean the end of fossil fuels forever! So, wave power could be the future!

So, you have come to the end of my third looking to the future instalment. Join me next time for Looking to the future 6: \\\\. Have a good day!

***"The sea itself offers a perennial source of power hitherto almost unapplied." - Charles Babbage, 1832***



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TO BEGIN THE ENROLMENT PROCESS.  
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CURRENTLY AVAILABLE AT ALL YEAR LEVELS.



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