

Raise

RAISE THE CHILD CHANGE THE WORLD

ISSUE 1

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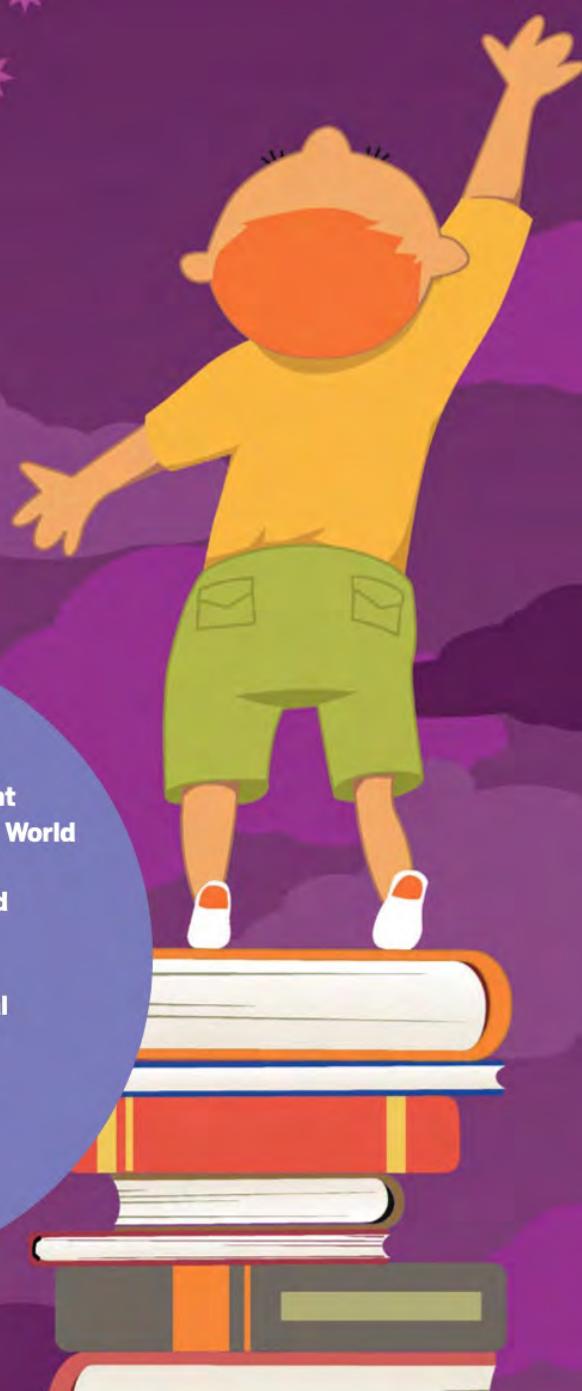
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How to Raise Resilient Children in a Chaotic World

How often have you watched your child give up on something? Or mutter the phrase, "I can't do it!"? Or break down in tears due to frustration and fear of failure? It's a hard thing to experience when you're a parent. But it's also a completely normal reaction for a child.

MICHAEL OATES + LUKE REED

All children feel vulnerable from time to time. They feel as though they are not good enough, as though they can't do it, as though there is no point in even trying if they aren't going to get it right away or be the best at it.

Our natural instinct is to protect them and to eliminate all risks so they don't have to struggle or think this way. But often when we do this, we are not giving them the chance to try, to take on a new challenge and to build resilience.

It is one of our many jobs as parents to help our children build the confidence and strength to tackle all tasks, even the tricky ones. So how can we teach them to persevere even when it's hard, to challenge themselves even when they aren't the best, and to remain resilient even when faced with a tough situation?

HERE ARE FIVE TIPS TO TAKE ON BOARD:

1. Mind over matter – adopt a growth mindset

We all know how powerful our minds can be. When we think we can, we are more than halfway there. This is what a growth mindset is all about: teaching our brains to think positively in order to overcome obstacles. According to MacKillop Catholic College Principal, Luke Reed, children experience both a fixed and a growth mindset. A fixed mindset, according to Principal Reed, is characterised by static learning. Avoiding challenges, giving up easily, ignoring useful criticism, seeing others' success as threatening – these are all classic examples of a fixed mindset.

Most children will display these characteristics once in a while, especially as they grow older and face harder obstacles. But our goal is to help them transfer to a growth mindset.

A growth mindset focuses on developing as we

go and on using our errors as learning tools rather than failures. Growth learners are "learners who will try anything, take risks with their learning, not be afraid of mistakes and are inspired to take on learning challenges," Luke explains.

Once a child is in a growth mindset, they become more capable of thinking positively, embracing challenges and becoming resilient to any negativity that could hinder their growth.

To help your child develop a growth mindset you can try the following:

• Use growth mindset praise

"Give praise for taking initiative, seeing a difficult task through, struggling and learning something new, being resilient, or being open to and acting on feedback," Principal Reed suggests. "Do not attribute their success to 'being smart' or 'being the best'. Instead focus on hard work and perseverance."

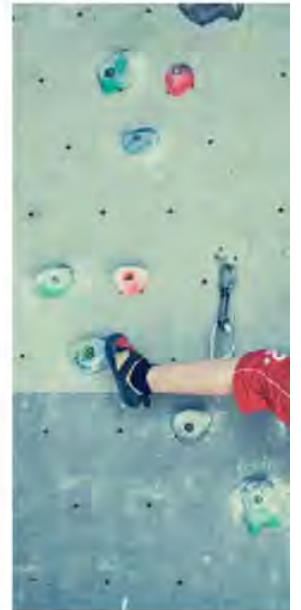
• Model flexibility and positivity

In times of hardship or change, adopt a 'glass half full' approach. "Model a positive attitude when faced with hardship or a change," Principal Reed explains. Yes, things didn't go to plan, but what can we learn from this? How can we use it to grow?

• Ask the right questions

The language that we use plays a big role in building a growth mindset. The next time you sit down to chat to your children, try asking them some of these questions:

1. What did you do today that made you think hard?
2. What happened today that made you keep going?



3. What can you learn from this?
4. What mistake taught you something?
5. What is another strategy you can use?
6. What did you try hard at today?
7. What will you do to challenge yourself today?
8. What will you do to improve your work?
9. What will you do to improve your talent?
10. What will you do to solve this problem?

2. Help them cope with emotions and obstacles

Setbacks are an inevitable part of life, from the minor to the seemingly insurmountable. For kids, this can include taking tests, fitting in with their peers, dealing with bullies, changing schools and competing in sports events. All scary things for a child! And all bound to leave your child overwhelmed with emotion.

According to Michael Oates, School Counsellor and Psychologist with Cairns Catholic Education, "To feel sad, overwhelmed, angry or inadequate at times is normal and often an appropriate response to life's experiences. Feeling these does not make you any less." The key is to learn how to gain control of these emotions. Oates identifies:

Three key coping mechanisms that we can teach our children when faced with a challenge:

- **Acceptance:** Talk to your children about how they

are feeling, whether frustrated, angry or anxious. "Acceptance of how you are feeling helps you process and move past it," Oates explains.

- **Connection:** "Feeling connected is also a vital part of coping - to feel that someone understands and cares for us can stop us from going down as deep and helps us to get out quicker." Be that connection for your child.

- **Self-reflection:** A child can often be his own worst enemy. "Sometimes we have a hand in creating our negative feelings and this goes for kids too." Looking for the positive in things can help us overcome this negativity. "An honest dialogue with ourselves helps us to understand how we got here, and to avoid repeating mistakes in the future," Oates explains.

3. Teach them to problem solve

No matter what age and stage our children are at, they are always going to be faced with problems. The problems will vary but the way they handle the problem remains very similar. This is why it's so important to teach our kids to problem solve early on. That way, no matter what they are faced with, they have the tools to tackle it.

Here is an easy three-step approach to helping your child learn how to problem solve:



1. Identify the problem. Find a quiet area to discuss what's bothering your child. Listen to them and avoid the urge to jump in and explain what they are doing wrong.

2. Brainstorm solutions. Come up with two or three different solutions with your child to help fix the problem. Any more can be overwhelming.

3. Let them try and check in. Let your child try the solution himself and check in with them as soon as possible. Did it work? If not, why not? What can they try next?

4. Take a step back (but not too far)

We all want the very best for our kids. But often we get stuck trying to protect them by swaddling them in bubble wrap and not letting them face challenges on their own. Eliminating all risks only sets children up for failure down the road. After all, eventually we have to kiss them goodbye and let them try things on their own (even if we don't want to).

Rather than taking over, stand by, support them.

Let's say your child has an exam coming up and she's nervous about it. She's in tears; she feels sick; she's not ready; she doesn't want to go to school. The protector

in us is probably thinking, "It's okay, don't go. Skip this one test. It's not the end of the world."

But a better approach in this situation is to brainstorm ways to manage these fears. Make a study chart to follow, help her make flash cards to prepare and talk these fears through to help her overcome them. Get her to come up with solutions to help her overcome these anxieties rather than taking over and eliminating the problem completely.

Another example – let's say your child has a book report due tomorrow which he conveniently "forgot" about. Rather than stay up late doing it for him (or editing it to make sure it passes), encourage him to do what he can in the time given. If he doesn't get it done or gets a poor grade, then this is a lesson he can learn from.

Children need to make mistakes. Yes, it can be painful for parents to watch but it helps children learn how to make better decisions next time.

5. Finally, be a resilient role model

Of course, kids learn from watching you, so practise what you preach! Consider the above tips for yourself when faced with an obstacle and try to adapt a growth mindset when faced with tricky situations.

Michael is a Cairns Catholic Education Psychologist/School Counsellor. Luke is the Principal at MacKillop Catholic College, Mount Peter



Dads in Education: Meet Jum Sutton

Local dad Jum Sutton explains the importance of parent involvement in the school community.

Like most schools, St Gerard Majella is buzzing with excitement at pick up and drop off as students prepare for the start and end of another school day.

If you look around the breezeway you're bound to see Jum Sutton in the crowd. The father-of-three is one of the many parents who are actively engaged in their children's education and the school community.

He shares with us his reasons for getting involved and top tips for parents who are looking to leap into a more engaged role in their school community.

What do you do as a parent to be involved in your children's education? I regularly attend assemblies, liturgies and Mass. I also assist with parent-based classroom activities, supervise excursions and camps and assist at sporting carnivals and sporting gala days.

You have been involved in reading programs at the school. Why do you think that's important to be a part of? Reading is essential in our daily lives regardless of what career path we choose. It is great to be involved in helping students learn good reading habits and it is rewarding to watch them develop and progress.

Apart from your own children, do you feel you are a role model for other kids at the school? Yes, definitely. I try to be involved and supportive in the whole school community, not just what is happening with my children. It's nice to think that children can see the importance of both mothers and fathers as role models sharing the responsibilities of their education.

What do you get out of being proactive in your children's education? So much! A sense of enjoyment, involvement and the opportunity to watch my children grow and develop, just to name a few things.

"Being involved in all aspects of my children's education both in an academic and sporting capacity allows me to be involved with them

as a whole person and not just one aspect of their education."

How can a willing parent become more active in their children's schooling? Be visible. Be involved. Take the time to talk to the teachers and the other parents. Read the newsletter and look for opportunities to volunteer if you do have the time. Be proactive. You don't always have to wait for an invitation.

How has your involvement with the school enhanced your relationship with your children?

It has been a very fulfilling experience for them and me. I feel very connected to the school and can relate to students and staff when we talk about the school community.

"My kids feel more comfortable in their learning environment and I feel my involvement provides them with stability and confidence."

What is your one piece of advice for parents thinking about volunteering at their children's school? Do it. Get involved today. It is very rewarding!

GET INVOLVED: VOLUNTEER

1. Check with your children's teachers to see if they could use parent helpers to assist with things like reading.
2. Fill in the volunteer induction form. You will find these at your school's office.
3. Check your school's newsletter, SeeSaw app, Facebook page or other form of communication to see if there are other volunteer opportunities available. Often schools will require help for special days like Under 8's Day, Shrove Tuesday and fetes.

Maths Beyond the Classroom

REBECCA BROWN



10

“ENGAGING IN MATHEMATICS AND BECOMING NUMERATE ALLOWS CHILDREN TO APPLY MATHEMATICAL IDEAS IN THE REAL WORLD.”

Mathematics helps to practise problem solving skills including thinking, analysing and reasoning. This is important because it helps children to solve problems and find solutions. Engaging in mathematics and becoming numerate allows children to apply mathematical ideas in the real world.

If your child is attending school, it is important to have an open dialogue with your child's teacher/educator in order to be a partner in your child's education. Our understanding of the way students learn and the strategies we are teaching and learning have changed to a degree from when the majority of today's parents attended school.

Some questions to ask are:

- What topics/concepts are being taught this term?
- How is my child going with the concepts taught in class?
- Is my child answering maths facts questions quickly or needing time to think?
- Are my child's reading and writing levels affecting their maths result?
- Does my child succeed with problems more when they use concrete materials?
- How can I support learning in the classroom?
- Does the school have any subscriptions to online learning platforms that my child can participate in? For example, Mathletics.
- If your child is not understanding a concept, how do you adjust the learning and teaching so they have a clearer understanding?

The classroom is no longer just "chalk and talk". Students are working in collaborative teams, physically solving maths problems using concrete materials, engaging in games that have a mathematical element, learning through interactive maths apps and online platforms, building and constructing. The use of inquiry-based learning, gradual release teaching and open-ended questioning is also allowing students to find multiple ways to solve problems and realising that there can be more than one solution. Understanding the 'why' and 'how' of mathematics is key. Giving children purpose and meaning to their learning with real-world scenarios assists them to engage and take ownership of their learning.

Beyond the classroom, and especially at a young age, it is about providing an environment that children feel safe in and giving them confidence. It is ok to make mistakes as it is from these mistakes that we learn and can improve. With parents as first teachers there are a variety of ways to incorporate numeracy skills into your everyday lives. Numeracy skills are important to help develop thinking and reasoning skills. It also helps to teach children life skills such as budgeting, using money, telling the time, measuring and comparing, being able to follow and give directions, explain their thought process and justify their reasons.





Encouraging children of a young age to engage with numeracy can be as simple as:

- counting fingers, toes and toys
- recognising numbers and shapes on objects like clocks and phones or in books
- discussing how many pieces they want their sandwich cut into
- comparing things of different sizes – ‘big’, ‘small’ and ‘medium’
- grouping things together and talking about ‘same’ and ‘different’
- using words to describe where things are – ‘over’, ‘under’ and ‘next to’

Get your child involved in the kitchen and during meal times.

This can be as simple as:

- measuring quantities for recipes and using different sizes of measuring tools (how many $\frac{1}{2}$ cups of flour will make 2 cups of flour)
- working out cooking time
- changing the quantities of the recipe if you are to feed more or less people
- cutting and sharing food into different sized portions
- looking at bottles/jars/tins and discussing capacity of various containers
- setting the table for a particular number of people – this requires them to sort cutlery and crockery and determine the amount required



We spend a lot of time travelling in the car and this is the perfect time for numeracy to be discussed. You can:

- use car number plates to create the biggest or smallest number
- estimate the length of the journey
- count the number of particular coloured cars
- looking at road signs to discuss distances
- calculate the time it would take to travel based on speed and distance
- use maps and give directions
- compare journey distances using different routes

Shopping is another way to practise numeracy skills. This can be done by:

- identifying and discussing prices
- calculating change and different combinations of coins and notes
- guessing the value of the coin or note from its description
- weighing fruit and vegetables and working out the cost
- reading labels and discussing capacity, weight, shape, colour
- reading nutritional panels and discussing which contains less or more sugar, kilojoules, vitamins, salt
- calculating the cost of a trip to the movies
- reading catalogues and comparing prices of items at different stores
- working out which item gives the better value based on price and quantity
- counting items as they are scanned
- calculating the cost of items when applying a discount (eg. 25 per cent off)



Have fun with your child and make memories. Playing games and exploring the environment around us is a practical way to encourage numeracy skills.

You can engage in:

- board games such as Monopoly, Yahtzee or Snakes and Ladders
- counting games to practise times tables
- dot-to-dot activities to identify the order of numbers
- card games such as Uno
- sudoku puzzles

Take your children on a “maths walk”:

- compare the size of trees and plants
- have your child find a number of items
- ask them to locate an object that has symmetry
- count the petals on a flower
- discuss seasons
- measure the temperature – is it hotter or colder today and by how many degrees?

Structure mathematical problems around your child's interests. For example, if their interest is trains then while playing with trains get them to:

- count them or order them in size
- plan a train journey and look at timetables and costs for your family to go on an adventure

Reading books that feature numbers and counting can introduce young children to numbers. Some books to consider:

- *The Very Hungry Caterpillar* by Eric Carle
- *At the Beach I See* by Kamsani Bin Salleh
- *Ten Little Fingers and Ten Little Toes* by Mem Fox
- *12 Days of Aussie Christmas* by Colin Buchanan

Learning is a journey and we are all lifelong learners. Start as early as you possibly can to teach young children how to count, recognise numbers/shapes, measure, sort, match and share.

All children are different and so are their learning styles. This is why it is so important to provide a variety of experiences, strategies and hands-on activities to engage them and encourage them to decide how they learn best and what strategies they feel confident to use to solve problems. Hopefully, with this growing confidence in maths, your child's love of numbers will grow too. After all, mathematics is something that they will use for life, regardless of what road they decide to travel down.

Rebecca is a Year 5 Classroom Teacher at St Therese's School, Bentley Park



The “Write” Way

We spoke to literacy expert and author Patricia Hipwell on how to foster your child’s writing development in the home.

JANELLE SANTOLIN



“It is very tempting when we look at text messaging, emojis and all the language of the technologies of the 21st century to think that a skill like writing is obsolete. However, never has it been more important to write clearly and in a way that communication is guaranteed,” tells Patricia, author of the popular *How to Write What You Want to Say* series.

In this time of students spending a large proportion of their time communicating informally via text messages, Snapchat and other social media, there is an increasing need to encourage and support their skills in formal written communication. Some children are avid storytellers. Others may need a bit more encouragement to sit down and write.

“As a parent it can be quite frustrating helping students with schoolwork especially if you have a child who is a reluctant writer,” Patricia tells *Raise*.

Not only can it cause tension and tears during homework, but it can be a source of immense frustration for both parent and child. The best way to encourage your writer is to help build confidence in his or her ability to write.

WRITING TIPS FOR PARENTS

- **You can’t write what you can’t say, so get chatting!**

Ways in which you can help students become good writers and more willing to write is to remember: you can’t write what you can’t say, you can’t say what you can’t think and you can’t think what you don’t know. Build your child’s communication skills by encouraging plenty of conversations, asking questions and taking turns telling stories.

- **Read with your child**

Reading and writing go hand in hand. As a parent, the first port of call is reading to and reading with your child, listening to them read and gathering the information on what to write about from that. It is important to understand that if students do not have any

knowledge on the topic they have to write about, it is going to be very challenging to write. The first stage in the writing process is to develop topic knowledge - this can be done through reading. Take the opportunity to support your child to read a range of books, newspapers, magazines, websites to build their general knowledge. Make sure that you choose both fiction and non-fiction texts to read, and ensure any unfamiliar words are explained and discussed.

- **Build vocabulary through games & shared experiences**

Scrabble, Scattergories, Boggle, Pictionary are all great games that encourage play with words. Crossword puzzles will also help children increase their vocabulary. Shared experiences such as making lists, writing letters to friends and family members, writing scrapbooks and holiday journalling all contribute to your child's writing development.

- **Act as a scribe for your child**

If you can get your child to draw and talk about the topic and you scribe in note form, then writing for them is much easier because you've stored the 'what' then they can focus on the 'how'. For an older child, parents can support their child in organising their notes on the topic, prior to beginning to write.

- **Write to an audience**

As children develop their writing skills, they begin to understand that they can write for others. Encourage your child to think about who they can write for. For

younger children, you could write a story for a family member together. For example, writing a story for Dad for Father's Day. Ask your child, "What would Dad like to read about? What sort of words would Dad use? How would Dad like this story to end?" In doing so, you teach your children to think about their audience when they make decisions about what to write and how to write it.

- **The art of touch typing**

Today your child will be expected to write both manually and electronically, so teaching them to touch type will help their writing progress. All schools in our Diocese provide access to "Typing Tournament", an electronic typing tutor which teaches children to touch type through lots of fun games and activities. Children particularly enjoy battling the clock. Jump on with them and encourage them to beat their personal best.

- **Plan, plan, plan**

As your children grow older, they will be expected to write longer texts to show their understanding of what they have been taught at school. For these longer written texts, it is vital that children plan before they write. You can help by making sure your child always has a clear plan of why they need to write (their purpose), who they are writing for (their audience) and what they need to write about (their topic knowledge). There are many graphic organisers available online to assist your child in organising their ideas and knowledge before they begin to write.

- **Check and correct**

As a parent, you can always act as your child's proof-reader or editor. Go over their work and help them find any errors to be corrected. Look especially for capitals at the start of sentences and full stops to finish sentences. Lines between paragraphs is also a good one to keep an eye out for. Read your child's writing out loud for them to hear. They may be able to pick up any sentences that don't make sense. Encourage your child to proof read their own work as they become more confident with this checking process. You can also act as an editor and help your child check that they have included all the right information and have addressed the task. Ask them where they can make improvements or suggest ways yourself.

- **Celebrate their success**

The best way to build confidence in your child's writing is to let them know you are proud of their efforts. Display great writing up on the fridge. Post writing to family members. Have your child read out their writing at the dinner table after a meal. Any way to share their writing is a great way to celebrate their success.

- **Talk to the teacher**

Your child's learning is a three-way partnership between you, your child and the school. Keep communication channels open and seek support when needed.

Janelle is a Cairns Catholic Education Senior Education Consultant - Secondary

Sam Benvenuti

Off-Road Education

Sam Benvenuti shares her journey of teaching in South East Asia and explains why this experience cemented her desire to make a difference to her students back home.

The road to becoming a teacher is usually paved with a combination of university and classroom experience. But for recent graduate Sam Benvenuti the teaching journey took an enlightening turn when she travelled to South East Asia as an Australian Catholic University student.

Along with 12 other students and a teacher, Sam made her way around South East Asia – Vietnam and Laos – for a month.

“During our stay we trekked and camped the whole way,” Sam explains. “It was such a rewarding experience sharing knowledge and shaping the minds of such little people. We actually helped build a school in Laos, lived with the locals and taught English. It is a strong belief of mine that education is key – even in third-world countries.”

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When Sam returned home, she brought this experience with her to the classroom where she has continued to shine on Aussie soil. Sam currently teaches at Good Counsel Primary School in Innisfail and just completed her Masters in Inclusive Education.

“Teaching is empowering and challenging because it is a profession that matters, every single minute of every single day.”

Sam admits that her teaching style is very flexible and steers away from a traditional way of teaching.

“A lot of the learning is guided inquiry meaning the students take initiative in their learning and I take a back seat. Of course, with some guidance I am able to steer them in the right direction but it is them who take the driver’s seat.

“Laughter and engagement is definitely at the core of my teaching. When students feel comfortable and confident to make mistakes they can truly learn in a way that is meaningful to them.

“When I was overseas, I took the students outside

for a lesson and the students had to show me their number sense by forming groups when I called out a number. We were noisy and loud and all the other classes came out to see what we were doing.”

Sam’s unique and dedicated teaching style earned her the Early Career Teacher Docemus Award for the Cairns Diocese in 2018. She received a grant, which she used to travel with the Catholic Mission to East Timor last year to teach for two weeks.

“Experiencing another culture and the harsh realities they face each day was eye opening and heart wrenching,” Sam explains. “I couldn’t forget the faces I taught in the worn down schools. Some schools did not even have roofs and yet children were happy and content to travel two hours to school with no food or shoes.

“It made me realise how fortunate I am to have been born in Australia, to gain access to education and to live comfortably.”

After arriving home, Sam, with the help of Principal Liam Kenny and the Innisfail community, managed to fill a 20-foot shipping container packed to the brim with donations such as pencils, clothing, scissors, glue, exercise books, desks, chairs, toys and books.

“It was a big job and the community really helped us out. The items were then distributed to many of the much-needed communities over there.

“It was beautiful to see the smiles on the faces of the locals.”

Back in Australia, Sam continues to have a huge impact on the students she teaches and in the community. Sure, she’s busy, but Sam wouldn’t have it any other way.

“Yes. Teaching is tiring and challenging. But it is also the most fulfilling and rewarding thing one can do.”



The New QCE System

An information guide for parents

JANELLE SANTOLIN

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future.



Across senior subjects, students will acquire 21st century skills to support them as lifelong learners. The Queensland Certificate of Education (QCE) is the state's senior school qualification usually awarded to students at the end of Year 12. Under the new QCE system, students can still choose from lots of subjects and courses that suit their work and study goals. But assessment will change in Queensland Curriculum and Assessment Authority (QCAA) subjects. There will also be a new way to rank students who wish to apply for university. The current rank is called the Overall Position (OP). From 2020, it will be the Australian Tertiary Admission Rank (ATAR).

WHAT ARE THE CHANGES?

The QCE system will:

- Include a new system of assessment for some subjects that combines school-based assessment with external assessment
- Replace the OP tertiary entrance rank with the ATAR, which is used by other Australian states and territories
- Include a new curriculum including new subjects
- Conclude the Queensland Core Skills Test

WHEN WILL THE CHANGES TAKE PLACE?

Year 11 students in 2019 are the first to study under the new QCE system and from 2020 the ATAR will replace OP as the standard path to tertiary education.

WHAT SUBJECTS ARE AVAILABLE?

In the new QCE system, a wide variety of subjects are available for study:

- QCAA General subjects — currently known as Authority subjects
- QCAA Applied subjects — currently known as Authority-registered subjects

- Vocational Education and Training (VET) courses
- School-based apprenticeships and traineeships
- University subjects completed while at school
- Workplace learning
- Certificates and awards such as those issued by the Australian Music Examinations Board

WHAT ARE THE CHANGES TO SENIOR ASSESSMENT?

Assessment will be different in General and Applied subjects in the new QCE system. Four assessments will count towards the final grade in each subject. This is fewer assessments than students currently complete.

- **General subject results** will be based on student achievement in three internal assessments (developed by their school and endorsed by QCAA), and one external assessment that is set and marked by the QCAA. In most General subjects, internal assessment results will count for 75 per cent of the overall subject result. In maths and science subjects, internal assessment results will generally count for 50 per cent of the overall result. External assessment for each General subject will be held on the same day in all schools across the state. For most General subjects, the external assessment will count for 25 per cent of the subject result and for maths and science General subjects, the external assessment will count for 50 per cent of the final result. Students' final subject result will be made up of their external assessment result, plus three internal assessment results.
- **Applied subject results** will be based on student achievement in four internal assessments.

- **Internal assessments** might include in-class tests, assignments, essays or some other form. Student work will be marked at the school level, and the QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

The Queensland Core Skills (QCS) Test will not be part of the new system. The last group to sit the test will be in Year 12 in 2019.

HOW IS TERTIARY ENTRANCE CHANGING?

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Year 12 students in Queensland. The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for Year 12 students.

The ATAR is comprised of results you achieve at Unit 3 and 4 level in:

- Five General subjects, or
- Four General subjects + one Applied subject or completed VET qualification at Australian Qualifications Framework (AQF) Certificate III level or above.

To be eligible for an ATAR, you must successfully complete an English subject, although English does not have to contribute to the ATAR calculation.

OTHER TERTIARY ENTRANCE PATHWAYS

If students are not eligible for an ATAR but wish to gain entry to a tertiary course, they may be able to gain entry via completion of an AQF Certificate III or higher-level VET qualification, or a completed performing arts qualification. Students should seek guidance officer support to help them understand the different tertiary entrance pathways and the best options available for them.

HOW DO STUDENTS PLAN FOR SENIOR STUDY?

All schools do Senior Education Training (SET) planning with every Year 10 student so they feel confident and supported throughout the senior subject selection process. Students should discuss with family what jobs or careers they are interested in and then choose the

subjects and courses that will enable them to achieve a QCE and work towards their goals.

For further support, QCAA has created the *myQCE* website which provides students with vital information on the QCE system, planning their pathway, staying happy and healthy, jobs and careers. Students can also track their QCE progress through *myQCE*.

For students planning to attend university immediately after Year 12, *My Path*, an innovative online SET planning tool, will assist students with planning their senior subjects, checking their ATAR eligibility and satisfying prerequisites. For more information, go to: www.qtac.edu.au/atar-my-path/my-path

WHAT ABOUT STUDENTS WHO WILL FINISH YEAR 12 UNDER EXISTING ARRANGEMENTS?

Families with students who will be completing school under the current system can be assured that their subject results and OP ranks are fair and reliable. The existing systems will in no way be compromised by the changes occurring from 2019.

WILL THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE) CONTINUE?

The QCE will remain as Queensland's senior school qualification. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfill literacy and numeracy requirements. Most students will achieve a QCE by the end of Year 12. Others will be able to add to their learning account for up to seven years after school.



ADDITIONAL RESOURCES

To find out more, speak to your child's school or go to the sites below:

- www.qcaa.qld.edu.au/senior/senior-qce
- www.qtac.edu.au/atar-my-path
- myqce.qcaa.qld.edu.au/

Janelle is the Cairns Catholic Education Senior Education Consultant - Secondary



We Are More Engaged Than We Think

The P&F meetings, the fete days, the cake stalls, the calls for volunteers for school excursions, discos and athletic carnivals. Some weeks, it seems the extra pressures on parents never end. But if you can't make it to every call out (or don't really feel up to baking cupcakes at midnight for the cake stall), is it negatively impacting your children? According to the experts, definitely not!

ANDREW MCKENZIE

ENGAGEMENT AT SCHOOL

Well-known comedian Meshel Laurie recently shared her thoughts on the request for 'over' active involvement in her children's education.

She starts with the familiar note found in the bottom of her child's school bag:

"Dear Parent', it starts, then goes on about a meeting they think will be a great opportunity for me to be more involved with my children's education."

Like many parents, Meshel reads the note, puts it aside and forgets about it. As she explains,

"There's the disconnect – and I can't say this plainly enough: I have no interest in becoming more involved in my children's education.

"I have no interest in becoming more involved in my father's dialysis or in my dog's vaccinations, either. I'm more than happy to defer to the experts on these matters and stay out of their way until they (the kids) need a ride home. That's where my responsibility kicks in."

In reading this we can appreciate a good comedian's tools of trade – a blowtorch to heat up a contentious issue and the sledgehammer blow for a little added impact. The interesting thing is that Meshel is half right, and half wrong.

ENGAGEMENT AT HOME

Australian researcher John Hattie has recognised a significant link between a parent's engagement in their child's learning and the child's learning success. But the research is a bit more specific about what makes a difference.

A parent's involvement in volunteering at their school and helping out with activities and fundraising (fetes worse than death!) can be very important and

welcome in the life of the school and the wider school community. But, in itself, it doesn't make a great deal of difference to their child's learning.

The real kicker? It's what happens at home that makes a difference. As Meshel says, it's at home where a parent's responsibility comes in.

EDUCATING AT HOME

Learning doesn't stop when school ends. Children are constantly soaking up lessons from what we do at home.

Taking on a healthy approach to diet and exercise, limiting screen time, establishing good sleep patterns, hygiene, good manners, even learning to tie shoelaces, can make a huge difference to what happens at school.

A family that sits and talks together and tells stories is important too. A family enmeshed with personal screens is a family that loses the capacity to talk and communicate, and these are the most basic of survival skills in modern society.

And most of us will be surprised by the amount of practical maths we can teach children in the supermarket, kitchen, home workshop or car. How much for three of those? How much is 200 grams? How long is that piece of timber? How far to the next town?

Teaching these skills is a natural part of parenting. And this is where Meshel is half wrong – she is already actively engaged in her children's education, despite her claims to the contrary. Don't ever believe that what you do at home doesn't make a huge difference to your child's achievements at school and in life. It does. Even if you don't have time to bake cupcakes.

Andrew is the Cairns Catholic Education Manager - Governance and Engagement



"JUSTICE
IS LOVE.
LOVE IS
JUSTICE
AND THIS
IS WHY
FAITH
MATTERS."

Spiritual Health

Why Faith Matters

SHARON O'KEEFFE

Anglican Archbishop Desmond Tutu was once asked why he became an Anglican rather than joining some other denomination. He explained that in the days of apartheid, when a black person and a white person met while walking on a footpath, the black person was expected to step into the gutter to allow the white person to pass and nod their head as a gesture of respect.

Archbishop Tutu then goes on to describe how,

"One day when I was just a little boy, my mother and I were walking down the street when a tall white man, dressed in a black suit, came toward us. Before my mother and I could step off the sidewalk, as was expected of us, this man stepped off the sidewalk and, as my mother and I passed, tipped his hat in a gesture of respect to her!"

"I was more than surprised at what had happened and I asked my mother, 'Why did that white man do that?' My mother explained, 'He's an Anglican priest. He's a man of God, that's why he did it.' When she told me that he was an Anglican priest I decided there and then that I wanted to be an Anglican priest too. And what is more, I wanted to be a person of God."

Yes, a very simple and nice story. But also a very powerful and extremely sad story of how we treat people with disrespect and contempt.

Desmond Tutu lived much of his early life being told he was different and worthless because of only one reason — his skin colour.

As a person of faith, I wonder what Jesus would say in response to our blatant disregard for our sister or brother? The story of Jesus provides a wonderful framework to live an active response to the needs of our time.

Faith grounds us in the Gospel teachings of freedom of spirit, provides us with sincerity

in our communication and guides us on our journey of personal integrity, truth and a joyful disposition.

Today, more than ever, we need more women and men who take the values and ideals of Jesus so seriously that they will act upon them. The challenge for each of us today is to find OUR way of acting so that we can be truly just to those around us.

Those of us with baptismal vows, do have an obligation to treat people with love and respect whatever their disposition. While the world has changed a lot, Archbishop Tutu's story remains a timely reminder that our actions matter. While this mistreatment is embedded in our history forever, it does not have to define our present and our future. Whether society has changed or not, faith allows us to move forward.

To be a person of faith means to act like Jesus and take initiative and our faith in Jesus Christ seriously, not just when it suits us. To be kind, gentle, generous, accepting, forgiving, understanding - these are values that matter in our society and what faith represents.

The love that we show is not some big miracle or publicly impressive example of profound love. Jesus talks about the little things, little ministries in life – visiting those who are sick, helping those in need, showing kindness and empathy – these ministries are recognised as a commitment to Christ.

Jesus gave us two commandments — love one another as I have loved you and love your God with all your heart and all your soul. Justice is love. Love is justice and this is why faith matters.

Sharon is the Cairns Catholic Education Director - Identity and Outreach



Get to Know: Luke Felstead

Principal, Our Lady Help of Christians School, Earlville (OLHOC)

Whether engaging with the students at OLHOC, relaxing with his family or volunteering at Rosies – Friends on the Street in his spare time, Luke is committed to the parish and the Cairns community. Take five minutes and get to know Luke Felstead.

Before your current role as a principal, you were a teacher at St Andrew's Catholic College.

When did you decide to become an educator?

As with a lot of teachers, the love of children and learning runs in my family. My father was a well-regarded educator and two of my older siblings also followed this path. It felt natural to follow this tradition myself when I became old enough.

As a principal, what do you do to make sure all the children at your school achieve the best they can?

As a leader in education my role is to enable the passion and talents that lie within my staff to flourish in a focused and purposeful way. I ensure that my students achieve their best by supporting the greatest resource in any school – their teachers.

Describe your vision of an effective school.

Effective schools are schools that inspire a love of learning within their children. They engage family and community in the work of growing good hearts and minds, whilst at the same time equipping educators with the knowledge and resources to meet the learning needs of each child.

How important is parent participation and involvement in making a school great?

We are very blessed at Our Lady Help Of Christians to have a wonderfully engaged and committed community. Parent voice therefore becomes central to our school meeting the educational needs of the community we serve.

We believe that parents are the first and foremost educators of a child and through enrolling their child, they have partnered with us to assist them in this work.

What has been a highlight of your teaching career so far?

I love a good underdog story and nothing warms my heart greater than backing the child that others may not wish to educate. Over the years I have always tried my best to give a child who has hit rock bottom a second chance at my schools. This does not always

work out, however, when it does, it provides the greatest sense of pride. A lot of children will be successful even if they have ordinary teachers and all too often you will see educators taking claim for successful students who would have achieved greatness any time, any place, anywhere.

"REAL TEACHING
THOUGH, IS WHERE
YOU HAVE THE
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IN LIFE BY BELIEVING
IN THEM EVEN
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DO NOT."

Community and charity work is so important. How do you model this for your students?

Like many of the social skills that were taught outside of the school

in times past, social justice and pro-social community involvement are now essential skills explicitly taught within a great school. This is why you will see many Catholic school staff heavily involved in supporting charities and community events with their students. It is this faith and strong dedication to the values of social justice, forgiveness, empathy, respect and the power of community, that guides our schools in everything we do.

In helping others, we are able to become happier than if we were rich or had great status. I think that this is an invaluable lesson for our children to learn.

Zenon Caravella

Kicking Parenting Goals

As a former professional soccer player, Zenon Caravella has lived in numerous hot spots around Australia – Newcastle, Adelaide, Sydney and the Gold Coast. But he's always called Cairns home.

The A-League soccer star attended St Francis Xavier's School as a boy and has since returned to North Queensland to run his successful soccer school, Caravella Football Academy and raise his two daughters.

"The school years were definitely some of the most important years of my life," Zenon tells Raise.

"When taught good values in a nurturing environment, especially at a young age, these experiences stay with you wherever you go and whatever you do."

In addition to his teachers, Zenon credits his parents for always encouraging him.

"My mother and father were obviously the biggest influences in my life, especially my father. I have very fond memories of the countless hours we'd spend kicking the ball together training, and always coming home to my mum who'd have food waiting."

Like their father, the Caravella girls attend a Catholic school, St Joseph's, Parramatta Park, and the family couldn't be happier with the outcome so far.

"We wanted to send our kids to a school that emphasised instilling good values in their students. Being accepting of others and kindness are both things that St Joey's are consistently teaching and we couldn't be happier where they are."

Zenon admits that life's pretty hectic, but he tries to find time to be active in the St Joey's community.

"I try to volunteer at school when I can and try to be as present as possible."

Not only a role model to his daughters, Zenon also plays an important role to the aspiring soccer stars that



he coaches. In between drill training and games, Zenon encourages his students to think outside the soccer field, especially when it comes to education.

"I spend a lot of time with the kids at the Caravella Football Academy and I always say to them that education is the number one priority.

"Sport is fantastic in so many different ways and can bring a lot of joy but at the end of the day, education is key because it's something you'll never lose.

"I tell my players at the academy that hard work is essential in anything they do. Their reaction to the tough times is what will set them apart from the rest," the inspiring father explains.

Although his professional soccer days are behind him, Zenon does have some advice for aspiring soccer stars. "Whatever you do, make sure you give it your best shot."

And what about for parents of the next gen of elite sport stars?

"Support, encourage and motivate them in their journey, particularly through the knock backs or difficult times and gently remind them that they can't improve while lying on the sofa."

WHAT'S NEW IN CATHOLIC SCHOOLS

Spirited Schools



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**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision

Mythbusting in Catholic Schools



There are plenty of myths surrounding enrolling at a Catholic school, so we thought we'd set the record straight on the most common queries.

Whether you're switching schools, waving your child off to big school for the first time or looking for a secondary school, you want to find an option that fits your family and your values. Catholic school communities recognise and value the uniqueness and individuality of students and families, and the human dignity of each person. They are welcoming to all including those from culturally diverse backgrounds such as Aboriginal and/or Torres Strait Islander peoples, those who seek to deepen their faith in a Catholic context, those from backgrounds of marginalisation and disadvantage including the economically and spiritually poor, and those with disability.

Growing more than minds

Catholic schools are known for their academic excellence, but they're not just growing minds, they're growing students' mind, body and spirit. This holistic approach to education ensures students are nurtured intellectually, spiritually, socially, emotionally and physically so they can graduate as well-rounded, valuable, contributing members of society.



An affordable education option



One of the biggest myths surrounding Catholic education is affordability, but Catholic schools are actually an affordable option for most families and surprisingly more affordable than many may think. Catholic school fees are comparable with, if not less than, kindy fees and compare favourably with other private schools in the Far North. So if your family can afford kindergarten fees, you can probably afford Catholic school fees. Plus, there

are fee discounts for siblings and country areas as well as generous, automatic fee concessions for those in genuine financial difficulty.

Catchment areas



Catholic schools in the Cairns Diocese extend from Tully up to the Torres Strait and west to the Tablelands. They do not have geographical boundaries or defined catchment areas, so you can choose the school that fits your family regardless of

where you're living. However, as many schools and colleges experience high enrolment demand and may have waiting lists, it's a good idea to apply for all the Catholic schools you're considering when applications open. Schools will then work together to ensure that even if you don't get your first choice of school, every effort will be made to find your family a place in one of your preferences.

Catholic or non-Catholic

Your child does not need to be Catholic to enrol at a Catholic school and there has never been a defined percentage of Catholic and non-Catholic students that a school must enrol. In fact, Catholic schools in the Cairns Diocese have large numbers of students from non-Catholic backgrounds and are welcoming to all who seek and support their values. Your child's enrolment will be assessed on its merits against the enrolment criteria, regardless of your family's faith. While preference is given to students of the Catholic faith, particularly those active in their parishes, there are students from a variety of religious backgrounds.



Don't let the myths around Catholic school enrolment stop you from securing your place...



Religious Education

If you're concerned your child will miss out on other subjects due to compulsory Religious Education at a Catholic school, you needn't worry. Catholic schools require a minimum of 2.5 hours per week of religious teaching, but Catholic schools have 27.5 contact hours compared to 25 in a government school.

The Religious Education Curriculum P-12 enables students to progressively develop a deeper understanding of the Catholic Christian tradition and an empathetic understanding of the major world religions, as well as be respectful of how believers of various religions live out their respective religious beliefs. The approach taken respects learners and promotes critical thinking, so that students are able to relate it to their own life and positively contribute to building a civilisation of love, based on respect and acceptance of all.



How to apply for a Catholic school

Enrolment procedures can vary from school to school, as individual schools manage their own enrolments. Generally, the enrolment period is Terms 1 to 2 for the following year, although applications are welcome at any time and are subject to vacancies and interview. Prep applications are generally taken up to two years prior to starting school. It's best to contact the schools you're interested in directly to find out when to apply.

Applications can be made online at every school's website. If applying to more than one school, the online application process only has to be completed once – simply select the schools you are interested in applying to from the drop-down menu in the application. Also, you can return to your application to complete it at any time within 30 days of starting the application without having to restart the application process. For those who prefer a more traditional method, you can pick up printed forms from each school's office.



For more information, including mythbusting FAQs and further enrolment information, go to: www.cns.catholic.edu.au

The Forefront of Faith



A nation-leading faith program has rolled out to senior students in secondary Catholic colleges in the Diocese of Cairns.

As the Bishop of Cairns James Foley reflected on a society that is becoming increasingly self-absorbed, he recognised that religious education needed to be refreshed and modernised.

Inspired by an address Pope Francis gave at World Youth Day in Rio de Janeiro, Brazil, in which the Pope told young pilgrims to help “build a civilisation of love”, Bishop Foley issued a challenge to senior leaders of Catholic Education to develop a dynamic and relevant program for senior students. Bishop Foley wanted students to experience faith within the reality of their own life, while also calling them to positive action in a way that is reflective of the Catholic social teachings. It was a forward-thinking, nation-leading challenge.

Catholic Faith in Action

The result of this challenge is the Catholic Faith in Action (CFiA) program, officially launched to all Year 11 students in the Diocese at St Augustine’s College in February.

“The Catholic Faith in Action program framework was co-created by College and Catholic Education Services’ senior leaders, clergy and an external consultant, Professor Brother David Hall FMS from the Australian Catholic University,” Bishop Foley said.

“It is my hope that this new expression of religious education in the Diocese of Cairns for students in their final years of Catholic Education will enhance their capacity to make meaning in religious education, that they are able to relate it to their own life and positively contribute in building a civilisation of love.”

The new program includes scripture, Catholic Social Teaching, Catholic worldview, other religious experiences, worldviews and Indigenous Spirituality, Catholic

anthropology, ethics and morality, religious identity and culture, evangelisation and faith formation, prayer and worship, social justice and action.

The program doesn’t contribute to a student’s Queensland Certificate of Education (QCE) or Australian Tertiary Admission Rank (ATAR), however accountability measures are in place to ensure meaningful participation and achievement of the Year 12 Graduate Expectations.

Colleges will still offer elective courses of religious study, such as Study of Religion, Religion and Ethics and Certificate III/IV in Christian Ministry and Theology, which may contribute to a student’s QCE and ATAR.

Leading the way

Already, other dioceses across Australia are seeking further information from Cairns Catholic Education as they look to replicate the intentions of the program.

Speaking at the launch of the program in February, Director of School Effectiveness Dr Sally Towns said the new program was about providing opportunities and supporting young adults to be a light in the world. Built on Catholic teachings, the framework helps students to make meaning of their own life and live that life through positive action in the world.

Bill Dixon, Executive Director for Cairns Catholic Education, sums up the new program. “We recognise that in a world that is increasingly experiencing the hurt of hate, violence against people, and environmental degradation there is an even greater need for young people to benefit from a dynamic Secondary Religious Education curriculum. Such a curriculum must be a vessel for personal transformation that fosters an intimate relationship with God, through the exploration of the Scriptures, participation in personal and communal prayer and the living out of Catholic social and moral teaching. It is my belief that Catholic Faith in Action provides a framework for our Colleges to provide a curriculum that is needed in modern times.”



To find out more about
Catholic Faith in Action, go to:
www.cns.catholic.edu.au/CFIA

Expanding Possibilities

Serving the south

Nestled in the Mount Peter Valley south of Cairns, MacKillop Catholic College is expanding to offer secondary education, with Year 7 starting in 2020.

The current Stage 3 build will be completed in time for the 2020 school year and will also provide for Year 8 in 2021. It includes a new Welcome Centre, more Prep rooms, an upgraded tuckshop, a sports precinct with a full-size court, change rooms and tuckshop; a Year 4-5-6 Learning Precinct, additional car park and bus-stop, and a Year 7-8 Learning Centre that incorporates a Design, Arts, Technology and Sciences facility.

"Our hope that this school will play an active role in the development of the Mount Peter community and also be a practical measure of Catholic Education's confidence in the future of the Cairns Southern Corridor is truly being fulfilled," Cairns Catholic Education Executive Director Bill Dixon said.

"We are living out our call to make a difference in this community in fulfilling the motto chosen for the school — inspiring hearts, minds and spirits."

The current expansion is part of the multi-stage, master-planned development by Cairns Catholic Education that will see MacKillop Catholic College reach full Prep to Year 12 status by 2025.

"I invite you to join our fast-growing community and enjoy our modern, state-of-the-art facilities, and everything

The demand for quality Catholic education is on the rise and Catholic Education in the Diocese of Cairns is stepping up to meet the needs of the local Far North community.

a quality, Catholic education has to offer. Contact me for a personal tour of the College," says Principal Luke Reed, who adds enrolments are now being taken for Year 7 in 2020 and Prep to Year 8 in 2021.

Meeting the needs of the north

The population is also growing on the Cairns northern beaches, with demand for an additional Catholic school in this fast-growing area.

"We recognise the strong population growth on the northern beaches and that our existing schools that serve this catchment, Holy Cross at Trinity Park and St Andrew's at Redlynch, are operating at or near capacity," said Bill Dixon.

"These factors mean we would give very serious consideration to a new school to serve this area although criteria would have to be satisfied for a new school to be viable, including access to a suitable site. A viable opportunity for a new school to the north of Cairns is yet to be identified."



For the list of our 29 Catholic schools and colleges in the Far North, go to: www.cns.catholic.edu.au/our-schools



The Catholic School Difference

We speak to Jesuit priest, acclaimed author, lecturer and film critic, Father Richard Leonard SJ on what defines a Catholic School in the 21st century.

If you're considering enrolling your child in a Catholic school, you may be wondering what to expect. Catholic schools pride themselves on academic excellence and a faith and values-based learning environment but, as Fr Richard Leonard explains, there is so much more on offer.

Welcoming and inclusive

"When a parent enrolls their child into a Catholic school, they can expect a school that is inclusive, because Jesus was," says Fr Richard. "Parents should expect a community that treats people with dignity and respect. The way we talk about, the way we talk to and the way we talk of the world is life affirming and world affirming."

Quality learning and teaching

First-class learning environments and academic excellence are part of the Catholic education ethos, but setting students up for a lifetime of learning is what allows students to shine beyond the schooling years.

"We value life-long learning. We want to set these kids up to learn for a lifetime. And in a way that puts their gifts and talents at the service of others," he says.

Making a difference

Catholic schools are Christ-centred communities based on gospel values. Catholic education strives to make a difference in the lives of our kids and in the wider community by challenging young people, through God, to find meaning and value in their lives.

"Our schools do a great job in forming character. I deal with a lot of kids in a lot of Catholic schools and they are outstanding men and women when they leave our schools. They're compassionate, they have integrity and they have a sense of serving their fellow brother and sister."

A life to the full

Catholic schools emphasise personal and social development as fundamental enduring values and requirements in an ever-changing world. This holistic approach provides an educational foundation for life to the full, meaning the



Hear Fr Richard Leonard SJ speak about the modern Catholic school in a series of short videos at www.cns.catholic.edu.au/the-modern-catholic-school

full development of the person – intellectually, spiritually, socially, emotionally and physically.

"The final thing parents should expect in a Catholic school is we're going to empower their kids as best as we possibly can for them to achieve their full potential. Every child has gifts and talents. Empowerment and education go hand in hand. I have seen kids come alive because they have the skills to be able to harness their already innate great gifts."



To find out more on the Catholic school difference, go to:
www.cns.catholic.edu.au/the-catholic-school-difference



Protecting our Kids

Catholic Education Diocese of Cairns is committed to student protection, offering safe, inclusive learning environments for all of their students.

Protecting our children and promoting their safety is everyone's business. It's a national priority in which we all have a role to play. Student safety and their best interest is at the core of the operation and purpose of Catholic Education.

All schools in the Diocese of Cairns recognise a safe, supportive, inclusive and positive environment is so important for your child's capacity for learning and maximises their potential for personal and social development, ultimately enhancing wellbeing and life opportunities.

Supporting students

Being safe and supported at school is essential for your child's wellbeing as well as for effective learning. As a community we have a responsibility to ensure that our schools have the appropriate policies, procedures and an organisational culture in place to safeguard against the risk of child abuse and respond effectively if abuse is suspected.

"Not every concern is going to be about child abuse, children can be upset and affected by many things occurring in their life: a change in family circumstances, a family pet dying or Queensland losing the State of Origin," explains Ann Barr, Cairns Catholic Education Student Protection Officer. "We want staff to have the confidence and capacity to be able to identify when something is not quite right and respond."

Working with parents

Many of the schools in the Diocese of Cairns are working with parents to ensure they have the knowledge and skills to talk to their kids about student protection. There is also an annual Safeguarding Children Conference with a number of presentations provided specifically for parents.

"It is everyone's responsibility to protect children and we are fully committed to this. Many of our schools run parent evening sessions on topics such as bullying and online safety, and place information about resources for parents and carers in newsletters," tells Ann.

The Royal Commission

The Royal Commission into Institutional Responses to Allegations of Child Sexual Abuse defines a child safe institution as one that creates conditions that reduce the likelihood of harm to children, creates conditions that increase the likelihood of identifying and reporting harm, and responds appropriately to disclosures, allegations or suspicions of harm. Valuing children and young people and their rights is the foundation of all child safe institutions.

Safe school communities

Catholic schools in the Far North prioritise child safety by:

- ✓ **Taking a preventative, proactive and participatory approach to child safety**
- ✓ **Implementing child safety policies and procedures that support ongoing assessment and amelioration of risk**
- ✓ **Valuing and empowering children to participate in decisions that affect their lives**
- ✓ **Fostering a culture of openness that supports all persons to safely disclose risks of harm to children**
- ✓ **Providing written guidance on appropriate conduct and behaviour towards children**
- ✓ **Engaging only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development**
- ✓ **Ensuring children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues**
- ✓ **Reporting suspected abuse, neglect or mistreatment promptly to the appropriate authorities**
- ✓ **Sharing information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk**



For further information about Student Protection in our schools, visit www.cns.catholic.edu.au/student-protection





Enrolling in a Catholic School?

Generally, the enrolment period is Terms 1 to 2 for the following year or up to two years ahead for Prep, although applications are welcome at any time and are subject to vacancies and interview. Below are the three easy steps to applying to enrol your child into one of our 29 Catholic schools and colleges.



Step 1: Application



Head to the enrolment section of your preferred school's website or Cairns Catholic Education's website and fill out the details in the online enrolment application form. You can apply for up to three schools on the one application and can return to your application any time within the following 30 days to submit it, without having to restart the application. Prefer a more traditional method? You can also pick up printed forms from each school's office. You will then need to provide any supporting documents and an application fee (if applicable – not all schools have one), to complete your application.



Step 2: Interview

An Enrolment Officer will confirm receipt of your application and inform you of the next steps in the interview process, including an enrolment interview.



Step 3: Offers

Enrolment positions are offered on a school-by-school basis, depending upon availability and application. Schools will work together to ensure that even if you don't get your first choice of school, every effort will be made to find your family a place in one of your preferences. It's always better to apply to all your schools of interest than to submit a late application should application to your first preference be unsuccessful.



www.cns.catholic.edu.au/apply-online



**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision

Alannah Falvo

Cultivating Aspirations

At 14 years old, Alannah Falvo is already making her mark on the world. When she's not in school, you can find her helping her family on their avocado farm outside of Mareeba and looking for ways to protect the reef and the rural farming community.

Alannah is the incredible inventor of a sediment collector aimed at reducing sediment on the Great Barrier Reef as well as assisting farmers who have lost sediment due to flooding. The collector, which was constructed using robotics, computer-aided design, 3D printing and various materials, collects sediment runoff on the reef and returns it to farmers to be reused. The ambitious St Stephen's Catholic College student shares her motivation behind her invention.

Earlier this year at the 2019 National Questacon Invention Convention, a five-day workshop in Canberra, Alannah was able to showcase her prototype invention and network with others who share her passion.

Tell us a little about your invention. My greatest passion is the Great Barrier Reef and preventing many issues it faces such as coral bleaching and especially sediment run-off. This is where the idea for my sediment invention stems from.

When you're not working on your prototype, what keeps you busy? I live on an avocado farm. Life on a farm can sometimes be hard work, but helping out also allows me to learn about agriculture, irrigation and also problems that farmers face due to Mother Nature.

How do you balance farm, family and school life? Balancing farm, family and school life can sometimes be difficult. But luckily for me, my family is really supportive and during school terms I am not asked to do as much farm work so I can focus on my schoolwork. Then when it gets to holidays I am able to help out more, especially during avocado harvest season.

What does it mean to you to be able to access great education even though you live rurally?

All of my teachers have inspired me to work hard to

achieve my aspirations. They are willing to go the extra mile to ensure that students perform to the best of their ability in all areas of school life.

Many of the opportunities that I am presented with require great sacrifices in order to let me participate in them. Luckily for me, my family is willing to make those sacrifices, which I'm tremendously grateful for.

The opportunity to be a 2019 National Questacon Invention Convention delegate is an example of this. Coming from a rural area, I never thought that I could be selected as one of 25 students across Australia to attend such a prestigious event. But it was possible, thanks to the support of my family and school.



"Spend time with your
kids doing their things and
also your things.

It will build strong
reciprocal relationships."

| ANON

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THE FIRST FIVE YEARS

ALISON FITZSIMMONS

The first five years of a child's life are critical for their development. In fact, your child's brain develops faster in the first five years than at any other time in their life. During these important early years, parents are their child's first educator. So how can parents help their children prepare for a life of learning?

Here are some suggestions that are easy to adopt into your daily routines, talking and reading with your newborn or toddler.

From birth, immediately commence reading to your newborn. I would strongly encourage every parent to buy Mem Fox's book, *Reading Magic - How your child can read before school - and other read aloud miracles*. This is a thin paperback book that is easy to read and is such essential reading for parents. In her book, Mem recommends that all children need to hear 1000 stories before starting school. She has a list of suggested classics to read to babies.

Plan outings to the local library and participate in their activities of guest readers and story tellers. Use your library card to borrow stories and continue the joy of reading at home, at the park or in the garden. Local libraries' 'First 5 Forever' offers newborns and toddlers up to the age of two a free library bag, DVD, pamphlets with reading strategies, nursery rhymes and a picture book to celebrate joining the library.

Remember to pack small picture books into your handbag or nappy bag so that at any opportunity you can share favourite stories together. Enjoy these special times together in the knowledge that YOU are your child's first educator.

Alison is a teacher at MacKillop Catholic College, Mount Peter

IS YOUR CHILD READY FOR PREP?

CHRISTINE STRATFORD

Prep is the first compulsory year of school and provides the foundation for the other years of schooling. All Queensland children are eligible to attend full-time Prep from the beginning of the school year in which they will reach the age of five years by June 30.

When children start Prep, they move to a more structured learning environment, and at the same time, they continue to learn through hands-on investigation. During a school day, children will make decisions, solve problems, develop thinking and teamwork skills, communicate and develop a positive sense of themselves.

You may hear the term 'school readiness', but how do you know if your child is really ready? It is important to remember that children of this age develop at different rates. Whilst your child may not be ready at this point in time, this does not mean that they will not be ready by the end of the year.

If you have questions or concerns about your child's readiness for Prep, speak with your child's Kindergarten teacher as they can provide informed advice based on their knowledge of your child and the options available to you.

The transition to primary school is an exciting time for you and your child. Take advantage of orientation days or transition programs as these will help them develop confidence and familiarity in their new setting. Most importantly, have a positive approach and you and your child will enjoy the next stage of their life-long learning journey.

Christine is the Cairns Catholic Education Senior Education Officer - Primary Curriculum





YOUR LITTLE ONE'S INTRODUCTION TO PREP CAN SEEM EQUAL PARTS ANXIETY INDUCING AND EXCITING.

Be Prepped for Prep

STEPHANIE MEEKINGS

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It's important to be prepared for a range of emotions from both yourself as parents and carers as well as from your child. Finding the right school for your family and being prepared to support your little one's emotional needs can make the process much easier than you may think.

MAKING THE TRANSITION

Parents should work in partnership with their chosen school to make this big step much less daunting. One of the best ways to do this is through a transition program, which can contribute to student learning improvement and social development if the program is run successfully.

A transition program offers families and schools the opportunity to get to know one another and brings the entire family on the journey from enrolment right

through to the first year. The program usually involves a one-hour session each week for a period of five to eight weeks and allows the Prep students to see inside the classrooms, participate in different activities, tour the library and other areas of the school and meet the teachers.

It gives your child the chance to build relationships with teachers and peers, as well as feel comfortable, confident and supported in their new learning environment.

GET TALKING

Another way to prepare your preppy is to engage in positive conversations about school. This provides your little ones with an understanding of what to expect. You can start to mention big school, school uniforms and how proud you are of them or involve school talk in playtime at home.

PRACTICE MAKES PERFECT

There are a lot of things in Prep that children are expected to do themselves such as putting on their shoes and socks, packing and unpacking their bag at the start and end of school, opening their lunch boxes (and containers), going to the toilet alone and washing their hands.

Practise doing these things at home to ensure your child is confident and comfortable with each task.

GAME ON!

The Queensland Government offers a 'Starting School Game', which is available to download online and includes games and information encouraging parents and kids to talk about starting school in a playful way. If you find your child is overwhelmed or worried about starting Prep, this is a fun way to get

them accustomed to the idea.

PLAY THE PART

If your child enjoys pretend or imaginative play, another great way to prepare them for this new environment is to 'play' school. Take turns being the teacher and the student and set up stuffed animals to be other students in the class. Practise taking the roll in the mornings, reading aloud, having lunch and doing show and tell. This can help them get used to the language used and the expectations in the classroom.

COMMON OBJECTIONS

While some kids are more than ready for big school, other kids might not be so sure. Both reactions to starting Prep are perfectly normal. If your child is resisting the start of school, then here are a few ways to handle their objections.

"I DON'T WANT TO GO TO SCHOOL!"

Make sure your child has the chance to be heard. Get down on their level or bring them up to your level so you are eye-to-eye. Ask them what they are concerned about and reassure them that their feelings are valid rather than dismissing how they are feeling.

It is likely they are worried about not knowing anyone or not fitting in, so you can comfort them by letting them know their classmates will be feeling the same way and will want to make new friends, too. You could also reassure them by explaining their pre- Prep transition days will give them the chance to meet new friends.

"I WANT TO STAY HOME."

Home is safe. Home is fun. Home

is where all the toys and all the comfort objects live. It's no wonder many kids prefer to be home over anywhere else. But staying home all day every day is no longer an option. Explain to your child that everyone must go to school and suggest an activity they can do once they get home to look forward to.

"I DON'T WANT TO LEAVE YOU."

It can be so difficult to see your little one upset at drop off, but reassuring them and being prepared for how they may react will help you to respond to the situation.

Kids Matter recommends learning from other transition periods and tailoring an approach that suits your little one's temperament. For example, think about a time your child experienced another transition period. What approach helped them through this stage?

One thing that might help is to volunteer in your child's class one morning a week (if you have the time). This can give your child a chance to see you in the school environment and can make drop off for that day a little easier.

PREP AND BEYOND

Starting Prep is not just about the first day of school, but rather setting your child up for a smooth transition from early learning to a life of education. Talk to your child's teacher often to make sure your child is settling in well, is understanding the material and is confident. Schools see education as a partnership between schools and families and parents and carers are welcomed as members of the school community.



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FOR MORE ADVICE & TIPS

To help with this transition, like the Facebook page 'BePrepped4Prep', a community service initiative by Cairns Catholic Education for all families.



Stephanie is a Cairns Catholic Education Digital Media Officer

"Kindness in words
creates confidence;
kindness in thinking
creates profoundness;
kindness in giving
increases love."

| L A O - T S E



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RAISE MAGAZINE • ISSUE 1



TREATING ANXIETY

RACHAEL KELLY

What child doesn't at some point worry about monsters under the bed or fear the dark?

But how do you know if your child's worry is normal or when it needs extra attention?

Children experience a wide range of emotions as they grow, interact with and make sense of their world. Typically children have fears and worries that are considered age appropriate and 'normal'. These fears also pass with time.

If it seems that your child's worries and fears are out of proportion to the situation, are not improving, or are causing distress that interferes with his learning, play or enjoyment of life, your child may be at risk of an anxiety disorder.

Anxiety is the most common disorder in primary age children, affecting 6.9 per cent of children aged 4-11 years.

Some signs parents might look for that their child may be experiencing anxiety:

- Having lots of persistent worries and fears
- Seeking reassurance often
- Avoiding situations that make them feel anxious
- Complaining of physical pains (stomach aches, headaches)
- Fearful of risk taking and getting upset easily

The reassuring news is that anxiety disorders are treatable. There are a range of talking and behavioural therapies such as Cognitive Behavioural Therapy (CBT) and Exposure Therapy that can help.

If you are concerned about your son or daughter, start with a conversation with the school counsellor, who, depending on the presentation and severity, may suggest a brief school-based therapy intervention or will direct you to the appropriate service.

Rachael is a Cairns Catholic Education Services Psychologist

WHEN TO SEE A SPEECH LANGUAGE PATHOLOGIST

LORRAINE CARROLL

If you, your child's doctor or teacher believe your child may have a speech or language delay, it's important to have your child assessed by a speech language pathologist.

You should seek help:

- If you and/or other people are having difficulty understanding your child
- If your child has fewer words than peers or seems developmentally delayed
- If your child has a stutter

Speech Pathology Australia has created a useful tool to assess communication milestones for children aged 12 months to five years. Download the Communication Milestone Kit at www.speechpathologyaustralia.org.au

What is a speech language pathologist?

A speech language pathologist will diagnose and treat communication problems such as issues with speaking, understanding language, stuttering, literacy and listening and auditory processing. They will assess your child's speech and oral-motor function and what your child understands.

How can schools support families?

Catholic schools in the Cairns Diocese have access to speech language pathologists who work with the educational team to support students with spoken communication difficulties. Parents can also access private speech language pathologists for regular therapy for their child.

How can parents help at home?

- Talk to your child at every opportunity
- Together sing rhymes and songs
- When reading encourage your child to follow the words, find relevant pictures or numbers, or read to you.

Lorraine is the Cairns Catholic Education Manager - Therapy & Disability and a Speech Language Pathologist



NAPLAN

What's the future, and how to help your child being tested.

NAPLAN has, for a number of years, been part of the schooling experience for Australian students.

It provides a valuable opportunity to map the growth and achievement of young people in the areas of literacy and numeracy. But it can also cause a lot of extra stress and pressure, especially if you have a child who strives for perfection.

NAPLAN EXPLAINED

NAPLAN (or the National Assessment Program – Literacy and Numeracy) is conducted in Years 3, 5, 7 and 9. It assesses the skills developed in Australian schools and reflects the Australian curriculum. Although it does

evaluate each child individually, the goal of NAPLAN is to analyse the grade as a whole.

NAPLAN assesses each grade on literacy (reading, writing, spelling, grammar and punctuation) and numeracy. These two capabilities are strongly linked to later achievement and wellbeing and thus being able to see where students are in these two subjects helps develop the Australian curriculum and ensures our children are learning at a satisfactory level.

NAPLAN also provides a valuable opportunity for parents, schools and young people to reference achievement and growth against students in the same grade across Australia.

But, as many parents and students need to remember, NAPLAN is not the be-all-end-all of education. In fact, NAPLAN is more about assessing the grade as a whole, not the student as an individual.

NAPLAN is simply a tool to measure the benchmark of learning. It is only a very minor piece to their educational puzzle and one that shouldn't instil stress or fear.

TAKING THE STRESS OUT OF NAPLAN

Some parents who NAPLAN is a cause for concern for their kids and an inaccurate representation of their skills. It is important to remember that NAPLAN is just one of the many ways that students and parents receive feedback on learning and only one of the many, many, many tests a child will take during his or her educational journey.

To remove some of those pre-NAPLAN jitters, it's important to explain the role of NAPLAN to your child. NAPLAN does provide valuable information about student growth and achievement in key areas. It is also



one of many opportunities for students to demonstrate what they know and can do. But it does not carry the same potential consequences as high-stake tests such as Year 12 exams.

It is not a personal test – it is simply a way to gather data on learning and prepare children for an assessment environment. That's it. There are no bonus points, rewards or punishments and if your child completely blanks out during the exam, that's okay too.

Another important thing to keep in mind is that NAPLAN results can also help teachers and parents direct extra attention where it is needed. If your child's NAPLAN result is quite low, it might indicate he or she needs a bit of extra support in the classroom – something that will have a positive effect on their learning.

GET NAPLAN READY

It is the job of your child's teacher to prepare the class for NAPLAN examinations. This is normally done in class and will involve practice tests as well as exercises that are similar to the questions and requirements of the exam.

So what can parents do? If your child is worried about NAPLAN or you would like to learn more, speak to your child's teacher about it. They may be able to provide some additional worksheets to do.

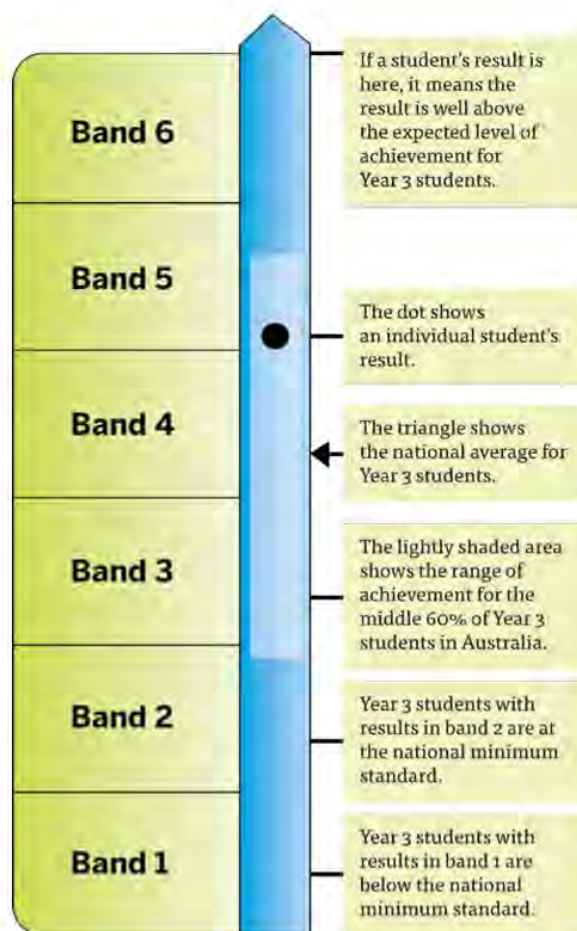
Help your child prepare for NAPLAN in the same manner that you would prepare for any other day of school – with a good night's sleep, a healthy breakfast and a positive and encouraging start to the school day.

Another option is to head online to the official NAPLAN website – www.nap.edu.au/the-tests – where you will find sample questions and practice tests for all year levels.

In terms of the literacy component, students will need to write either a persuasive or narrative text. You could ask your child to write either (or both) of these at home if they would like extra practice. NAPLAN allows for 40 minutes to write so you could also set a timer in 10 minute increments to help them manage this time. Use the first 10 minutes to plan, the second and third 10 minutes to write and the final 10 minutes to edit.

THE FUTURE OF NAPLAN

Since the Australian Curriculum, Assessment and Reporting Authority (ACARA) first introduced NAPLAN



YEAR 3 EXAMPLE OF BAND EXPLANATIONS

in 2008, there have been some heavy debates surrounding the testing system. Many believe that NAPLAN encourages teachers to 'teach to the test' and that it is narrowing the curriculum while putting increased pressure on students.

But despite the backlash, just last year the then Minister for Education and Training, Simon Birmingham, confirmed that NAPLAN would be staying in place.

As we move into the future, the style of assessment will no doubt reflect a more contemporary approach. Currently the transition to an online writing assessment is underway with 10 per cent of students taking the test online in 2018. The goal is for this number to continue to increase with all schools to be online by 2020.

Moving online means that the testing will allow for more diversity in assessment tasks, enable a broader range of skills and ensure quicker results.

“The happiest of people
don’t necessarily have the
best of everything.

They just make the most
of everything that comes
their way.”

| A N O N





WHY KIDS NEED TO BE ACTIVE

SHAWN BRACK

In 2017-18, the Australian Bureau of Statistics' National Health Survey showed that a quarter of children aged 5-17 years were overweight (17 per cent) or obese (8.17 per cent). Increased use of technology is leading to a more sedentary lifestyle, we are all spending less time participating in physical activity, therefore increasing the likelihood of weight gain.

Keeping our kids active has cognitive, social-emotional & physical benefits:

- Grow healthy bones and strong muscles
- Improve heart health
- Develop imagination
- Build self confidence
- Learn about their body
- Have fun and enjoyment
- Learn to take turns, share, play by the rules and care about others

To help, parents can:

- Show their children how to use play equipment
- Have fun with them
- Encourage them to make up games
- Teach them new skills

For healthier parents (and kids too):

Simple things that contribute to a happier lifestyle.

- Walk the dog together / take nature walks
- Have fun together on an adventure playground
- Group classes (yoga, spin)
- Family fun run

Maintaining a healthy lifestyle for you and your children doesn't have to be a chore. It's just a matter of making small physical changes that can benefit your whole family.

Shawn is the HPE Teacher & Sports Coordinator at St Joseph's School, Parramatta Park

WATER SAFETY IN FNQ

KIRK DONALDSON

How important is it to teach your child to swim?

Teaching water safety is as essential as teaching your child to put on a seat belt, especially in our region.

Due to the climate and surroundings that draws us towards water, all children need to be familiar with water safety. Backyard pools, apartment pools, public pools, the lagoon, lakes, rivers, gorges, creeks, dams, beaches, and the reef all offer retreat and enjoyment, but only if you can rest assured knowing you and your child can handle the situation.

Continued learn-to-swim lessons allow your child to use their aquatic skills well into the future. These classes:

- Build confidence in and around water
- Promote a healthy, active lifestyle
- Can help them in sporting activities such as triathlon, surfing, diving, snorkelling and water polo
- Will provide peace of mind when around water

What swimming level is sufficient?

Many say swimming 50 metres, but I feel this is a little underdone. Swimming 50 metres doesn't quite provide a skill level or the strength required to be able to handle situations such as a rip, current, fatigue or wet clothing.

Although it can take dedication and time, I recommend teaching children to swim the four strokes and for over 200 metres. This level of swim skill can ensure they are strong enough to handle situations, should they arise. This technique will also stay with them through adult life. After all, water skill and safety are important for both children and adults of all ages and abilities.

Kirk is the Director of Swimming at St Augustine's College, Parramatta Park

Make a Move! 10 Delightful Ways to

STEPHANIE MEEKINGS



- 2.** Does your child love sport? Set up a time every afternoon to go outside with your kids and kick the ball, bounce on the trampoline, shoot some hoops or throw a frisbee. Encourage older kids to sign up to sporting teams after school.

- 1.** Start a new afternoon routine of walking the dog as a family or walking to a local park. Everyone will benefit from the fresh air, exercise and family time, which can also double as a great time to talk about their day without them feeling ambushed at the dinner table.



- 3.** Kids generally love getting outdoors and getting messy, so involve them in the gardening. Collect veggies for dinner, water the pot plants, tidy up the garden beds, plant herbs or tend to worm farms.



- 4.** Water play is fun way to move and cool down in our tropical climate. Jump in the pool, turn on the sprinklers (check your local council's website for up-to-date water restrictions), splash under the hose or chase each other with water pistols.



- 5.** Understanding your child's temperament and interests will help determine what kind of physical activity they would be comfortable doing. If your child loves TV or computer games, you could incorporate technology into their activity by purchasing interactive video games or YouTube videos that require them to move.





Get Your Kids to Move More



- 10.** Pick up a skipping rope and get the family skipping. Have skipping competitions to see who can last the longest. Or get a long rope, tie one end to a chair while you swing the other side and let the kids practise jumping in and out.



- 9.** It can feel liberating to dance like no one is watching, so turn on the tunes and have a dance party at home to burn off some energy. High school kids may be less inclined to join in, but younger kids will love being silly with their parents!



- 6.** Children learn by watching and taking in the environment around them. So take the lead! If you enjoy working out, try doing it at home and getting the kids involved. They'll love mimicking you or adding extra weight to your workout. Older kids may want to train with you or you can encourage them to get active with their friends at the gym or outdoors.



- 8.** Get them moving inside the house. When the weather isn't great for outdoor play, get them moving inside the house with a game of charades, a pillow obstacle course or hide and seek.

- 7.** Remind yourself and the kids to move more by setting a timer for every hour. No matter what the activity, when the timer goes off, get up, jump up and down, run around the backyard or do a little dance.



**Try and See
it from My
Perspective**



Mum-of-five Suzanne Hunter shares her journey as a special needs parent to three children, a path she never expected to take but one she wouldn't trade for anything.

SUZANNE HUNTER

THE GIFTED CHILD

My journey as a special needs parent started almost 20 years ago when my eldest was identified as being highly gifted. He was holding full conversations at 18 months old, writing stories at two, reading *Lord of The Rings* at five.

The signs of autism were there, not only in his academic success, but also in his behaviour. We spent many hours at school interviews being told our child was naughty and simply did not fit in.

At nine years old our eldest son was diagnosed with autism, generalised anxiety disorder and depression. This was 14 years ago and I am proud to say he is now 23 years old and studying to become a teacher, lives in his own apartment and generally manages his own affairs.

JAMES' JOURNEY

However, our journey doesn't end yet. It was actually just beginning. Over the next several years we were blessed with four more children, two of which have also been diagnosed with autism.

For James, our third child, the suspicions that something wasn't quite right started around the age of three. He would line toys up in rows, his speech was difficult to understand and he spoke with a strong American accent despite never having travelled there.

He was diagnosed with autism at age four and, we were, once again, caught up in the seemingly never-ending specialist appointments and therapy sessions.

Fast-forward six years and James is currently in grade five at Holy Cross School, Trinity Park. He attends the mainstream classroom with an aide and has a modified curriculum. He is popular, happy and, most importantly, he loves school. Without the support of the Holy Cross community we could have had a very different outcome.

NICHOLAS' DIAGNOSIS

One year ago, we found ourselves venturing down the familiar path again, this time with our six-year-old son, Nicholas.

But as you would expect by now, I am an old hand at this autism thing so we once again adjusted our sails and just got on with it.

PARENTING SPECIAL NEEDS CHILDREN

Like all parents, I worry my children will not be accepted or will be bullied for being different. I worry about their future. I worry about what other people assume about our family when they witness our child's more challenging day or behaviours.

"...But I believe we are never burdened with more than we can handle so I am sure there is a reason I have been blessed with these amazing children."


The challenge for special needs parents is to remember that no one can be a superhero all the time. You need to allow yourself to feel weak, to break down and to grieve. You need to allow yourself to be real.

Ask for help, find your tribe, your village or that loyal friend, to prevent exhaustion and isolation.

We all have those 'why me?' moments. Just try not to dwell in that space for too long. Go and hug your children. Or, take a look in the mirror and remember you have been specially chosen to help your child navigate this wonderful life.

Although it can be hard, being a special needs parent also brings with it great joy. Parenting our children provides us with an opportunity to learn compassion, understanding and kindness. We never take the little things for granted - a word, a smile, a step, a hug and an "I love you, Mum". These small achievements are an opportunity for great celebration, remind us to count our blessings and allow us to experience gratitude in a whole new way.

Nobody is prepared for the emotions that come with being a special needs parent but in our family, we love our life, we love each other and we all fit together in our own chaotic way. I do my best to ensure my children learn to love themselves and to follow their dreams. The journey might take a bit longer, but we will get there.



"We become what
we love and who
we love shapes
what we become."

| CLARE OF ASSISI



IS YOUR CHILD GETTING ENOUGH SLEEP?

STEPHANIE MEEKINGS

As a mother of a toddler, sleep is a hot topic in my household. When my son was born, I ignorantly thought he would seamlessly slot into my life and continue to sleep wherever we were at the time: in the car, the pram, the busy cafe or at the beach. As the sleepy newborn bubble burst, so too did my unrealistic expectations. I soon realised my baby thrived on routine and educating myself on how much sleep he needed (and when) soon became a priority.

So how much sleep do school-age kids need?

According to the Sleep Health Foundation, six to 13-year-olds need 10 to 13 hours shut eye overnight, while teens aged 14 to 17 need between eight and 10 hours. Regardless of your child's age, a consistent bedtime and a consistent bedtime routine will help to encourage great sleep habits. Give plenty of notice before bedtime to allow your kids plenty of time to switch off screens, finish assessments, wind down and get ready for a solid night of slumber. Offering regular bed and wake times will help set your child's natural body clock so at night they are ready to sleep and wake well rested in the morning.

Delay tactics are completely developmentally normal at bedtime for younger children and being consistent really is key. Older kids may protest as well, but having a set routine with time for homework, social commitments and any screen time should assist with switching off and winding down at a reasonable hour.

Stephanie is a Cairns Catholic Education Digital Media Officer



STAYING ONE STEP AHEAD OF BULLYING

ANN BARR

Bullying behaviour usually involves an ongoing misuse of power in relationships through usually repeated verbal, physical and/or social behaviour that is intended to cause physical and/or psychological harm.

This can happen in person or via digital and other technologies, and it can be obvious (overt) or hidden (covert). No parent wants his or her child to go through this. But the reality is, as a parent, we will need to respond to this issue at least once during our child's schooling life.

Regularly talk to them about school, and their friendships, so it is not unusual for you to be interested in their wellbeing when things don't seem OK.

Don't panic or become emotional if your child discloses he is the recipient of bullying behaviour. You want your child to be confident to talk to you about these and other issues without fear of an overreaction or judgement.

Get educated on your school's policy and processes, who you can talk to at the school and how bullying behaviour is addressed.

Keep up to date, use the latest cyber technology via the eSafety Commission, which provides easy language explanations about common and new social media sites, apps and games.

Monitor their tech. Technology is great, but we wouldn't let our kids drive a car at six years old with no supervision or lessons, so we need to apply the same thinking to phones, tablets, computers and gaming devices.

Popular sites for support:

- Office of Esafety Commission: www.esafety.gov.au
- KidsHelpline: www.kidshelpline.com.au
- Raising Children Network: www.raisingchildren.net.au
- Headspace: www.headspace.org.au

Ann is the Cairns Catholic Education Student Protection Officer

BREAKFAST AND LUNCH IDEAS FOR LOADS OF ENERGY AT SCHOOL

STEPHANIE MEEKINGS

- 1.** Save time in the morning by pre-preparing as much as you can the night before. Bake in bulk, freeze portions of fruit for smoothies in ziplock bags or prep speedy options such as overnight oats for breezy breakfasts.
- 2.** Encourage fussy eaters to try new lunch box options by introducing a small portion of the new food alongside a firm favourite. If their lunchbox is coming home untouched, get them involved in the shopping and packing process so they feel they have control.
- 3.** Save money (and the environment) by buying larger packets for the pantry and dividing out portions rather than purchasing individually wrapped items. This will also allow you to get creative with your presentation.



SIMPLE SMOOTHIES

Smoothies are an easy way to load up on fruits and veggies and can make up a meal or be served with a side of toast. In a blender, add one banana for sweetness, a spoonful of nut butter or avocado for healthy fats, a spoonful of oats for slow-releasing energy, a handful of spinach (your child won't even taste it!), a handful of ice and half a cup of water, coconut water or milk of your choice. Blend until completely smooth and serve. You can easily add seasonal fruit or frozen berries to mix it up. And if you're running late or need to travel a distance to school, pack your child's smoothie in a reusable cup for easy sipping on the go.



BACON AND EGG CUPS

These crispy crowd-pleasing lunchbox 'cups' tick all the boxes: minimal ingredients, easy to make, they travel well, can be eaten hot or cold... and they're delicious! You can also modify the recipe to include mushrooms, spinach, shredded cheese, cherry tomatoes, chives or a sprinkle of feta - whatever your child is willing to eat!

Preheat your oven to 180C and grease a cupcake tray. Use rindless, middle-cut bacon to line the bottom and sides of the cupcake tray. Break an egg into each cupcake hole and add any additional toppings, if using. Cover with foil and place in the oven for 15-20 minutes or until the eggs are cooked through and the bacon is crispy. Allow to cool before storing in an airtight container in the fridge.



CHIA SEED PUDDINGS

These simple little puddings are an easier (and healthier) alternative to rice puddings and can be served for breakfast, added to a lunchbox and even pass as dessert. In a bowl, simply add 2 cups of coconut milk (or milk of choice), half a cup of chia seeds, half a teaspoon of vanilla extract, a quarter cup of rice malt syrup (or use honey or real maple syrup) and a pinch of cinnamon and stir until well combined. Divide into portions, cover with a lid and allow to set in the fridge overnight. The seeds will swell to create a pudding-like consistency. Once set, top with passionfruit, sliced mango, toasted coconut, fresh berries or your favourite seasonal fruit of choice.



SANDWICH SUSHI

If your little one is uninspired by their regular sandwich offerings, a little bit of creativity in the kitchen can engage little minds and get them excited to eat their lunch. This modified take on the humble sambo can be loaded with your child's favourite sushi or sandwich stuffers. Simply remove the crusts from each slice of bread, flatten gently with a rolling pin and load up your fillings - think tuna, mayo, avocado and cucumber; ham, lettuce, cucumber and grated carrot; or chicken, capsicum, creamed corn and baby spinach. Once you've loaded them up, roll them like sushi, slice into three bite-size pieces per slice and pack them like sushi in your child's lunchbox.

Stephanie is a Cairns Catholic Education Digital Media Officer



“We should always share our dreams with our kids, but be careful not to project our dreams onto our kids”.

| A N O N

HOW CAN SCHOOLS SUPPORT STUDENTS TO CHOOSE A SUITABLE CAREER?

RENEE CAMPBELL

Today's students will have many careers in their lifetime and as such will need to constantly develop their career skills. Therefore, career development is a necessary and ongoing learning area for young people as they navigate the world of work. The demands of globalisation, rapid growth of technology and flexible work arrangements will require adolescents to be adaptable, possess transferrable work skills and be lifelong learners.

Schools assist students in recognising strengths and weaknesses in their vocational skills as well as researching options for their future careers. This is achieved through: tailored career programs; guest speakers from a variety of private businesses and government and tertiary institutions; preparation for work experience; resumé writing; cover letters and mock interviews. Students also attend university experience days and career expos and forums. This is supplemented by schools ensuring students have access to relevant career and tertiary resources.

Schools support students from Year 10 in developing Senior Education and Training (SET) plans and individually interviewing students with their parents to ensure they have chosen subjects relating to their career pathway. Queensland students can complete a SET using the Queensland Tertiary Admission Centre's (QTAC's) *My Path*. *My Path* allows students to explore career pathways, ATAR eligibility and ensure they study any prerequisite subjects required for tertiary education. Alternatively, or in conjunction with an ATAR pathway, students can choose a Vocational Education & Training (VET) pathway which may lead them to a trade, traineeship or apprenticeship with qualifications they completed at school.

Renee is the Careers Coordinator at St Andrew's Catholic College, Redlynch

HOW CAN SCHOOLS AND PARENTS SUPPORT KIDS THROUGH THE WORK EXPERIENCE PROCESS?

REBECCA AMBROSE

Many of us will vividly remember our first "work experience" — whether the experience was terrific or otherwise. It is certainly an eye opener into the world of work and one that usually leaves an indelible memory. Work experience is a daunting, yet exciting, time for young people as they venture into a chosen field to explore their future possibilities.

Work experience is considered valuable by employers and allows young people the opportunity to develop employability skills including time-management, problem-solving and communication. As well as gaining experience and developing workplace skills, it will generally increase their self-confidence. Another benefit of work experience is that it can lead to a paid job for students.

It can be tough for a young person to get a placement in some fields i.e. psychology, science, aviation, medicine, police force...but sometimes it is "who you know" that determines whether your child can get into a more specialised area. Parents can help their child to find a placement of interest by using contacts or helping to raise their confidence to "cold call" a prospective employer. Cold calling is successful for both finding work experience placements and paid employment.

Most schools in Cairns offer a Work Experience Program that runs for a week, usually for students in Year 10 or 11. Many schools also offer work experience to students at other times i.e. after school, weekends and holidays. Schools tend to process their own paperwork and checks for these ad hoc placements – check with your school. It's a time of great excitement and nerves for your child. To make it a wonderful experience for all, be as supportive as you can.

Rebecca is the Careers Counsellor at St Mary's Catholic College, Woree





TRANSITIONING TO HIGH SCHOOL (AND HOW TO SUPPORT YOUR KIDS)



SALLY TOWNS

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Transition to high school can bring mixed emotions. For some it is a time of great excitement with bountiful opportunities to be explored and a fresh start in a new learning environment. For others it's a time of anxiety. The great unknown of high school can bring with it its own set of fears.

When we refer to transition, we mean the annual phenomenon whereby we take students from a primary school environment, an environment that is well known to them and expectations are clearly understood, where they are the 'top dogs' of the school yard, and where the teacher-student relationship is close. The learning space in the primary school is their own and they have significant freedom in moving around that space. In general terms, a primary school is smaller in size and close to home. For most students in Year 6, they are viewed by others in the school community as being the most responsible students at the school and they regularly rise up to meet these challenges and expectations.

After six weeks of holidays, these same students arrive in a much larger high school environment. For new Year

7 students the layout of the high school is much more complex, and students must navigate their way around a larger area to find classrooms. It can seem as though there is a revolving door of teachers and it may feel as though they have regressed to being 'the babies' of the school once more.

It is important to be aware of the aspects of transition that students are most concerned about. They fall into three main areas.

- Relationships – making and losing friends, not fitting in and working out where they fit in the bigger group.
- Academic work – keeping up with the workload, amount of homework and assessments, and the number of teachers and different teaching styles.
- Being organised – having the right books and materials, getting lost, wearing the right uniform on the right day, lockers, being late to class and getting on the right bus.

However, transition is associated with adolescence. Yes, puberty. It occurs simultaneously with the transition to high school. Students not only deal with the observable



physical changes – acne, body hair and rapid growth, but they are searching for a sense of self as well as group identity. Adolescents often feel uneasy and awkward and feel pressured to behave in ways that are socially acceptable for their peers – not always positive ones. They are subject to mood swings, bullying and changing their mind – often.

Students entering high school are developing their capacity to make decisions which affect themselves and others. Their growth and development is increasing more rapidly than at any other time in their life other than infancy. It is exhausting to be an adolescent. They are so pre-occupied with finding their place in the world that it is surprising that they have time for learning at all. But learn they must.

Parents, families and caregivers can be a great support for students before and during transition to high school. Here are some useful tips.

BEFORE TRANSITION

- Attend information sessions, open school nights and orientation days. The more familiar students (and parents) are about the physical layout of the high school, timetables and expectations, the more comfortable everyone will be in the lead up period to starting Year 7.
- Talk to your child about their feelings and anxieties.

It is beneficial if they can identify what they are feeling and why. Don't try and fix their problems but talk through strategies that will empower them to problem solve for themselves.

- Discuss the changing nature of friendships, the benefits of expanding their social circle and staying in touch with friends attending different high schools.



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DURING TRANSITION

- Keep up-to-date with what is happening at the school. Introduce yourself to the homeform teacher.
- Support your child in staying organised. Planning ahead to keep track of deadlines and events so that there is no last-minute rush and panic. Play a support role not the lead.
- Good nutrition, exercise and plenty of sleep are essential. Remember teenagers are growing rapidly at this stage of their life.
- Encourage them to participate in co-curricular activities. Co-curricular activities strengthen their sense of belonging, helping them to identify a sense of self and group identity.
- Adolescence and transition can feel like you're riding a roller coaster. Stay calm and be clear about your expectations. Teenagers need boundaries so don't be afraid to set them.

Sally is the Cairns Catholic Education Director School Effectiveness - Secondary

“Helping your children
become the best version
of themselves should
be your greatest ambition
as a parent”.

| A N O N

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IMPROVING LEARNING ACROSS THE BOARD

ANDREW MCKENZIE

Looking for a way to improve your children's literacy, numeracy, social skills, enjoyment of each other's company and understanding how to take turns and cooperate?

The answer, according to American education consultant George Otero, is to play board games. Isn't that so last century? Monopoly, Scrabble, checkers, chess, card games. It sounds like a rainy holiday at the beach. George Otero, who incidentally is a frequent visitor to the Far North, explains there are a number of "natural ways of learning" that we can apply in the home that will boost our children's learning capacity.

PLAYING BOARD GAMES IS ONE OPTION BUT HERE ARE A FEW MORE TO CONSIDER:

- **Story:** Don't ever underestimate the power of storytelling to fire the imagination and teach communication skills.
- **Reading:** Read stories to your child and have them read to you. Talk about the stories and what they mean. If you're too busy to read with the kids one night, ask them to read to the dog – apparently dogs LOVE to listen to stories and will even wag their tails.
- **Art:** Do your children have ready access to paper, paints, crayons and modelling clay? Better still do you have access to them? Share the fun.

As a parent, you are probably already doing some or all of these things, and doing them well. It's pretty straightforward stuff and the research says it really makes a difference. But there might be opportunities to crank it up a little – start a family board game night, get creative with paint – perhaps teach the dog to play chess?

Andrew is the Cairns Catholic Education Manager - Governance & Engagement

CHILDHOOD UNPLUGGED

STEPHANIE MEEKINGS

Allowing your children screen time can seem innocent enough, but are you aware of the age-appropriate recommendations for your kids?

Most kids love a bit of TV time. Or video game sessions. Or iPad play. In fact, 4-5 year old Aussie kids are averaging more than two hours screen time on weekdays while 12-13 year olds are clocking up more than three hours on weekdays and four hours on weekends. But the Australian Government's Department of Health advises "kids who spend long periods of time inactive are more likely to have poor physical, social and intellectual development."

No parent wants this. So how much time in front of a screen is too much for your child? And what are the repercussions of too much screen time?

SCREEN TIME RECOMMENDATIONS

| Age | Maximum Screen time/day |
|-------------|-------------------------|
| Less than 2 | Zero hours |
| 2 to 5 | <One hour |
| 5 to 17 | Two hours |

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TOO MUCH TV OR OTHER SCREENS

The risks associated with excessive screen time can include:

- Strained eyes and poor posture
- Poor sleep due to disruption of sleep hormones and night terrors
- A less active lifestyle meaning less outdoor and creative play time
- School problems and behavioural issues
- Slower development of language skills
- Poor social skills
- Increased risk of being overweight
- Exposure to violence

As parents, it is up to us to find a balance of screen time that suits our families, keeping in mind the benefits and risks associated with time on the lounge, on the phone or logged onto the laptop.

Stephanie is a Cairns Catholic Education Digital Media Officer



History and Culture in Our Region

LILLIAN MILLER

THE FIRST PEOPLE OF OUR REGION

The scenic stretch of coastline from Cairns to Port Douglas winds past towering mountains, ancient rainforests and rugged cliff faces overlooking an endless expanse of sparkling sea. This very stretch of land, sea and waterways is also the original home of the Gimuy Waluburra Yidinji, Yirrganydji and Tjapakai people.

In Yirrganydji Dreaming, this famous stretch of winding coastline was shaped by the rainbow serpent, who then curled up and went to sleep at 'Wangal Djungay', which is better known today as Double Island.

The original coastal people lived in small groups and had an extensive knowledge of the land, using the environment for food, clothing and shelter. They foraged along the coastline, ate seasonal plants and hunted local animals including pythons, goannas, wallabies and brush turkeys.

The Yirrganydji people also lived alongside other clans that inhabited the wider regions of Cairns. The Yidinji people resided in a large area from the Barron River to the Russell River, east to the Murray Prior Range and west to Tolga. With eight clans, they are one of the largest clans of the Cairns region.

The Traditional Owners of the land, seas and waterways go back 40,000 years of continuous association with country,

and, as some research suggests, is even older still.

MODERN CULTURE IN THE FAR NORTH

Today, Far North Queensland has a rich history and mix of cultures from far and wide. Our region has one the highest Aboriginal and Torres Strait Islander populations in the country with many descendants of the owners of our land, seas and waterways still living in and around our region, maintaining their ancestors' spiritual connection with the land and teaching the next generation about their cultural traditions.

ACKNOWLEDGEMENT OF COUNTRY

Many public meetings in Far North Queensland often commence with an 'Acknowledgement of Country' where those attending acknowledge the Traditional Owners of the country on which they meet. Meetings held in Cairns acknowledge the Gimuy Waluburra Yidinji and Yirrganydji peoples, on Thursday Island the Kaurareg, Innisfail the Ma:Mu or Ravenshoe the Jirrbal people.

An acknowledgement of country is a way that the wider community can demonstrate respect for Aboriginal and Torres Strait Islander protocols as the traditional custodians of the land, sea and waterways where the gathering is taking place.

When this is done by a Traditional Owner welcoming participants to their country it is called a 'Welcome to Country' and is often done through song, language or ceremony.

Differentiation between land, sea and waterways is all part of cultural tradition intertwined in Aboriginal and Torres Strait Islander Identity.

PROMOTING CULTURAL DIVERSITY

The 29 Catholic schools and colleges in the Cairns Diocese are situated on the land of many Aboriginal and Torres Strait Islander clan groups. This year there are more than 1000 Aboriginal and Torres Strait Islander students enrolled in Catholic schools across the region.



The schools recognise and celebrate the unique gift, history, culture and spirituality that Aboriginal and Torres Strait Islander students and their families bring to school communities. Positive relationships with staff are fostered by building awareness and competency of their histories and cultures.

The reciprocity of school and Aboriginal and Torres Strait Islander communities enables trust and mutual understanding. The Cairns Diocese is committed to providing culturally-safe places to engage in respectful relationships through the ongoing development of the Aboriginal and Torres Strait Islander Education Policy and the Reconciliation Action Plan.

Engaging in the world's oldest living culture of the First Nations People will enrich all students' ability

to participate in the ongoing development of Australia. The tradition lives on. For those of us whose association with the Far North spans just a few generations at best, it is a tradition that demands our respect.

Lillian is a Cairns Catholic Education Education Officer - Indigenous Education. Her family lineage through her mother's side is Tableland Yidinji, and through her father to the Jirrbal people of Herberton and the Mbarbarrum from Dimbulah.

"ENGAGING IN THE WORLD'S OLDEST LIVING CULTURE OF THE FIRST NATIONS PEOPLE WILL ENRICH ALL STUDENTS' ABILITY TO PARTICIPATE IN THE ONGOING DEVELOPMENT OF AUSTRALIA."

"Faith lifts the soul.
Hope supports it.
Experience says it must.
And love says let it be!"

| ELIZABETH ANN SETON



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WHAT IS THE NDIS & HOW CAN THEY SUPPORT MY FAMILY?

LORRAINE CARROLL

There are approximately 4.3 million Australians living with a disability. The National Disability Insurance Scheme (NDIS) aims to provide eligible Australians with funding for supports and services.

What support does the NDIS provide?

The supports and services funded by NDIS may include living arrangements, health and wellbeing, independence and education. They can also provide information and connections such as doctors, sporting clubs, support groups, libraries and schools.

Is my child eligible?

The NDIS supports people between the ages of seven and 65 but also has an Early Childhood Early Intervention (ECEI) approach for children aged six and under. This approach aims to reduce the impacts of disability and developmental delay as early as possible and helping the individual build up their skills.

Your child may be eligible for funding if they usually need support from a person because of their disability, if they use special equipment or if they need support to reduce future needs. To find out if your child is eligible, visit www.ndis.gov.au and complete the eligibility checklist.

How do I apply?

If you believe your child may be eligible for NDIS, ring 1800 800 110 and ask to make an Access Request.

Mission Australia are also the Cairns NDIS partner, so if you'd like to deal with someone face to face, make an appointment to see them. They can also assist you with a list of all NDIS approved services.

NDIS and schools

Your NDIS provider can work with your child's school to ensure your child is supported consistently at home and at school. The NDIS will not replace the obligations our schools have to provide appropriate adjustments and support to students with disabilities.

Lorraine is the Cairns Catholic Education Manager - Therapy & Disability and a Speech Language Pathologist

SUPPORTING DIVERSE LEARNERS IN AN INCLUSIVE EDUCATION SETTING

JENNIFER ROCKLEY

Our 29 Catholic schools from Tully to the Torres Strait are committed to fostering cultures of inclusion that respond to the educational needs of students regardless of their abilities, backgrounds and aspirations.

The school communities are places where the uniqueness and individuality of students and families is recognised and welcomed. This commitment to inclusive practices is supportive of both Church teaching and legislative requirements.

Research demonstrates that where there is consultation between schools and families to foster an educational partnership, then this contributes to the ongoing success for the student in their school environment. Diverse learner teams in schools are formed that coordinate a whole school approach to supporting all student learning. These teams support the planning and implementation of effective teaching and learning for all students.

For some students, there may be a need to provide adjustments to the delivery mode of the curriculum, in order to ensure access and participation across the curriculum.

Ongoing consultation with staff, student, family and relevant specialists will contribute to ensuring a positive learning experience designed to support students reaching their goals.

Examples of areas where diverse learner teams will support families and students are: students with disability, high potential learners, students from other cultures and/or faith traditions, and students learning English as an additional language or dialect.

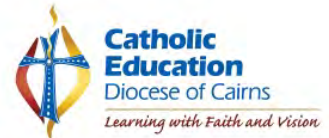
In partnership with families, school staff develop personalised learning plans where required, that support the students learning and their access and participation in the curriculum. Through these processes the school seeks the wellbeing of all, so that the student and their family feel welcomed, accepted and supported.

If you'd like to know how Catholic Education can help please get in contact with us.

Jennifer is the Cairns Catholic Education Senior Manager - Diversity

Catholic Schools and Colleges in the Cairns Region


Go to **Page 1** for a list of schools and their contact details
or visit: www.cns.catholic.edu.au/our-schools
Phone: **4050 9700**
Email: communications@cns.catholic.edu.au



Want your child to love going to school?

Join our caring, respectful environments where every student's uniqueness and wellbeing is valued.

- 29 schools & colleges
(Primary, Secondary, Prep to Year 12)
- No defined catchments
- 2.5 hours of extra school[†]
- Generous discounts and concessions available
- All faiths and abilities welcome
- Valuing of every student's wellbeing
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- Costs less than Daycare and Kindy*
- Caring, respectful environments
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Call us
to schedule
a school tour
and to find
out more.

4050 9700

web: www.cns.catholic.edu.au/our-schools
email: communications@cns.catholic.edu.au



**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision

*From \$400-\$7,500 per year dependant on school and your financial situation **At some schools [†]Perweek in comparison to state schools



“Educating the mind,
without educating the heart,
is no education at all.”

| ARISTOTLE



**Catholic
Education**
Diocese of Cairns

Learning with Faith and Vision

Phone: **4050 9700** Email: communications@cns.catholic.edu.au
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