

BETHANY'S NEWSLETTER

FRIDAY

TERM 1 - WEEK 3



PRINCIPAL'S MESSAGE

Dear Parents, Carers and Friends of Bethany,

I am very excited to advise that the Bethany staff engaged in the Positive Behaviour Support for Learning (PBS4L) presentation on Wednesday this week. At the end of the presentation the staff were invited to vote on the following questions:

1. Do you believe your school would benefit from implementing the PBS4L framework?
2. Are you committed to adapting PBS4L strategies and participating in implementing them across the school?
3. Are you interested in being on the PBS4L school team to facilitate the implementation of PBS4L in your school?

I am very pleased to advise that the staff responses supported the PBS4L framework to be implemented at Bethany in 2018. A team of staff have nominated to be part of the PBS4L team and they will begin the training in leading this initiative at our school.



PRINCIPAL'S MESSAGE CONTINUED

For your information I have provided an outline of the framework below:

What is *PBS4L*?

- An acronym for *Positive Behaviour Support For Learning*
- It is a framework not a program so it will look a bit different in every school setting so we can make it more relevant to our school community
- This framework is called PBL in Department of Education, PBIS or PBS in USA where it originated. Also known as SWPBS (School wide positive behaviour support) and SPB4L (schoolwide positive behaviour for learning)
- It is not a commercial package that is patented but rather a set of fundamental features that can be contextualized to fit the particular context
- It is a 3 tiered framework
- It was created by educators based on best practice
- It has 8 essential elements in the universal school wide Tier 1 (which focuses on all students) that are evidence based and highly researched within both the secondary and primary school context.

The 8 essential features for successful social and learning outcomes include:

1. Having a **COMMON PHILOSOPHY AND PURPOSE** – this means that the school's mission is clear and the philosophy or approach to discipline is instructional – ie., it is all about teaching and re-teaching appropriate behaviour through engaging with the student. It is not punishment focused. Consequences of problem behaviour are logical and the purpose of consequences is to re-teach and provide more support to encourage more appropriate behaviour
2. **LEADERSHIP** – The Principal and school implementation team (usually 5 – 8 representative staff within a school) lead the framework implementation but ensure that there is strong effective communication and feedback between all staff, parents and students.
3. **DEFINING EXPECTED BEHAVIOURS** – have a clear shared understanding of what appropriate behaviours are valued at the school and what these behaviours look like in all contexts of the school.
4. **TEACHING EXPECTED BEHAVIOURS** – teachers must teach students the behaviours they want to see enacted in the school. Teachers will teach what the expectations of behaviour are, model what the behaviour looks like through both examples and non examples, provide a space for students to practice doing that behaviour and then encourage and reinforce displays of this appropriate behaviour.

PRINCIPAL'S MESSAGE CONTINUED

5. ENCOURAGING EXPECTED BEHAVIOURS – need to have a variety of ways to be able to encourage positive behaviour in students. These include building positive relationships with all students, praise and having motivating reward systems to acknowledge positive behaviours that are being targeted within the school.
6. RESPONDING TO PROBLEM BEHAVIOURS – a consistent, graded and respectful response to problem behaviours by teachers. Teacher responses to problem behaviour should follow a pre-defined flowchart that has been established that is clear and fair and respectful.
7. REVIEW, DATA AND ON-GOING MONITORING – data is regularly collected by teachers to indicate any problem locations in the school, establish any trends with particular problem behaviours or students. This data should be the subject of regular feedback to all staff. This may lead to a particular school focus or intervention to provide additional supports to reduce or eliminate these problems – all tracked by data to determine whether an intervention is effective or not.
8. EFFECTIVE CLASSROOM PRACTICES – teachers will have access to professional learning to provide them with the most up to date and effective practices to engage students in learning and to minimise and manage problem behaviours that detract from learning time.

Everyone has a voice in PBS4L – students, staff and parents. The same behaviour expectations for all (including teachers and parents behaviour – e.g., treating all with respect). The framework is based on the principle that we teach behaviour in the same way we teach academics – we don't berate students who make academic mistakes but respond to problem learning by guiding, re-teaching and providing support to help solve the problem.

PRINCIPAL'S MESSAGE CONTINUED

Purpose of the framework

- to reduce behavioural problems in a proactive way and therefore increase time for instruction and learning
- to help all students feel connected to the whole school community
- to increase wellbeing
- to reduce absenteeism
- to create a positive school climate
- to maximise learning

We look forward to embarking on this journey with you.

ARRIVALS AND DISMISSALS AT BETHANY

I wish to advise you that a group of parents and staff members gathered together today to review the current arrival and dismissal protocols here at Bethany. Our conversations are in the early stage of formulating a plan, with the aim to ensure the movement of students and parents before and after school are safe and practical. More information will be advised next week.

God Bless and Keep Safe

Cheryl Brown

PRINCIPAL'S MESSAGE CONTINUED

BETHANY WELCOMING BBQ FOR NEW FAMILIES

Last night, the Year 1 parents hosted the Bethany Welcoming BBQ for all our new families for 2018. It was great to see all our Kindergarten families and other grade families new to Bethany. It was a wonderful evening for building community. Lots of conversations were happening among parents, students and staff. The children had a great evening playing safely with their new friends and seeing their parents meeting their new friend's parents.



Thank you to the team of Year 1 dads and mums who set up, cooked and provided the hospitality throughout the evening. A very special thank you to our teachers who attended the evening as well and the staff who organized the food and refreshments.

Check out the wonderful helpers preparing and serving food and drinks.

Well done to all!!!



ASSISTANT PRINCIPAL'S MESSAGE

STUDENT SAFETY

A reminder to all parents, carers and other visitors on site, please note that no adults should be approaching other people's children on Bethany premises. Parents have an implied license to enter school premises. The school can set out the terms and conditions of this license and as such can restrict or extend access. We thank you for your support in this matter.

PEDESTRIAN SAFETY

At present we are in the process of revisiting our Arrival and Dismissal procedures at Bethany. Until further notification is presented to the parent community, may I please remind all parents and carers of the parking rules in our carpark. Please be mindful not to park in the Kiss and Drop zone in the morning as it causes congestion with the traffic flow in the morning.

CATHOLIC SCHOOLS WEEK

Commencing on Sunday 4th March the Bethany school community will begin celebrations for Catholic Schools Week. This promises to be an eventful week for the school and parent community. More details regarding the events of Week 6 will be released next week. We hope that you'll be able to join us for part of the celebrations. You are invited to join us for the launch of this celebration on Sunday 4th March for the monthly liturgy led by Year 2 and their Year 4 buddies.

SCHOOL UNIFORM & SUN SAFETY

Thank you to all parents and carers who have made a conscious effort to ensure that students are adhering to the school uniform rules. Please remind your child or children that they should have their hats on in the morning and afternoon.

Important Dates

Monday 19th February

Year 3 Excursion to Muru Mittigar

Tuesday 20th February

Nepean Zone Swimming Carinval

Glenbrook

Wednesday 21st February

NSWCPS Swimming Championships

SOPAC

Friday 23rd February

Diocesan Swimming Carnival Blacktown

Friday 2nd March

Mufti Day - Details to come from the P&F team

Sunday 4th— Saturday 10th March

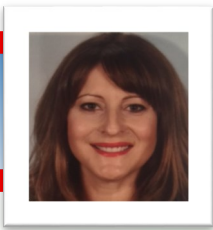
Catholic Schools Week

Tuesday 6th March

Bethany Open Day for new enrolments

11:00am





RE - Mrs Cignarella

The following has been shared by our Leading of Learning, Mrs Leeanne Biordi.

As Catholics it is timely to consider one of the most popular and important holy days in the liturgical calendar, Ash Wednesday. Ash Wednesday opens Lent, which is a season of fasting and prayer. It is a time for making promises, the **Lenten** penitential season ends after the Easter Vigil Mass. During Lent, many Christians commit to fasting, as well as "giving up" certain luxuries in order to replicate the sacrifice of Jesus Christ's journey into the desert for 40 days.

On the Christian calendar, Lent is the 40-day period (minus Sundays) between Ash Wednesday to Easter. This year Ash Wednesday took place on Wednesday 14th February which is 46 days before Easter Sunday.

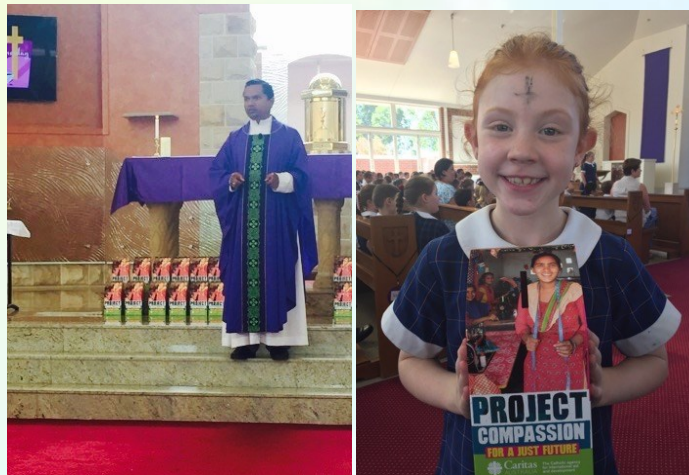
Ash Wednesday comes from the ancient Jewish tradition of penance and fasting. The practice includes the wearing of ashes on the head. The ashes symbolise the dust from which God made us. Ashes are also a symbol of grief, in this case, grief that we have sinned and caused division from God. Writings from the Second-century Church refer to the wearing of ashes as a sign of penance.

On Ash Wednesday Bethany school students attended Mass with Padre Pio parishioners and Father Suresh administered the ashes where all were invited to accept the ashes as a visible symbol of penance. The ashes were made from the blessed palms used in the Palm Sunday celebration of the previous year. The ashes were mixed with Holy Water and scented by exposure to incense. While the ashes symbolise penance and contrition, they are also a reminder that God is gracious and merciful to those who call on Him with repentant hearts. His Divine mercy is of utmost importance during the season of Lent, and the Church calls on us to seek that mercy during the entire Lenten season with reflection, prayer and penance. During Father Suresh's homily we were reminded that through the season of Lent we need to remember prayer, fasting and helping others.

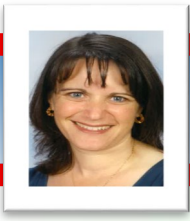
RE Continued- Mrs Cignarella

Ash Wednesday, Good Friday, and all Fridays during Lent are considered **fasting** days which means any person between the age of 18 and 59 (beginning of 60th year) must fast. On these days, Catholics over the age of 14 are to refrain from eating meat. In addition, on Ash Wednesday and Good Friday, those between the ages of 18 and 59 are to eat only one full meal and two smaller meals and aren't to eat between meals. Every person 14 years of age or older must **abstain** from meat (and items made with meat) on Ash Wednesday, Good Friday, and all the Fridays of **Lent**.

Ash Wednesday was also the launch of Caritas Australia's annual Lenten fundraising and awareness-raising appeal, with the 2018 theme, For a Just Future - Year of Youth. Please consider sending your loose change to school to fill class money boxes. More information can be found at <http://www.caritas.org.au/projectcompassion>



With Lenten blessings, *In Christ we Love and Serve*



LITERACY - Mrs Baldacchino

Our Bethany 2018 Literacy goal - **For all students to demonstrate improved comprehension with a focus on knowledge about language.**

There are 8 big comprehension strategies that are taught to students during reading and writing lessons. These are:

1. **Making Connections** - Readers relate what they read to personal experiences (text-to-self), to information from other text (text-to-text), and to information about the world (text-to-world) in order to enhance understanding of self, text, and life.
2. **Making Predictions (activating prior knowledge)** - Readers activate what they currently understand or misunderstand about the topic and use this knowledge before, during, and after reading to clarify misconceptions and understand the text.
3. **Visualising** - Readers create images in their minds that reflect or represent the ideas in the text. These images may include any of the five senses and serve to enhance understanding of the text.
4. **Asking questions** - Readers ask questions about the text and the author's intentions and seek information to clarify and extend their thinking before, during and after reading. Readers ask four types of questions
 - *Head* - I know the answer because I have used my prior knowledge to help me get the answer
 - *Hidden* - I know the answer because I used the clues from the text and combined it with my prior knowledge
 - *Heart* - I know the answer because I am thinking about the feelings of the characters or author
 - *Here* - I know the answer because it is visible on the page in the text, either in the illustrations or in print
5. **Monitoring** - Readers create original insights, perspectives and understandings by reflecting on text(s) and merging elements from text and existing schema.
6. **Inferring** - Readers think about and search the text, and sometimes use personal knowledge to construct meaning beyond what is literally stated.
7. **Summarising** - Readers identify key elements and condense important information into their own words during and after reading to solidify meaning.
8. **Determining importance** - Readers judge, justify, and/or defend understandings to determine importance based on stated criteria.

Readers combine these strategies as needed to come to a fuller understanding of the text. Strategies interact with each other, overlap, and are recursive. They are not "stand alones."



NUMERACY- Mrs Dowlan

In 2018, our school goal for numeracy is as follows:

For all students to improve their ability to solve multi-step problems using a variety of strategies that focus on communicating, problem solving and reasoning

According to the syllabus working mathematically assists students to “...develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.” *

NAPLAN data collected and analysed at Bethany indicates that students’ language of, and comprehension of problems impacts their mathematical abilities, specifically in responding to multi-step problems.

It is evident from the data that students have difficulty comprehending and deconstructing the question and this is hindering their ability to identify the mathematics required to efficiently answer the problem.

Our focus is to therefore build in and make more evident the ***working mathematically outcomes*** in the teaching, learning and assessment cycle particularly in relation to rich tasks that require students to become proficient at applying problem-solving skills and the mathematical techniques of communication and reasoning.

<https://syllabus.nesa.nsw.edu.au/mathematics/mathematics-k10/working-mathematically-outcomes/>

Over the coming weeks samples of multi-step problems in the various stage areas will be shared.

BANKING

Banking has started thanks to our wonderful volunteers. Here are some tips and information you may find helpful!

- Banking day is WEDNESDAY every week. Please remind your child to hand it to their teacher in the morning.
- If your child does not have a bank account but would like to start a savings plan, you will need to open a bank account directly with the Commonwealth Bank.
- If your child does have a bank account but doesn't have a deposit book, the lovely ladies at Bethany will supply them. If this is the case put your first banking payment in an envelope with your child's name and bank details. A deposit book will be organised and sent home for all future transactions.
- Once the money has been banked the deposit book will be returned with a token for students to collect.

We would like to say a BIG thank you to Mrs Bakhteari and Mrs McAlister for volunteering every week! We appreciate your time and dedication!

OTHER NEWS

2018 School Fees

Invoices for School Fees will be sent to families by the Catholic Education Office this week.

Please contact Wendy Vincent on 4723 3700 if you have not received your School Fees invoice by Friday 23rd February.

Animals and pets on School premises

A friendly reminder that due to allergies, animals and pets are not permitted to be brought onto school premises.

Allergy Alerts

Please provide the School with an updated Medical Plan if your child suffers from an Allergy or any medical condition.

LIBRARY NEWS



It is with great pleasure that I announce our 2018 Library Monitors and Create-A-Daze assistants. Congratulations to Alana King, Emma, Pratsch, Abbey Kemp, Georgia Dudley, Alyssa Finnimore, Isabella Sidoruk, Sienna Kitchener, Charisse Maron, Maddison Rathbone, Claire Mecsery and Ella Smith.

These girls have been assisting in the library and our Create-A-Daze sessions since last year. These students eagerly and with such great enthusiasm give up their lunch time to assist their peers and myself in our Library.

Thank you girls and Congratulations again on this wonderful honour.

Thank You

We would like to thank Sharon Pearce and Jaimee from 2B for the kind donation of the "Six little stories about Mary MacKillop" books.

Our students will thoroughly enjoy reading these stories about a little girl who became Australia's first saint.

Happy Reading

Mrs Liepa

School F E E S

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Carpark Safety

We would appreciate it if you could continue to adhere to the School carpark rules, to ensure the safety and wellbeing of our students and school community during drop-off and pick-up periods.

Allergy Alerts

Please provide the School with an updated Medical Plan if your child suffers from an Allergy or any medical condition.

2019 High School Open Night



EMMAUS
WE WALK WITH JESUS

Emmaus Catholic College

OPEN NIGHT

Wednesday 28th February 2018

Students will be showcasing what occurs in the learning environment at Emmaus Catholic College

General Information

6pm – 6.30 pm

Tours of the College

6.30pm – 8.30 pm

Venue: Sr Patricia Tully Centre (Hall)
87-109 Bakers Lane, Kemps Creek

Contact: 02 9670 8300