Dear Parents,

This Sunday we hear the words “I am the vine, you are the branches. Whoever remains in me, with me in him, bears fruit in plenty.” This imagery connects with our school theme of the growing seed. We can show ourselves as followers of God by our acts of love, in and through our kindness and compassion. This metaphor also reminds us that we are connected to each other.

When we act out of motivation for the other person rather than ourselves, we bear fruit. When we strive to bring about the reign of God in our small part of the world, we bear fruit.

**CANBERRA CAMP**

Congratulations to students in the senior level for a successful and positive camp. Their commitment to achieve success in learning experiences was evident, including their efforts to build independence and social skills. The children were of great credit to themselves, their families and their school — congratulations.

I would like to thank the staff and school community who remained to ensure the school and classes ran smoothly. The special ANZAC ceremony was a fitting tribute and very well received by the children — thanks to all who contributed to it and who attended.

We arrived back at school just after 4pm on Friday afternoon after a 7am start. We used the tiqbiz app to regularly update the parent families and our estimated time of arrival. We kindly ask families to decorate their “brick” with their family name, a photo or illustration of their family and any symbols that may be important to the family. Once completed, please return to school so that it can be added to our foyer display. Bricks to be distributed to families TODAY.

**FAMILY WEEK: CELEBRATING FAMILIES AT COHR**

During the month of May, we will be celebrating families here at COHR. This is an opportunity to celebrate with our families and share in the enjoyment of family activities within the wider community. It is a time to celebrate the meaning of family and to make the most of family life.

**Theme:** It takes a village to raise a child. Every village develops ‘ways to show care’.

**Wednesday:** Walk-a-Thon and Hot dog day
**Thursday:** Family Week Mass & Mothers’ day Stall
**Friday:** Coffee from 8:30am until 10am for all parents and families

**Other Family Week Activities:**
- Family Faith Nights - Prep Tuesday 12th May @ 7pm & Grade 1/2 Wednesday 13th May @ 7pm
- John Burland Concert - Wednesday 20th May @ 2pm - 3pm (Whole School)
- Foyer Display

Photos/Illustrations of COHR families to be attached to bricks for our COHR “house” resting on a foundation of values. Along with this week’s School Newsletter, each family will receive a strip of coloured paper that will become a “brick” for our foyer display during the month of May.

We kindly ask families to decorate their “brick” with their family name, a photo or illustration of their family and any symbols that may be important to the family.

Once completed, please return to school so that it can be added to our foyer display.

**ENROLMENTS**

A reminder that enrolments for prep 2016 for current families close on 15th May. Enrolments packs can be collected from the office. Enrolments for new families will close on Friday 19th June.

**WALK-A-THON**

Our Annual Walk-a-Thon will be held on Wednesday 6th May. Information and forms were sent home last week. Please remember to return your permission forms as soon as possible. Sponsor forms and money do not need to be returned until after the walk-a-thon. Hot Dog order forms will be sent home today.

Parents are needed to be stationed around the Walk-a-thon course. The Walk-a-Thon commences shortly after 9am and concludes around 10:30am.

**EDUCATION BOARD MEETING Thursday 30th April 7:30pm**

Tonight the Education Board will hold its Annual General Meeting. All parents are welcome to attend.

**FAMILY FAITH NIGHTS**

We are holding ‘Family Faith’ nights for our Prep and 1/2 children and parents. The Prep night is on Tuesday 12th May, and the 1/2 on Wednesday 13th May. Both evenings commence at 7pm and will conclude around 8pm.

**INTER-SCHOOL SPORT**

This Friday the 5/6 level will be playing Sport against Amsleigh Primary School. The following games will be played at these venues:

Parents are most welcome to come along and support

**CONGRATULATIONS**

John Killeen and his wife Elisha welcomed their third daughter, Evie, into the world on Sunday.

**BUILDING A BETTER SCHOOLYARD**

All students have been involved in our ‘Building a Better School Yard Program’ again this term. Attached to the newsletter is information about the Prep, Year One and Year Two sessions. In the following weeks we will include information from the 3-6 sessions. If you would like more information about the program see Michelle Seel.
MOTHER’S DAY STALL
The Mother’s Day Stall will be held on Thursday 7th May from 11.45am. This will be following the Family Week Mass. Help is needed on Wednesday afternoon to assist with wrapping and displaying the gifts.

TERM TWO CALENDAR
April
Thursday 30th Education Board AGM

May
Monday 4th Family week commences
Wednesday 6th Walk-a-Thon
Thursday 7th Family Week Mass
Friday 8th Coffee Cart for parents

Sunday 10th Mothers’ day
Tuesday 12th NAPLAN Language Conventions & Writing (Yrs 3 & 5); Family Faith Night - Prep
Wednesday 13th NAPLAN Reading (Yrs 3 & 5); Family Faith Night – Yrs 1/2
Thursday 14th NAPLAN Numeracy (Yrs 3 & 5); Reconciliation for Yr 4’s
Sunday 17th Ascension Sunday
Wednesday 20th First Eucharist Reflection day
Eucharist Family Workshop 7pm

Thursday 21st District Cross Country
Education Board

Sunday 24th Pentecost Sunday: First Eucharist 2pm & 4pm

Monday 25th Our Lady Help of Christians (Patron of Australia)

June
Friday 5th School closure day – First Aid staff training

Monday 8th Queen’s Birthday holiday
Tuesday 9th Maths Week commences
Friday 12th Feast of Sacred Heart
Sat/Sun 13th & 14th Eucharist Certificates distributed at any weekend Mass

Thursday 18th Confirmation Parent night 7pm

Friday 19th Disco (5 – 8pm)
Saturday 20th Confirmation Commitment Mass 5.30pm (SH) or 7pm (COHR)

Wednesday 24th Parents’ Association
Friday 26th End term 2 – children dismissed at 2:30

With best wishes

Thomas Coghlan
Principal

Only two weeks to go! Middle Eastern Mezze: Sacred Heart Asylum Seeker Charity 2015 fundraiser

AVILA COLLEGE - Creative Arts Festival
This year’s theme is “Sisters reAct”, based on the ‘Sister Act’ movies. It will be held on Thursday, 7 May at 7.30pm in the Besen Centre, 87-89 Station Street, Burwood
Tickets are available online on http://www.trybooking.com/129188
The second installment of our social toolkit of strategies for Prep—2 parents, teachers and students.

There are positive and not so positive aspects of playing with others; and for that reason this term’s program is focusing on the concept that the playground is like a jungle.

The schoolyard is like a jungle for many reasons. Firstly, there are many different creatures that come together to play there, and things can get pretty wild and adventurous. Kids at this age can be mean and misunderstandings are common. Children’s peer groupings can be quite complex, and there is little doubt that positive peer relationships impact on their emotional wellbeing.

Children need encouragement and practice into making observations; tuning in to what makes them comfortable and how they want to be treated. They also need to learn that they can adjust their choices about how they spend their time with friends out there in the ‘jungle’.

Many interpersonal dynamics occur when a group of people get together and share space and time, and this is amplified for young children who are still busy developing their social and emotional skills. All individuals are different and have different things they prefer to do and different ways that they try to manage others when they are not happy with what is going on.

On any given day there can be a range of scenarios where children may be feeling uncertain on the playground. In order to feel safe and make new friends, it is worthwhile watching the behaviours of others to decide who to approach.

There are a number of different strategies we can get kids to think about if they are looking for alternatives in the schoolyard, and these include:

- Encouraging them to have lots of different friends and not just play with one all the time
- Enjoying some alone time
- Just sitting back and watching what the others do
- They might need to increase/decrease their energy levels to match the others they want to join
- Ask for help from a bigger person, such as a 5/6 student or adult
- Speak up about feelings; talk to friends and an adult about behaviours that may be impacting them

Inclusion and exclusion can be a huge playground issue at this age and stage. Empathy is the best tool we can use in these situations. Ultimately it is about getting children to associate the feelings that come with being included, and those that come from being excluded from a group or game. Encourage your child to think about:

- What sort of people do you like to play with?
What kind of people do you think other people like to play with?

If they were feeling lonely or hurt, who tried to help them?

What can you do to take care of yourself if someone is being hurtful at playtime? (i.e. not allowing you to play in their game)

Body language is critical for kids to be paying attention to. People have different things that make them feel good and different things that they do when they don't feel so good.

We all experience a range of different emotions through facial expressions and actions. Many younger kids do not yet have words for their feelings. If your child seems angry or frustrated, use those words to help him or her learn to identify the emotions by name. Putting feelings into words helps kids communicate and develop emotional awareness — the ability to recognize their own emotional states. Kids who can do so are less likely to reach the behavioural boiling point where strong emotions come out through behaviours rather than communicated with words.

In addition, having the wrong energy for certain activities or being too close to someone can make it hard for others to be comfortable. When playing with high energy friends, the energy will be high; if the play is with a friend who likes quieter activities, the energy is certain to be lower. Kids can assess their energy levels like a battery — are they full and charged and ready to go at full speed, or are they running on low and need time to recharge?

Different kids have different preferences for play and if a child observes carefully enough, they might be able to pick out the best people to play with based on their interests and energy levels. Some days it might be worth taking some time to have a good look around at what their peers are up to, checking in to see which ones look safe and happy before choosing what to do.

There is great diversity of personalities and characteristics in the schoolyard, and when children are encouraged and learn to move around and play with each other, they will experience a variety of play and social skills. They are likely to experience many different feelings in response to the events that are happening between peers.

It is important to speak politely about their feelings to other students in the playground as well as using protective language.

You can also encourage your child to take note of where yard duty teachers spend their time in the playground in case they require assistance with a tricky friend. Future sessions will be working towards exploring better ways to deal with conflict and bossy behaviour that can emerge with friendship issues.

Recommended Read

The Playground is like the Jungle was written with a view to opening young minds to the rich variety of human personalities that exist in their world. Readers are encouraged to take time to observe the behaviours and moods of others and to make wise and safer choices about playmates. The strategies promoted encourage tolerance and acceptance of interpersonal differences and wise choices with respect to interpersonal safety.

Author: Shona Innes
HOTDOG DAY

Wednesday
6th May

Hotdog, Drink & Donut
For just $5.00

Please place your money in the envelope provided, with your child’s name and class clearly printed, and return to school no later than Monday 4th May

LATE ORDERS WILL NOT BE TAKEN
PLEASE have exact money. We are unable to give change.

If you can help on the day from 12.00 – 1.30 pm please complete & return this section to the office

Your Name: .................................. Childs Grade: ............

Phone No.: ..............................
CELEBRATING FAMILIES AT COHR

During the month of May, we will be celebrating families here at COHR. This is an opportunity to celebrate with our families and share in the enjoyment of family activities within the wider community. It is a time to celebrate the meaning of family and to make the most of family life.

**Theme:** It takes a village to raise a child. Every village develops 'ways to show care'.

### How are we celebrating families at COHR?

<table>
<thead>
<tr>
<th>How are we celebrating families at COHR?</th>
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</thead>
<tbody>
<tr>
<td><strong>Major Events</strong></td>
</tr>
<tr>
<td>Thursday 7th May @ 10:30am - Family Mass (<em>All parents and family members welcome to attend</em>)</td>
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<tr>
<td>Tuesday 12th May @ 7pm - Prep Family Faith Night in School Hall</td>
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<tr>
<td>Wednesday 13th May @ 7pm - Grade 1/2 Family Faith Night in School Hall</td>
</tr>
<tr>
<td>Wednesday 20th May @ 2pm - John Burland Concert for Prep-6 students</td>
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<tr>
<td><strong>Preps</strong></td>
</tr>
<tr>
<td>To celebrate families at COHR, we will be learning about:</td>
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<tr>
<td>- our parish church</td>
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<tr>
<td>- people in our parish who care for others</td>
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<tr>
<td>- how communities have groups that care for people who need help</td>
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<tr>
<td><strong>Share a Story</strong></td>
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<tr>
<td>A family member is invited to read a story to the class that is a family favourite.</td>
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<tr>
<td>Check out rosters on doors of Prep Classrooms.</td>
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<tr>
<td><strong>Grade 1/2</strong></td>
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<tr>
<td>To celebrate families at COHR, we will be learning about:</td>
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<tr>
<td>- what it means when we say ‘it takes village to raise a child.’</td>
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<tr>
<td>- the role of CatholicCare in our community.</td>
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<tr>
<td>- what caring looks like, sounds like and feels like.</td>
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<td>- how our community can care for our family.</td>
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<tr>
<td>- how the love of our family can show us how much God loves us.</td>
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<tr>
<td>- how the values of welcoming and joining in are fostered by our families.</td>
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<tr>
<td>- the lives of people who generously make/made a difference by caring for families and children.</td>
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<tr>
<td><strong>Grade 3/4</strong></td>
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<tr>
<td>To celebrate families at COHR, we will be learning about:</td>
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<tr>
<td>- what constitutes a family</td>
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<tr>
<td>- the role of CatholicCare in our community and their work with families in need</td>
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<tr>
<td>- how we can show care to those in our families</td>
</tr>
<tr>
<td><strong>Family Blogging Competition</strong></td>
</tr>
<tr>
<td>We have been using our Class Blogs to showcase our learning. We would love parents and families to see and give us feedback on our learning. We invite grade 3/4 families to visit our Class Blogs and post a comment. Students will be able to show you how to do this. Post a comment to go into the draw for a special family prize!</td>
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<tr>
<td><strong>Grade 5/6</strong></td>
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<tr>
<td>To celebrate families at COHR, we will be learning about:</td>
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<tr>
<td><strong>Inquiry</strong> - Investigating how Australian families have been affected by major events, such as Depression and Wars.</td>
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<tr>
<td><strong>Religion</strong> - Students will link sharing a meal at home with their families to how Jesus taught us to share a meal during the Eucharist.</td>
</tr>
<tr>
<td>What are some ways in which families pray? Develop a prayer for families?</td>
</tr>
</tbody>
</table>

### FOYER DISPLAY

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**VOCABULARY**

- **Graph** - a visual diagram used to represent statistical information.
- **Axis/Axes** – real or imaginary reference line.
- **Interpret** - explain the meaning of (information or actions).
- **Data** - data is a collection of information gathered by observation, questioning or measurement.

**BLOGS**

Want to know more? Visit our class blogs and see some of our learning in Maths.

- [http://epape.global2.vic.edu.au](http://epape.global2.vic.edu.au)
- [http://georginalaming.global2.vic.edu.au](http://georginalaming.global2.vic.edu.au)

**ADDITION GRAPHING GAMEBOARD**

```
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
```

**ADDITION GRAPHING**

This game will focus on the following skills:
- Creating a column graph
- Interpreting data from a column graph
- Addition facts

**Players:** 2

**You will need:** A game board (see below) & two dice.

**How to Play:**
The goal is to either fill in all of the numbers across or fill in a column (10 up) before the other player.

1. Player 1 turns over two cards and adds them together. Player 1 records this combination in the appropriate space on the gameboard.
2. Player 2 then turns over two cards, adds them together, and records it in the appropriate place on their gameboard.
3. Players continue alternating turns until one player fills in all numbers across the gameboard (2-18) or up (10 combinations of one number).
4. Include the appropriate features for a graph – a title, labelled axis and key/legend.
5. Discuss what we see in the graph.

**Challenge:** Mixed Operation Graphing

Play using a mixture of operations.
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