



St Ambrose Primary School



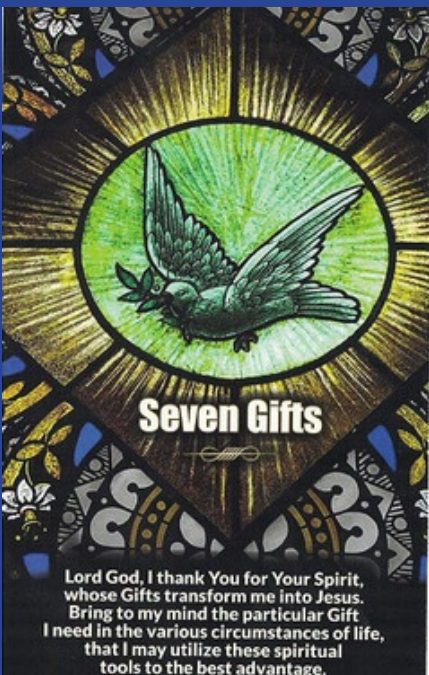
Centred by Faith, In Partnership with Community
We Provide Excellence in Learning

Respectful Responsible Resilient Kind

St. Ambrose School

Acknowledgment of Country

We acknowledge the Dja Dja Wurrung peoples of the Kulin Nation as the traditional custodians of the land we learn, play, meet and live on. We pay our respects to elders past, present, and emerging and say thank you for sharing this beautiful country.



Monday 17 June 2024	Football Victoria Soccer Sessions 3.45-4.45pm
Wednesday 19 June 2024	SAC Meeting 9.15-11.15am Assembly with Father Martin attending 3pm
Thursday 20 June 2024	Sacrament of Confirmation Practice 11.45-12.45pm Grade 1/2 Woodend Vet Clinic visit 12-3.30pm Prep K Woodend Vet Clinic visit 9.00-9.45am Prep T Woodend Vet Clinic visit 9.45-10.45am
Sunday 23 June 2024	Sacrament of Confirmation 1.00-2.00pm
Monday 24 June 2024	Social Justice Leaders Foodbank tour 11.45am Football Victoria Soccer Sessions 3.45-4.45pm
Tuesday 25 June 2024	Curriculum Information Session 5.30-6.30pm
Wednesday 26 June 2024	End of Term Mass 9.30am and farewell to Father Martin
Friday 28 June 2024	Students dismissed 2.30pm
Sunday 30 June 2024	Parish farewell gathering in the hall for Father Martin 12pm
Saturday 29 June 2024 - Sunday 14 July 2024	Term 2 School Holidays
Monday 15 July 2024	Pupil Free Day – Staff Maths PD
Tuesday 16 July 2024	Term 3 commences School swimming program – 1/2CM 12.30-1.15pm, 1/2O 1.15-2pm, 1/2S 2-2.45pm
Wednesday 17 July 2024	School swimming program – 1/2CM 12.30-1.15pm, 1/2O 1.15-2pm, 1/2S 2-2.45pm

Our next newsletter will be published on Friday 28th June 2024.

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Message from the Principal

Dear families, parishioners, and friends,
At St Ambrose, we truly value engaging with our wonderful local community. Over the past weeks, we have worked with our local Men's Shed, Rotary Club, Bupa residents, and St. Vincent De Paul. We thank them all for their work and for sharing their skills and wisdom with our students.

Our dedicated staff are pictured below moderating their students' writing as part of assessing where they are at.

We have been working on building our collective efficacy to offer a high standard of education to our students. I congratulate our staff on the continued work they are doing to improve learning outcomes.



One thing we know well about in Woodend is the arrival of each new season. The cooler weather this week certainly reminds us that winter is here and it's time to prepare for some wet and cold days ahead. At school we will always try to find time each day for the children to run around and play outdoors. This may not always be the case but whenever possible we will try to find some moments in the day when we can head outdoors and enjoy some fresh air. Our winter uniform allows for the inclusion of a school beanie and coat to help keep the chills away and jumpers, tights and long trousers will all assist to keep us a bit warmer in the cold months ahead. Our educational friends in the northern hemisphere tell us that there is no such thing as bad weather, just inappropriate clothing. I'm not sure I totally agree but I do accept their point! Let's make the most of the cool winter months ahead. Without them, we wouldn't enjoy the full gift of the seasons. After all, that's what God's gift of creation is all about. Rug up everyone and keep warm.

Stay home if unwell and know that we are all experiencing this beautiful Woodend winter together.

Bishop Terry Curtin



On Sunday June 23rd at 1.00pm a number of our students are making their sacrament of Confirmation. Our Confirmation candidates contemplated some of the deeper questions in life which were sparked by Bishop Terry's thought provoking questions and hearing about some of his life experiences. Bishop Terry is looking forward to meeting our young people again on their special day.

Fr. John Healy Visits



It was a great surprise to meet our new parish priest Fr John Healy last Wednesday! We look forward to welcoming Fr. John in July.

Farewell Fr. Martin

The parish is planning a farewell gathering for Martin after mass on June 30th in the hall. You are all welcome to attend. They are calling for volunteers to bring a plate of food to share or assist planning for this event. Please contact Sharon Simpson via: sharonlsimpson@msn.com if you can help in any way.

We will also welcome Fr Martin to our school assembly on this Wednesday, June 19th at 2.45 pm and attend mass on Wednesday June 26th at 9.30 am to say thank you and goodbye.

The Social Justice Team visit Bupa

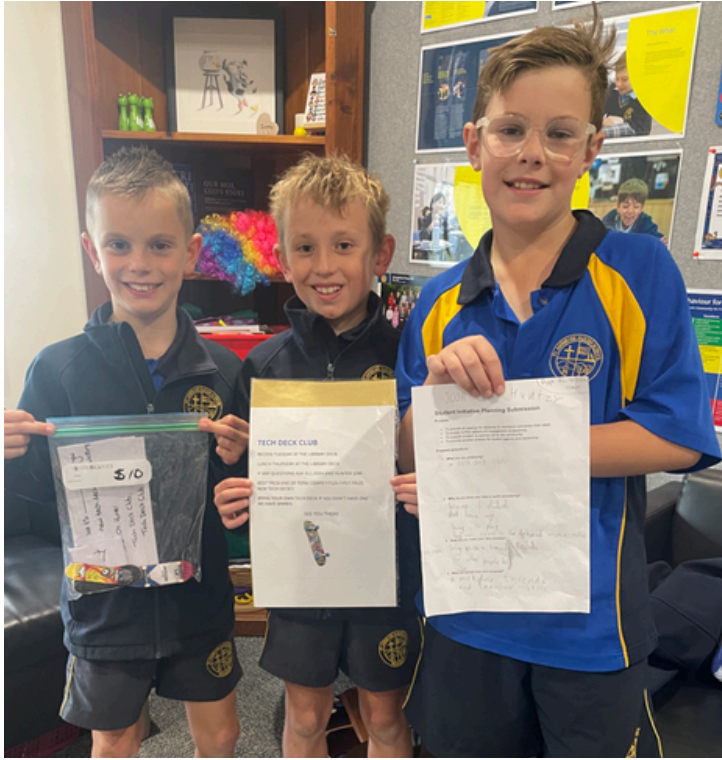
This week the Social Justice Team visited our local Bupa Aged Care to spend time with the residents in one of their weekly art classes. The students participated in various art projects, listened to stories shared by the residents, and engaged in conversation. The afternoon was a delightful experience for the residents and the social justice leaders. The students have been invited to return for the resident's art exhibition in the coming months.



2023 Annual Report to the School Community

Our 2023 St Ambrose ARSC is now available to read on our website. Click [here](#) to read about our achievements.

Tech Deck Club



There are many aspects about working with young people that are uplifting and inspiring. Highlights of my week include meeting with our students who are passionate about making our school a place for all to enjoy by sharing their gifts and talents. This week we commend Mauve, Violet, and Charlotte (info later in this NL) as well as Josh, Oli and Hunter who are offering the following opportunity.

Hi everyone,

This is the Tech Deck club; you can come along and play mini games, learn new skills, tricks and have fun.

If you would like to participate in the club, we meet at the library deck on Tuesdays at recess and Thursdays at lunchtime. Participants will be divided into two age groups, prep and grade one in the first group, and grade two, three and four in the second group.

During the Tech Deck club, students will demonstrate tricks with their tech decks, and we will also show students new to tech decks how to perform tricks and stunts.

During each meet, each student's tricks will be scored on a scale of 1-10 and recorded on a scoring card by Josh, Oli and Hunter.

At the end of the term, a prize will be awarded to a student from each group that receives the most points for tricks. So, the more you participate, the more points you'll receive.

The two-prize winners will receive a new tech deck, and all students will receive a sticker for participating in the club. There will be no trading of tech decks. If you don't have a tech deck we have heaps of spares that you can use during the club.

Please come and check out our club and have some fun, see you there!!

From Josh, Oli and Hunter

2025 Prep Offers

If you are wishing to enrol a sibling of a current student in Prep next year, we urge you to submit your enrolment application asap.

2025 Prep places will be offered next week.

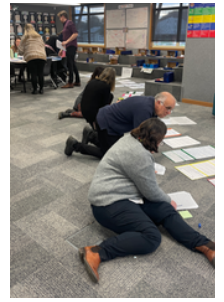
We are also taking enrolments across all levels.

Semester One Reports & Parent teacher Conversations

Our teachers are currently working on students semester one reports.

These will be available online on June 28th.

You will receive notification via Operoo in the coming weeks to book in your parent teacher conversations.



Next Newsletter

For more news and photos visit our [website](#) and look at latest news or click on our [facebook button](#).

Our next newsletter will be published on Friday, 28th June.



In the depth of winter I finally learned that there was in me an invincible summer.



Bronwyn Phillips
Principal



Drumming to the Beat!

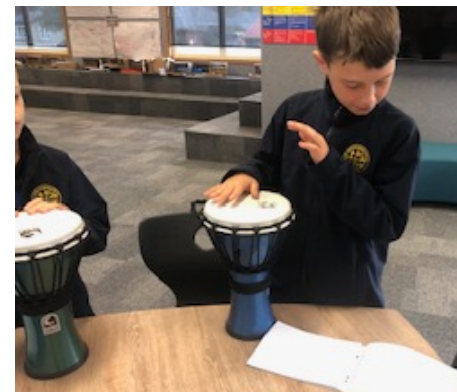
In Term 2 St Ambrose students have been learning about music theory, including musical terms, such as adagio, presto and accelerando, space and line notes and the various types of notes and their value. They have been learning all about percussion instruments, how to read music, write their own bars of music notation and present it either by clapping, singing, or playing percussion instruments either with a partner, small group or whole class.

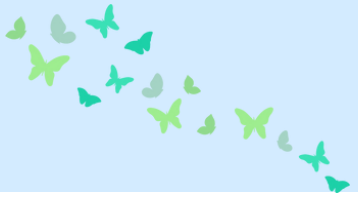
Students have enjoyed playing collaborative group games to enhance their understanding of the music theory concepts.

Students have also been engaged in learning rhythm chants, songs and poems, and about "Body Percussion". This incorporates using our bodies to make percussive sounds and rhythms. Students have been learning about the four main body percussion sounds (in order from lowest pitch to highest in pitch) : stomp (stamping), patsch (patting the thighs with hands), clapping and clicking.

Students have had fun creating their own body percussion rhythms.

Students writing their own bars of music notation and playing it to their partner on a djembe drum.





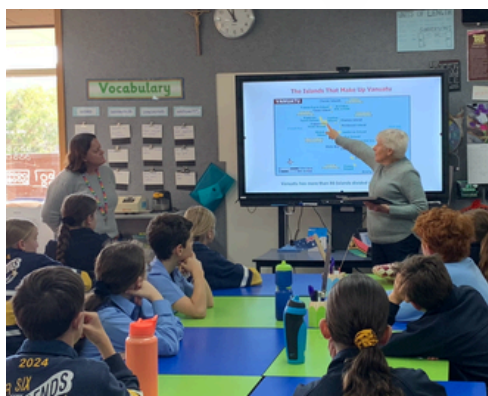
AROUND THE SCHOOL



MAKING DIAORAMAS



ROTARY VISIT GRADE 5/6





AROUND THE SCHOOL

SOCIAL JUSTICE TEAM VISIT BUPA



Student News



Save Stanley Park!

Mauve hopes that you will read about the future of Stanley Park in Mt. Macedon in the May 21st edition of the Star Weekly. Council is proposing to remove play equipment. If you want to keep this park for children to enjoy please write your letter to the council. Mauve is happy to deliver them if you drop them at the office.



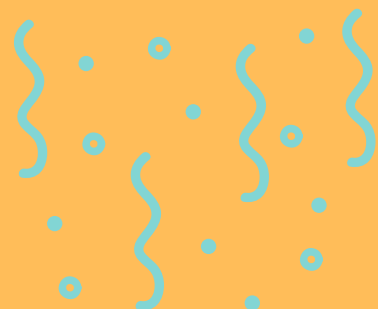
Library Club!

I've been running the Library club for 2 years now, it's a place to draw, play board games, read, write and other quiet games -Violet. I had an idea that adds onto the library club! Sometimes teachers can't come to supervise so Ms. Phillips and Mrs. Geisler are going to supervise the library. - Charlotte.

Hope you come to join the fun, we will let you know when you can come!



- 16 June- Olivia C, Tom C, Ben Y
- 19 June- Taj M
- 28 June- Tora C, Grace Y
- 1 July- Remy B
- 6 July- Atticus L
- 16 July - Elise M
- 17 July - Mollie H
- 27 July - Margot G, Mosako S





Emerging Minds Families

Five ways to support your children's mental health

Emerging Minds acknowledges that families come in many forms. For the purposes of easy reading, the term 'parent' encompasses the biological, adoptive, foster and kinship carers of a child, as well as individuals who have chosen to take up primary or shared responsibility in raising that child.

We also appreciate that every child is unique and has different strengths, vulnerabilities and experiences that shape their health and development.

Parents are generally doing the best they can to help their children thrive. There are hundreds of books, websites, courses, Facebook pages and more that offer parents advice about raising children. All this information can be helpful, but it can also feel overwhelming and confusing.

Based on research and the conversations we've had with families and health professionals, we've identified five key things parents can do to support their children's mental health, now and in the future.

Every family is unique and will experience different ups and downs. Whether life is going well right now, or your child or family is navigating tough times, focusing on these five areas of family life will help nurture and protect your child's mental health and overall wellbeing.

Five ways to support your children's mental health

Select the following headings to learn more about how focusing on each area of family life nurtures and protects a child's mental health and wellbeing. There are also suggested strategies, based on research and the experiences of other families and health professionals that you can add to your parenting toolkit.

Parent-child relationship

Build a strong bond with your child by responding warmly and consistently to their needs and making time to connect with them.

Emotions and behaviours

Tune in to your child's feelings and be curious about what's behind their behaviours, so you can help them understand and express all their emotions in healthy ways.

Routines

Create family routines to help children feel secure, reduce stress and find time for connection and fun.

Communication and meaning-making

Talk openly with children to help them understand and make meaning of what's happening in their world.

Support networks

Know where you can get support and how to ask for help when you need it, and how to help your child build their support team, too.



Focus on the PERCS

As parents and family members, there are five key areas you can focus on to support children's development, learning, mental health and overall wellbeing.



In the following video (2 minutes, 5 seconds) Emerging Minds' Ben Rogers explains PERCS and how you can use this approach to support your child's and family's wellbeing.

[WATCH THE VIDEO TO LEARN MORE](#)

In this next video (2 minutes, 58 seconds), parents and practitioners talk about how PERCS works, and the benefits of this approach for children's mental health and family wellbeing.

[WATCH THE VIDEO TO LEARN MORE](#)



[Click here for website and videos](#)



JOIN THE CELEBRATION OF ALL THINGS

Faith & Family

Faithful Creator,
whose mercy never fails:
deepen our faithfulness to
you
and to your living Word,
Jesus Christ our Lord.
Amen



Please note, the end of term Mass is on
Wednesday, 26th June
and not on the 28th June
as previously advertised. My apologies
for the incorrect date. This will be the
final school Mass that we can celebrate
with Father Martin. All are welcome.

Gospel Reflection: Mark 3:20-35

The Jesus we meet in this Gospel is very far from the childhood pictures I saw in RE books, prayer books and in the Bible stories I was told by my parents and teachers. In every story I was told Jesus was calm, clean, well groomed and confident. People sat at his feet and listened attentively, in awe of his miracles and power. It is a pleasant, positive, flattering picture of Jesus which is attractive and appealing.

So when, as today, we come across a less than flattering picture of Jesus - a man who is hassled and harried, who is constantly attacked by those who reject his message and is even doubted by his own family - it is a good idea to ask why? Why would Mark and Luke want to include this story in their Gospels when there are so many more flattering stories to choose?

Mark is content to let us encounter in Jesus a real and human person. He allows us to meet a man who is tired and stressed and in need of time to recover. Mark shows us a man whose message was not universally popular or accepted. He even allows us to meet a man whose own mother has doubts about the overall direction of his life.

We live in a world where appearance and impression are everything; a world where success is measured in gold and dollars; a world where the powerful create their own truth; a world where tolerance is viewed as weakness, where compromise is viewed as failure, and where gentleness is viewed as lack of ambition.

How wonderful it is, then, to meet a person who is allowed to be tired or misunderstood or rejected or not always popular. When St. Paul said, "When I am weak, then I am strong..." this is what he was saying.

All of us have within us strength and weakness, courage and cowardice, confidence and doubt, assurance and fear. Only a truly strong, secure and content person can acknowledge the weakness, insecurity and fears which accompany them.

Mark does not need to create a 'plaster-cast' Jesus for us - a person who is always right, popular, loved and enthusiastic. He is happy to let the life of Jesus speak for itself. I, for one, am much happier meeting the Jesus of today's Gospel rather than the 'make-believe' Jesus who is never tired, never rejected, never with doubts or fears. One is a person who can understand me, forgive me, and be a friend. The other is a person who will judge me according to a standard I can never reach, will never truly understand me and can never truly be a friend.

This is an important Gospel and, for me, a very freeing one. Mark presents us with a very real, very human Jesus and he lets us stay with that Jesus through tiredness, rejection, stress and doubt. In some ways Jesus' mother and brothers rejected his message, thinking he had "lost his mind"!

Mark says to us that all of this is OK. It's called being human and is all 'very good'.

By Fr. Brian Maher OMI

Religious Calendar of Events this Term:

Date	Details	Time
20th June	Sacrament of Confirmation Practice	11:45 am
23rd June	Confirmation	1:00 pm
26th June	End of Term 2 Mass	9:30 am

Special Prayers:
We ask that you pray for the following children who will celebrate the Sacrament of Confirmation towards the end of the term.

We pray for:

Bruno B, Thomas C, Audrey C,
Violet D, Maeve D, Elijah E,
Alani F, Mary G, Sidney M, Harry M,
Charlotte N, Bailey P, Spencer R,
Ava R, Angus T.

PARISH NEWSLETTER

CHILDREN'S LITURGY





NCCD FACT SHEET



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the *Disability Discrimination Act 1992*.

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.



WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

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HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways:

- The NCCD helps schools better understand their legislative obligations and the *Disability Standards for Education 2005*.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the *Public Information Notice*.

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the *NCCD Portal*.

There is also a free e-learning resource about the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.

This document must be attributed as *Fact sheet for parents, guardians and carers*.

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COMMUNITY NEWS



Learn. Care. flourish

Enrolments Closing Soon.

Enrolments for Year 7, 2026 close on 26 July, 2024 (students currently in Grade 5).

Contact the College Registrar for enrolment enquiries, or download your enrolment application form via the College website. Don't miss our next College Tour: Monday 24 June, bookings are essential.



SACRED HEART COLLEGE KYNETON

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SCHOOL HOLIDAYS FUN AT WNH JUNE-JULY 2024

BUCKET DRUMMING

Tuesday 2nd July • 10am or 1pm

\$15 Prep to Grade 6



DRAMA WORKSHOPS

Wednesday 3rd July • 9.30am or 1pm

\$35 Prep to Grade 6

WEST AFRICAN DRUMMING

Thursday 4th July • 10am

\$20 Ages 12-17



CREATIVE YOGA FOR KIDS

Monday 8th July • 9.30am

\$15 Ages 5-10

YOGA FOR TEENS & TWEENS

Monday 8th July • 11am

\$15 Ages 10+



AIR DRY CLAY WORKSHOP

Wednesday 10th July • 10am

\$10 Prep to Grade 6

For more information or to make a booking, visit our website: www.woodendnh.org.au or call 5427 1845

7.30pm
Saturday
22 JUN
Kyneton Town Hall
120 Malpas St

arts+culture events 2024

COME SING YOUR HEART OUT!
SEE THE MAIN EVENT

LUCY WISE &
THE HEART SONGS
COMMUNITY CHOIR

Book now
1300 888 802
mrcs.vic.gov.au/arts-events

Macedon Ranges
Shire Council

at Kyneton Town Hall
10AM - 2PM
10 JUL
11 JUL
arts+culture events 2024

Workshop in contemporary shadow theatre for children with shadow artist Lynne Kent

CREATIVE VICTORIA

Shadowland

Book now
1300 888 802
mrcs.vic.gov.au/arts-events

Macedon Ranges
Shire Council

A conversation on disasters and wellbeing for children's recovery

Next date: Tuesday, 25 June 2024 | 06:45 PM to 08:30 PM. Presented by Michelle Roberts at the Gisborne Mechanics Institute

This is a free event, and Michelle (ex-teacher, turned psychologist and child disaster consultant) will be joining us for a conversation about the impacts of disasters on children.

The event is relevant for parents, carers, teachers, nurses and anyone with an interest in caring for families and children after a major life event.

Michelle will talk about what to expect, what is normal, what adults need, and what children may need. She also has a great way of tying in understanding what is happening after a disaster, with how to prepare.

As you know, Macedon Ranges has had it's fair share of disaster weather events – and it's unlikely to change any time soon.

A light dinner will be provided, and we are currently in the process of investigating child minding at the venue.

BOOKINGS CAN BE MADE HERE.



I respectfully acknowledge the Traditional Owners of Country throughout Victoria and pay respect to the ongoing living cultures of First Peoples.



Department of Education



COMMUNITY NEWS



Thank you for a wonderful weekend!
 What an amazing weekend we have just experienced in Woodend! Our 19th Woodend Wint...
 Woodend Winter Arts Festival News



Thank you to our generous Sponsors

A huge thank you once again to our incredible sponsors and supporters. Without their generous support the Festival would not be the success it is.

- Macedon Ranges Shire Council
- Bendigo Bank Gisborne
- Bendigo Bank Trentham
- Peggy and Leslie Cranbourne Foundation
- Vera Moore Foundation
- Midland Express
- Cope Williams Foundation
- Holgate Brewhouse
- Keatings Real Estate
- St Ambrose Parish School
- St Ambrose Parish Woodend
- Islay House
- With thanks to the staff & students of Braemar College



Come down to
 Woodend Primary School
 on Saturday the 22nd of June
 for our intro day to the
 Woodend Eagles Junior Soccer Club
 (and Mini Roos).
 11:15am - 12:15pm
 It is open to girls and boys aged 4 - 12
 and don't forget the free sausage sizzle.
 For more info please head to
woodendsoccer.com.au

