



The little school
with a big heart

Caring for Self, Caring for Others, Caring for the Environment

NEWSLETTER



Term 1-7th February 2025

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Student Report

Written by Damian Strickland.

Welcome back, we have settled in at school and we are very excited to be back and play. It has been fun learning about new things. Francis has changed classrooms with Mackillop, we swapped. I am looking forward to doing more art and it is very exciting being a leader.



Principals Wrap up for the week

We had a wonderful welcome back to school for 2025, with warm weather and plenty of smiling faces. I hope that you all had a great Christmas and New Year and that you were able to spend some quality time together. We are delighted to welcome seven new students to our school community, who have settled in seamlessly, as if they've always been part of our close-knit school.

Foundation: Luna Gallagher, Alastair Songailo, Olly Colburn, Myah Martin

Year 1: Caddy Mathews

Year 2: Aralee Mathews

Year 4: Esther Mathews

We also welcomed two new staff members:

Mrs Sascha Opperman — Mackillop Classroom Teacher

Mrs Jennifer Graham — Mental Health & Wellbeing Leader/ Learning Adjustment Leader

Our dedicated staff have been working hard, participating in three full days of professional learning and planning to set the stage for a successful year. There is a strong sense of positivity, with everyone eager to learn, collaborate, and reconnect.

Over the holidays, the school leadership team met to set our Annual Improvement Goals, with a strong focus on improving learning outcomes for all students. Our goals centre on fostering expert teaching and learning while creating meaningful opportunities for student voice and agency.

Parent Communication

The staff of St Joseph's understands the importance of parent communication to support your child with their learning and their experience at school. Parents can communicate with school staff via email or by contacting the school office. All staff have been instructed to respond to parent communication during the hours of 8:00am and 5:00pm, Monday to Friday. If staff receive communication from parents outside these time, they will respond at their earliest convenience. In the busyness of the school day, teachers are often unable to check emails, if an important message needs to be given to your child, please contact the school office.

Warm regards,

Kirsten Daly
Principal

Weekly Reminders

- **No Lunch** orders for 14th February
- Swimming Carnival 13th Feb
- No Foundation Students on Wednesday's in Feb
- Medical Information Update—please update your child's medication information via PAM



2025 — 'NEW'

Victorian Curriculum 2.0

The Victorian Curriculum F–10 Version 2.0 is structured around 8 discipline-based learning areas and 4 core capabilities, encompassing essential knowledge and skills. Fundamental to learning across the curriculum are the 3 foundational skills, which describe observable skills required for learning, while the 3 cross-curriculum priorities add national, regional and global perspectives.

The Victorian Curriculum F–10 Version 2.0 is comprehensive, knowledge-rich and interconnected, ensuring a cohesive and dynamic learning experience that enables students to become lifelong learners who are active and informed citizens



Mental Health and Wellbeing

Helping every mind shine bright.

The terms mental health and wellbeing are often interchanged however they have two different meanings.

The World Health Organisation uses these definitions:

- **Mental health** is a state of mental wellbeing that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.
- **Wellbeing** encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose.

We will look at the term 'mental health' in more depth. A person may have a mental health concern or a mental health condition.

Mental health concerns refers to factors regarding a student's **emotional, psychological, or behavioural wellbeing** that may be causing distress or interfering with their daily functioning.



Concerns are **often situational** and may arise in response to specific life events, changes or stressors. All children will fluctuate along the Continuum and may need support at different times.

Mental health conditions are **diagnosed by a health professional**. Examples of mental health conditions include depression, anxiety disorders, and ADHD.

Mental health conditions can cause **significant interference with cognitive, emotional and/or social functioning** and often require intervention and treatment.

Next newsletter, I will share a deeper understanding of the term, 'wellbeing'.

Thank you for reading,

Jenny Graham
Mental Health and Wellbeing Leader

***Content shared on this page is based on information from the University of Melbourne*



Curriculum

Key

- Learning areas and disciplines
- Capabilities
- Foundational skills
- Cross-curriculum priorities

Safer Internet Day—11th Feb

St Joseph’s Primary School is proud to support Safe Internet Day 2025, a global day of action that brings together communities, families, schools and organisations from more than 180 countries to help create safer online spaces.

To celebrate Safer Internet Day 2025, our school will:

- Nominate a school staff representative to join the safety Championships Network.

- Encourage school staff to participate in Early Years and Primary Teacher Professional Learning.
- Learn how to prevent and respond to cyberbullying using a whole-school approach via safety Spotlight on Cyberbullying.
- Promote eSafety's parent and career webinars to our school community throughout the year.



“Together, let’s make the internet a safer, more positive place”.

Catholic Social Teaching

Principles of Catholic Social Teaching (CSTs) are founded on the messages of the prophets, of Jesus and of our church leaders.

1. HUMAN DIGNITY

Human dignity is the foundation of all the principles of Catholic Social Teaching.

It reminds us that all people are created in the image of God and are, therefore, all equal, valuable and worthy of respect.

A person’s dignity does not depend on:

- Birthplace
- Skin colour
- Body type
- Beliefs
- Money
- Ability

Dignity is a quality of being human.

Human dignity is challenged when resources we need to thrive are not shared by all people and when people are treated unfairly by others.



Pope Francis greets the pilgrims during his weekly general audience in St Peter’s Square at the Vatican on September 10, 2014. Photo: Giulio Napolitano/shutterstock.com

Whole School Approach to Positive Behaviour



3 C's—
Students
in action

Caring for Self:

- Joining in group activities— Jack
- Participating in math's groups—Ollie C.
- For thinking deeply about how we can be BODY BRIGHT—Francis Class

Caring for Others:

- Helping a new foundation student find their classroom— Neave
- Helping others pack up—Raffe, Ollie J, Ruby
- Asking others to join in and encouraging others — Moki
- Always sharing and joining in— Esther, Caddy and Aralea
- Helping teacher place stars up in room — Luna

Caring for our Environment:

- Watering the garden— Oliver



ST. JOSEPH'S Catholic School MATRIX OF EXPECTED BEHAVIOURS						
	Learning areas	play areas	technology	transition	toilets	always
CARING FOR SELF 	<ul style="list-style-type: none"> • We use furniture and equipment appropriately (for its intended use) • We put things back where they belong • We walk 	<ul style="list-style-type: none"> • We wear our hats • We use equipment correctly • We follow the rules of the game • We stay within designated areas • We sit down to eat • We listen to the music & bells 	<ul style="list-style-type: none"> • We only access sites we have permission to use • We keep our personal details private • We report anything inappropriate to an adult • We use digital technology for assigned tasks only 	<ul style="list-style-type: none"> • We walk • We look where we are going • We stay together • We wait for the teacher • We arrive at class on time • We are in our designated space 	<ul style="list-style-type: none"> • We let an adult know when we are going to the toilet • We flush the toilet and then wash our hands • We don't take food into the toilets • We tell the teacher if the toilets are unsafe or dirty 	<ul style="list-style-type: none"> • We care for others and ourselves • We respect personal space and privacy • We care for property • We use manners • We are inclusive • We seek help when needed • We listen and follow instructions
CARING FOR OTHERS 	<ul style="list-style-type: none"> • We allow others to learn • We share and take turns • We co-operate (work together) • We listen 	<ul style="list-style-type: none"> • We share equipment • We share spaces fairly • We include others in our play • We listen • We take turns • We help others to learn the rules of the game • We try to resolve problems on our own or with the help of the yard duty teacher 	<ul style="list-style-type: none"> • We write things that are considerate of other peoples feelings 	<ul style="list-style-type: none"> • We maintain personal space • We are quiet and calm • We hold the door open for others 	<ul style="list-style-type: none"> • We respect the privacy of others • We leave when we have finished • We use toilets and taps responsibly • We return to class quickly and quietly 	<ul style="list-style-type: none"> • We use appropriate voice • We are on time • We take hats off inside • We keep our hands to ourselves • We wear our school uniform with pride • We wait our turn • We always speak kindly • We are bystanders - you call out behaviour that is not respectful. • We celebrate others success
CARING FOR OUR ENVIRONMENT 	<ul style="list-style-type: none"> • We use furniture and equipment appropriately (for its intended use) • We put things back where they belong • We walk 	<ul style="list-style-type: none"> • We put rubbish in the bin • We return equipment before lining up • We look after our garden and environment • We are kind to wildlife and respect their homes • We use the compost bin appropriately • We play in the playground and we use the toilet when needed 	<ul style="list-style-type: none"> • We take care of equipment and move appropriately with them • We turn off lights and devices when leaving a room 	<ul style="list-style-type: none"> • We look with only our eyes when we are looking at others work • We pick up any rubbish we see on the way • We carry belongings carefully 	<ul style="list-style-type: none"> • We keep the toilets clean • We use water and soap wisely • We keep toilet paper in the right place 	



Mental Health and Wellbeing

Helping every mind shine bright.



During our first whole staff meeting, we introduced the **High Impact Wellbeing Strategies (HIWS)**.

The High Impact Wellbeing Strategies are 7 evidence-informed strategies developed in partnership with Monash University. They have a significant effect on student wellbeing. The HIWS empower school staff with the knowledge and skills to build student wellbeing.

The first High Impact Wellbeing Strategy is '*Building relationships with students.*' This first strategy connects with St Joseph's 'Whole School Approach to Positive Behaviour Strategies'.

Every child at school should feel **safe and successful**.

This first High Impact Wellbeing Strategy has been explained as the following: *Teachers build relationships through authentic efforts to get to know their students and their needs. Positive relationships are built through ongoing interactions, active listening and respect. When teachers show empathy, encouragement, and genuine care, they help build a student's positive self-image and confidence. A positive teacher-student relationship occurs when students feel seen, understood, encouraged and respected.*

Just like students, we want to know if we have been successful. Therefore, *building relationships with students, is demonstrated when your child:*

- Has at least one teacher they view as a trusted adult.
- Seeks out the teacher for informal chats.
- Is quickly and easily redirected back to work when off task.
- Views their teacher as kind, clear, respectful and patient.
- Accepts both positive and corrective feedback from the teacher.
- Believes they are treated fairly and consistently.
- Regularly attends school.
- Can approach their teachers or ask for help

Thank you for taking the time to read the newsletter. I am more than happy to chat or meet with you about your child's mental health and wellbeing needs.

Jenny Graham
Mental Health and Wellbeing Leader



National Lunchbox Week celebrates the uniqueness of every lunchbox. A lunchbox can reflect love, care, and nourishment from simple sandwiches to creative meals. St Joseph's Primary School is proud to support National Lunch Box Week to help make lunchboxes enjoyable, nourishing and pressure-free.

Every lunchbox tells a story shaped by family traditions, available resources, and unique preferences, reminding us there's no one-size-fits-all approach. During National Lunchbox Week, we embrace the diversity of lunchboxes and promote supportive, judgment-free conversations around food.

We know that packing a lunchbox can sometimes feel daunting. Nutrition Australia's tips and simple options can make busy mornings much more manageable. More importantly lunchbox packing isn't about perfection but finding what works for you and your family. Affordability matters, too, and with some practical ideas, nutritious lunches can be both satisfying and budget-friendly.

Lunchtimes can also help children build lifelong positive relationships with food, turning every lunch break into an opportunity for enjoyment and connection. The heart of National Lunchbox Week is collaboration. Families, schools, early childhood education services, and health advocates share a common goal: for children to have nourishing, enjoyable meals that support their growth and learning.

Through National Lunchbox Week we can inspire meaningful change that benefits the next generation by working together, sharing ideas, and creating inclusive spaces. Be sure to explore the National Lunchbox Week website for helpful resources: www.lunchboxweek.org.

You can follow Nutrition Australia on Facebook, Instagram and LinkedIn:

<https://www.facebook.com/nutritionaustralia.org>

www.instagram.com/nutritionaustralia

www.linkedin.com/company/nutritionaustralia

Communication: PAM- Parent Access Module

PAM is an innovative parent-controlled electronic platform for our school. It's an electronic version of the paper-based forms we previously completed for excursions and camps. It provides parents with the opportunity to update medical information promptly and accurately while providing the school with instant access to the emergency information provided by you. We use PAM in the best interests of the children, whilst also reducing the burden on parents to fill out the same information on multiple forms throughout the year.

Parents can use a PC, laptop, tablet or smartphone to enter details including: St Joseph's Primary School uses PAM as a tool to send parents' permission forms and notifications.

Please note, that it is the responsibility of parents to ensure their child's medical and contact details are up to date and complete. In the event of an emergency, school staff will rely on the information provided via PAM. We recommend that you add the PAM website (pam.stjorbost.catholic.edu.au) to the home screen on your mobile device, which will then be displayed as an App.

ATTENDANCE EVERYDAY COUNTS

Going to school every day is crucial for a child's success at school. Attendance habits can be set early, from the first year of schooling and followed through primary and secondary education. Regular absence does impact on a child's learning and relationships; therefore, St Joseph's promotes the importance of consistent attendance.

ABSENCES

Parents are required to notify the school of any absence, which may occur during the school year. The preferred method for notifying your child's absence is via the PAM.

Notification of the absence is a legal requirement and also a courtesy. At 9.30am, any unexplained absence will result in an SMS message being sent to the parents/guardians.

If no response has been received by 10am, the office will ring parents first, then emergency contacts to confirm the reason for the absence.

LATE ARRIVALS

All children arriving after the school bell must be signed in by a parent at the front office. Children cannot sign themselves in.

EXTENDED ABSENCES

Extended absences (more than a week) should be communicated directly to the principal.

EARLY DEPARTURES

Please sign the Student Sign in/out Register in the administrative office if you intend taking your child/ren from school during the day. Please notify the Principal or class teacher if your child/ren are to be collected by someone other than yourself or the usual minder.

THANK
YOU



LeCompte Family
& Ms Jenny

for watering our
garden during
the holidays. It's
looking

AMAZING!



What's Happening at St. Joseph's



Introducing Ada Wren Downward ♥

Arriving on Sunday the 2nd of February at 11:36pm!

Chris and I are absolutely smitten x



Miss Jamieson and Chris welcomed a beautiful baby girl on Sunday 2nd Feb.



St Brendan's & St Colman's Catholic Church - Mass Times



Tuesday 11th Feb:	St. Brendan's Lakes Entrance	No Mass
Wed 12th Feb:	St. Colman's Orbost	No Mass
Friday 14th Feb:	St. Brendan's Lakes Entrance	No Mass
Saturday 15th Feb:	St Dymphna's Buchan	No Mass
	St. Joseph's Swan Reach	No Mass
Sunday 16th Feb:	St. Brendan's Lakes Entrance	9.00am
	St. Colman's Orbost	11.00am

St Colman's Parish

In 2025 the universal Church will celebrate a year of Jubilee with the theme, "Pilgrims of Hope".

Jubilee years find their roots in the Jewish tradition. In the Scriptures, Moses prescribed a time of Jubilee for the Jewish people allowing them a year of rest from their labours, an opportunity to return to their families, to receive a remission of their debts and for slaves, liberation ([Leviticus 25:10-14](#)).

In the history of the Catholic Church, the frequency of Jubilee Years – or Holy Years as they are often called – has changed over time. At first, they were celebrated every 100 years, then 50 years and since 1470 every 25 years. Successive popes have also chosen to

have "extraordinary" Holy Years to commemorate or highlight a significant theme for our Church, for example, the Year of Mercy in 2015.

Jubilee Years are opportunities for transformation. When a theme for a Jubilee is offered, Catholics are invited to enter deeply into that theme through prayer and reflection, formation and missionary action.



"Hope Does Not Disappoint"

Birthdays

Happy Birthday to these students who celebrated their birthdays recently and in the coming weeks:

Late December

Isaac

January

Aralee



Term dates

Term 1: Friday 31st January - Friday 4th March (2:15pm finish)

Foundation students have a modified start to school with all Wednesday's off in February.

Term 2: Wednesday 22nd April - Friday 4th July (2:15pm finish)

Term 3: Tuesday 22nd July - Friday 19th September (2:15pm finish)

Term 4: Tuesday 7th October - Friday 19th December (2:15pm finish)

School Closure Days

As education is an evolving process staff need ongoing Professional Development to keep abreast of educational developments. During the year there will be a number of School Closure Days to enable this to take place. All School Closure Days are approved by the Catholic Education Office. Please keep an eye on the calendar included in each newsletter.

Tuesday 29th & Wednesday 30th January - Staff Planning & First Aid Days - No students

Tuesday 22nd April - Curriculum Planning - No students

Monday 21st July - Curriculum Planning - No Students

Friday 8th & Monday 11th August - Catholic Identity & Religious Education / Indigenous Culture - No Students

Monday 6th October - Curriculum Planning - No Students

Monday 3rd November - Time in Lieu School Closure Day

Term Calendar- now live on school website

Events

< > **February 2025** month list

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1
2	3	4	5 No Foundation St...	6	7	8
9	10	11	12 No Foundation St...	13 Swimming Carnival	14	15
16	17	18	19 No Foundation St...	20	21	22
23	24	25	26	27	28	1
2	3	4 Shrove Tuesday (...)	5 Ash Wednesday Mass	6	7	8

< > **March 2025** month list

Sun	Mon	Tue	Wed	Thu	Fri	Sat
23	24	25	26	27	28	1
2	3	4 Shrove Tuesday (...)	5 Ash Wednesday ...	6	7	8
9	10 Labour Day - No ...	11	12 NAPLAN	13 NAPLAN	14 NAPLAN	15
16	17 NAPLAN	18 NAPLAN	19 St Joseph's Day - ...	20	21 Harmony Day - ...	22
23	24	25	26	27 Collaborative Co...	28	29
30	31 School Photos	1 Collaborative Co...	2 Cross Country	3	4	5 School Holidays

Parents & Friends Association

Come join a fantastic group of parents in helping the school achieve great things.

Next meeting TBC, watch this space

COMMUNITY NEWS

FREE | BOOKINGS NOT REQUIRED
AGES 5 -12

EAST GIPPSLAND
SHIRE LIBRARIES

LEGO Club 2025



Junior LEGO enthusiasts are invited to attend our after-school LEGO Club sessions

Head into your local library and flex your creative muscles making the LEGO builds of your dreams!

Donations welcome: the library will gladly accept donations of old or new LEGO brand pieces for our LEGO Club collection.

This is an unsupervised event - attendees must be accompanied by an adult.

Bairnsdale Library
Tuesdays
4.00 pm - 5.00 pm

Lakes Entrance Service Centre
Wednesdays
3.30 pm - 4.30 pm

Orbost Service Centre
Mondays
3.30 pm - 4.30 pm

Paynesville Service Centre
Wednesdays
3.30 pm - 4.30 pm

Omeo Service Centre
Wednesdays
3.30 pm - 4.30 pm

Mallacoota Service Centre
Wednesdays
3.30 pm - 4.30 pm



SCHOLASTIC Book Club

Dear families,

The best gift any parent can give a child is the love of books and the joy and benefits of independent reading for fun. Children who read at home, or are read to, have a head start on reading success in school.

Our school is participating in **Scholastic Book Club** this year. Up to twice a term, during the school year, we will send home a Club catalogue with a different selection of books offered for all ages.

You'll find award-winning books and bestsellers, as well as old and new favourites. We recommend them because the books span a wide range of children's reading levels and interests and because they are inexpensive (some books cost as little as \$3).

It is easy to order. The **Book Club LOOP** platform for parents allows you to pay by credit card. Your child's order is submitted directly to school safe and sound and the books will be delivered to class. You can place your child's order at scholastic.com.au/LOOP or using the **LOOP** app, which can be downloaded from the App Store or Google Play.

Owning your own books is something special! I hope that you will encourage your child to order books this year. Each order helps earn free books and teaching materials for our classroom, however there is never any obligation to order. I know of no better way to encourage reading than to allow children to choose the books they want to read.

