



# THE MARIAN

## ST. MARY'S COLLEGE SEYMOUR

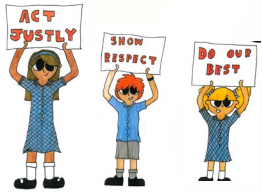
[www.smseymour.catholic.edu.au](http://www.smseymour.catholic.edu.au)  
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No. 15

Term 2 Week 5 of 10

24/05/19)



### St. Mary's College Vision Statement

*A welcoming Catholic community that respects our heritage and looks to a sustainable future.*

*We inspire learning excellence, resilience and service to others.*



### From the Principal

#### The Dinner Table and the Lighthouse.....

A dinner table like a lighthouse can be a metaphor for the years that await our students. Both the dinner table and the lighthouse provide a sanctuary for guiding right directions and developing young minds. St. Mary's compliments the family dinner table with a lighthouse of holistic

learning. In a world that changes almost daily and is often dominated by many varied global, domestic and personal influences, the St Mary's lighthouse (holistic education) and the family dinner table will together provide nurture discussion and thought. We hope your evening dinner table is a feast of topical discussion; a time to be together and a time where devices are not a distraction to family conversation. The metaphor of the lighthouse (holistic education) offers far more than light. It is a guide to always giving direction for our children.



**Relationships** Every classroom is a distinct learning environment. One indicator that has remained rock solid over the decades is the connection between the teacher and the student. If this relationship is positive, students' will progress and value add to their learning. This of course cannot be the total responsibility of the teacher. Students (particularly teenagers) also need to commit. Positive relationships are unequivocally the cornerstone of teaching and learning. This relationship is so obvious when our students interact with staff on a daily basis in and out the classroom. The support and care that St Mary's staff give to every student is precious – even when a student learns that their world is not the only world that matters or that with actions come consequences. Above all else when students know there is an aligned partnership between home and school they will grow in bounds.



Communication in today's society can be quick and easy, yet there are so many ways of sending and or receiving information. St. Mary's is no different with varied modes of communicating to families in use. It is therefore important for parents to have opportunities to provide feedback on the current ways St Mary's communicates with home. A *Communication Survey* will go home after the next College Board meeting (Wednesday 12<sup>th</sup> June) so that we can endeavour to provide best practice in ensuring communication flow is both effective and accessible.



To add to the work done prior to 2019 in building the College website it is important we continue to improve this central location as a one stop shop of College information. The process will involve consultation with staff, students, parents and the College Board so that all stakeholders can offer their ideas. Information gathering on the website will be included in the *Communication Survey*. St Mary's has families within the township of Seymour and in the surrounding region. The website will become an excellent site, particularly for new families.

**The Colour Run Wrap Up** It was wonderful to have Mrs Glen the P&F President at a Morning Assembly this week. The Top 10 were announced – students who went above and beyond to raise funds for the Colour Run. It is worth noting that one school (much larger than St. Mary's) raised \$4,500 in profit. *St Mary's raised \$14,500. A hearty thanks to our P&F; students and families.*

**Year 7 are off on Camp** next week to beautiful Marysville. May the students enjoy sunny days; feel the briskness of a cold night and may they think of others before self. Fr Eugene's sermon during this week's Wednesday Mass was a good reminder of self and others! Many thanks to parents for completing the online survey for 'Drop Off Pick Up.' A summary of the information will be collated and published in an upcoming Marian.

Rosie goes shopping with Christian Croft-Pappi

Best wishes

**Mr Wayne Smith**

[principal@smseymour.catholic.edu.au](mailto:principal@smseymour.catholic.edu.au)



## *Education in Faith & School Community*

*from the Deputy Principal ...*



**Mother's Day** Last week, both Wayne and Karen wrote about Mother's Day in the Marian.

I just wanted to add my sincere thanks to all who helped to make the day such a successful one- mums, grandmothers, families students and staff. It was a wonderful celebration of our great school. The Mother's Day Stall was once again such a huge success- thank you one and all.

Year 10 Leaders were great ambassadors for the College and greeted the many visitors. They also served the afternoon tea, which had been prepared by the staff. Each visitor was given a lucky door prize ticket and the winners were Ebony Heers, Kate Martin, Christie Gross, Dallas Stokes and Julie O'Neill.

Lorraine, from Rivergum Flowers Seymour, very generously donated two beautiful bouquets of flowers. Thank you Lorraine, we appreciate your generosity very much.

**Colour Run Presentations** On Tuesday morning, we announced the grand total raised from the Colour Run we held in Term one.

The Colour Run required many helpers to make it all happen- before the event, on the day and afterwards distributing all the prizes. I think the last ones were picked up just this week.

So many people to thank – all the parents who helped on the day and to the P & F who had the great idea last year. Special thanks to Karen Glen (President) Megan Cox, Katy Smith, Louisa Munro, Evie Parker and Kellie Graham for all the behind the scenes work. We really appreciated it.

We raised a profit of **\$14,404,86** – amazing, simply amazing!!



Thank you to all the students, families and friends who contributed to this incredible total.

Then we announced our Top Ten fundraisers: Olivia Young JPW, Grace Doherty 8M, Quorra Iavazzo JPW, Ashlyn Graham 9G, Ruby Rutherford JPW, Noah Wymss SPO, Jacob Hard JPW, Lachlan Canty 8M, Willow Bradshaw JPP, Alexis Nicholas JPP. Congratulations to you all.

Please keep an eye on the Marian and Facebook page for upcoming events.

## Raffle winners at Mothers Day Afternoon Tea



Ebony Heers & Maggie McSpeerin



Daniel Allen & Kate Martin



Christie Gross & Mia Tolson



Dallas Stokes & Jonathon Moore



Daniel Allen & Julie O'Neill

*Mrs Catherine Evans*

*catherine.evans@smseymour.catholic.edu.au*



## Student Wellbeing



*from the Deputy Principal ...*

Last Friday, we had our second TAG BUDDY session for the year. The goal is to develop relationships between the younger and older children, enhancing the sense of a friendly and supportive school community. There are benefits for the older buddy in acknowledging their leadership, responsibility and pride in their ability to be helpful. To strengthen our Prep-10 culture and nurture relationships in a fun, purposeful manner throughout the College, through staff and student engagement.

We had a variety of hands on activities in our woodwork and cooking rooms, as well as physical fun with games outside and quiet time to get to know our buddy with reading and writing inside. This is a great opportunity for our older students to shine in their leadership skills, as well as our younger students to have a role model to look up to. We look forward to our next session later in the term. We welcome parents and grandparents to join us.



## Level assemblies

Once again, we invite you all to attend our level assemblies on Monday, Tuesday and Friday mornings as mentioned in our last Marian for each level. An opportunity for you to possibly witness your child receive an award. Teachers will notify you prior to the assembly, so you can make arrangements to attend. The students are given a glimpse of the week ahead as well as any reminders relevant to their year level. The three Level Coordinators will be making regular reference to these items in their articles each fortnight and assemblies.

1. Uniform/Appearance
2. Attendance/Punctuality
3. College Expectations/Learning Goals
4. Overall, Wellbeing Issues to ensure we have a safe, welcoming, inclusive College community

St. Mary's College has been a Positive Behaviour School for many years now, with clear student expectations and our College TAG of 'Act Justly, Show Respect and Do Our Best' Within that time we have incorporated our recent student management model from Berry Street, where our students learn all about self-regulating and how to manage themselves and communicate in an acceptable manner with others. We have worked on helping the students identify when they need to de-escalate and develop their self-control skills and strategies to develop a more positive well-being.

*The following article is from "A parenting special" by Dr Justin Coulson.*

*Dr Justin Coulson states that, Self-control is the ability to say "no" when you really want to say "yes", or to say "yes" when you'd prefer to say "no"! Self-control is delaying gratification and controlling our impulses.*

A classic experiment on self-control; Dr Justin Coulson goes on to say...

In 1972 one of the most iconic, well-known psychology experiments of all time was conducted by a psychologist named Walter Mischel. Mischel wanted to discover how children responded to an opportunity to exercise self-control. He gave a bunch of children aged between 4 and 6 years a simple test. One at a time, the children sat at a table and were given a marshmallow on a plate. They were told they could eat it now, or if they waited a few minutes until he returned they could have two! (They actually had to wait fifteen minutes in total.) Mischel conducted follow up studies with his original participants later on and found that those who exercised self-control enjoyed greater success in a variety of ways later in their lives compared to those with less interest in self-regulation.

**So how do we teach it to our children?** There are two important issues to be aware of. First, if we constantly try to influence and subtly (or explicitly) control our children so they will not develop self-control. That's because we will be in control. **Decades of research shows that being too controlling of our kids is bad for their development. They don't become responsible. They simply wait to be controlled.**

Second, demanding that a child show self-control and be responsible can sometimes be too much, too soon. We must ensure we are encouraging our children to do things that are age-appropriate. (Additionally, making such demands ironically means we're in control rather than them, and we're being responsible!).



**To teach self-control (and impulse control/delayed gratification) to your children, Coulson gives the following suggestions...**

- 1. Be a model** If you are calm, intentional, and 'in control' of yourself, your children will learn from your behaviour. However, if you are explosive or 'lose control', your children will learn the same behaviour no matter how much you 'demand' something better of them. If you leave mess, don't exercise, or stare at a computer all day, the kids will follow your example.
- 2. Set limits** Children will be far more likely to regulate their behaviour when they understand limits, particularly if they are involved in the process (where appropriate).
- 3. Give responsibilities** Expect children to contribute (again in an age-appropriate way. We can't ask four year-olds to do a perfect job mowing the lawn! But they can "help" with the dishes, tidying up, and so on). The more responsibilities they have, the more they need to develop responsibility and a sense of control. When they fail to live up to their responsibilities, take their tasks/chores back a notch, and then boost it again a few weeks later. Alternatively, give those responsibilities they had to another sibling, but give additional privileges to that sibling as well (while simultaneously reducing privileges for the less responsible child). Things will change pretty fast!
- 4. Let your children make decisions for themselves** No, I'm not suggesting open-slathe. It's not a free-for-all. But the way that children learn how to make decisions is by making decisions – not by following directions! When a decision needs to be made, talk about the ramifications of their decisions and help them think through the consequences of their choices.
- 5. Talk about self-control** Share this information with your children. Talk about the psychology of control. Watch the 'Marshmallow Test' video with them. Laugh about it, but also share the ramifications (positive and negative) about self-control. It may be particularly useful to encourage your children to tell you about times when they did or did not control themselves. Have them identify the outcomes of their choices to use self-control.
- 6. Do your own experiment** Once you've watched the video with the marshmallows and talked about it, have some fun with it. Show your children that they CAN develop self-control, and that the outcomes are worth it.

Teaching children self-control requires a delicate balance, an ability to guide rather than direct, and lots of encouragement. But if you can control yourself as you guide your children, you will be putting them on a path that leads to success in life!

Over to you! What did you think? How will you have this ongoing discussion with your child and nurture this within? What do you do in your family to encourage self-control in your kids? How do you introduce them to responsibility?

Together in partnership, we continue to engage, encourage and motivate all our students to achieve greatness as unique individuals.

*Ms Zine Dovara*  
*zine.dovara@smseymour.catholic.edu.au*



## Learning & Teaching



*from the Deputy Principal ...*

**NAPLAN** By the time you read this we will have completed the assessments for 2019! The online environment was a huge success for staff and students! Now we will wait and see how our students have demonstrated their learning (Yr 3 students) and also progress since their last test (Yr 5, 7 and 9 students).

**How Active Are We? Why Is Activity Important to Learning?** Teachers have been acutely aware of the relationship between physical movement, activity, coordination and; brain development and function. We have provided students with various programs over the years to promote this.

Attached to this newsletter is a copy of a brochure we have received this week. There are some interesting ideas and suggestions for parents and students to be concerned with for long term health and wellbeing into the future.

*The Federal Minister for Sport, Senator Bridget McKenzie, launched the new 24-Hour Movement Guidelines for 5-17 year olds in April 2019. The Australian Guidelines are based on the latest scientific evidence associated with physical activity, sleep and the impact of sedentary behaviour.*

*The 24-Hour Movement Guidelines for 5-17 year olds recommend:*

- *accumulating 60 minutes or more of moderate to vigorous physical activity per day*
- *limiting sedentary recreational screen time to no more than 2 hours per day*
- *9 to 11 hours of uninterrupted sleep per night for children aged between 5 to 13, 8 to 10 hours per night for those aged between 14 and 17.*

### **National Reconciliation Week**



### **#NRW2019 Campaign**

At the heart of reconciliation is the relationship between the broader Australian community and Aboriginal and Torres Strait Islander peoples. To foster positive race relations, our relationship must be grounded in a foundation of truth.

Aboriginal and Torres Strait Islander peoples have long called for a comprehensive process of truth-telling about Australia's colonial history. Our nation's past is reflected in the present, and will continue to play out in future unless we heal historical wounds.

Today, 80 per cent of Australians believe it is important to undertake formal truth telling processes, according to the 2018 Australian Reconciliation Barometer. Australians are ready to come to terms with our history as a crucial step towards a unified future, in which we understand, value and respect each other.

Whether you're engaging in challenging conversations or unlearning and relearning what you know, this journey requires all of us to walk together with courage. This National Reconciliation Week, we invite Australians from all backgrounds to contribute to our national movement towards a unified future.

***St Mary's College will be acknowledging Sorry Day on Monday 27<sup>th</sup> May with a prayer in the garden area at 8.45am. Please join us in this special prayer.***

**Professional Development** A reminder of the school closure day on Friday 7<sup>th</sup> June. Staff will be completing professional development as is the requirement for all teachers. We will begin preparing for the College Review, and consolidate curriculum planning across all learning areas.

**Next week** We wish the year 7 students a wonderful Camp at Marysville, a great opportunity to develop personal and social skills, get to know each other, and in a beautiful location.

The Australian Government has worked with experts to develop guidelines to help you, as parents and educators, support children and young people to build daily routines for better health.

The 24-Hour Movement Guidelines include a picture of what a day for a child or young person should look like, including time for physical activity, limiting sedentary activities, and getting adequate sleep.

Following these guidelines may be challenging at times; however, meeting them will benefit health. Achieving these guidelines is associated with better health and leads to improved body composition, cardiorespiratory and musculoskeletal fitness, cardiovascular and metabolic health, academic achievement and cognition, improved mental health and emotional regulation. For those not currently meeting these guidelines a progressive adjustment towards them is recommended.

Australian 24-Hour Movement Guidelines for Children and Young People (5 to 17 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep

FOR MORE INFORMATION, VISIT [WWW.HEALTH.GOV.AU](http://WWW.HEALTH.GOV.AU)

NOTE: These guidelines are relevant to all apparently healthy children and young people (5–17 years) irrespective of gender, cultural or linguistic backgrounds, geographic location or the socio-economic status of the family. These guidelines may be appropriate for children and young people with a disability or medical condition; however, a health professional should be consulted for additional guidance.

Australian Government  
Department of Health

GUIDELINES FOR HEALTHY GROWTH & DEVELOPMENT FOR CHILDREN & YOUNG PEOPLE (5 TO 17 YEARS)

A GUIDE FOR PARENTS & EDUCATORS  
Australian 24-Hour Movement Guidelines for Children and Young People (5 to 17 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep

**GENERAL ADVICE**

For optimal health, children and young people (5–17 years) should achieve the recommended balance of high levels of physical activity, low levels of sedentary behaviour and sufficient sleep each day.

Children and young people should participate in a range of physical activities such as active play and recreation, sports, hobbies, chores and jobs while maintaining good quality sleep and limiting screen time and prolonged sitting. Whether at home or school, indoors or outdoors, on the field or in the water, moderate to vigorous physical activity can provide health benefits.

### PHYSICAL ACTIVITY

Children and young people should aim for at least 60 minutes of moderate to vigorous physical activity per day involving mainly aerobic activities that makes their heart beat faster—more is better. The 60 minutes can be made up of shorter bursts of activity throughout the day that add up to 60 minutes or longer.

Activities that are vigorous, as well as those that strengthen muscle and bone, should be incorporated (in the recommended 60 minutes of daily physical activity) at least three days per week. In addition, several hours of a variety of light physical activities should be undertaken each day.

#### TIPS

- Basketball, soccer, netball, lap swimming, skipping or running are all great ways to add more **vigorous** activity to a day. They don't have to be organised, paid activities—they can be as simple as grabbing a ball or a friend and running around at the park. Anything that makes kids 'huff and puff' counts!
- Add to the daily total with **moderate-intensity** activities such as bike riding, scootering or skateboarding. Swap a drive to the local shops or library with a bike or scooter ride.
- Examples of **light activities** include leisurely walking or playing handball. Walking your dog or to school is a great way to increase light activity. Some activity is better than none.
- Great options to **strengthen muscles and bones** include skipping, running, yoga, jumping, push-ups, sit-ups, lifting weights, lunges, squats, climbing trees or swinging on monkey bars.
- Try to **switch sitting for being active**. Encourage kids to get off the bus a stop earlier, or to meet friends for a game in the park rather than spend their leisure time sedentary on a screen. These small changes will deliver health benefits, but remember to maintain sufficient sleep.
- **Teachers**: you can also help students to add vigorous activity by integrating short but intensive aerobic activities into Physical Education lessons and inside the classroom such as tuck jumps or fun simple dance routines.



### SEDENTARY BEHAVIOUR

Long periods of sitting can counteract the benefits of being physically active so should be broken up as often as possible.

Sedentary recreational screen time should be limited to 2 hours per day. This does not include screen-based activities for educational uses. Encourage positive social interactions and establish boundaries by discussing time limits and age appropriate content with children and young people.

#### TIPS

- **Parents**: be your child's role model and keep your own screen time to a minimum and be active too.
- **Parents**: leave the car at home and ride or walk together to your local activities. Be **active together** on the weekends by taking a nature walk or learning a new activity such as rock climbing.
- **Teachers**: add in physical activity such as star jumps to break up long periods of sitting in school.



### SLEEP

Sleep is essential for optimal health.

Children (5–13 years) should have 9 to 11 hours of uninterrupted sleep per night and young people (14–17 years) should have 8 to 10 hours uninterrupted sleep per night.

To establish and maintain healthy sleep patterns, children and young people should have a consistent bedtime routine, avoid screen time before sleep, and keep screens out of the bedroom.

#### TIPS

- To keep a **consistent routine** try not to vary bedtime and wake-up times by more than 30 minutes.
- **Avoid screens** one hour before going to bed.
- Make bedrooms a **screen free zone**.

**Mrs Christine Buhler**  
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STRONG VOICES – STRONG CULTURE – STRONG FAITH – STRONG VOICES – STRONG CULTURE – STRONG FAITH – STRONG VOICES – STRONG CULTURE – STRONG FAITH




## SAVE THE DATE

# Friday 16<sup>th</sup> August 2019

Catholic Education Melbourne in partnership with the Aboriginal Catholic Ministry Melbourne, Australian Catholic University, Office for Justice and Peace, Korin Gamadji Insitute and Richmond Football Club warmly invite Aboriginal and Torres Strait Islander students enrolled in your school to the following event.

**Watta Watnanda Day for Aboriginal and Torres Strait Islander Students in Catholic Secondary Schools**



### VOICE TREATY TRUTH

07 - 14 JULY 2019  
Let's work together for a shared future.






STRONG VOICES – STRONG CULTURE – STRONG FAITH – STRONG VOICES – STRONG CULTURE – STRONG FAITH – STRONG VOICES – STRONG CULTURE – STRONG FAITH

## Congratulations

to Ava Loweke (7M) pictured in her ballet costume. Ava won 2 firsts and a second in a dance competition in Wangaratta last weekend.



## Year 8 Indonesian Excursion

(article published last week)



## Community

**TOYOTA**  
GoodforFooty



### Melbourne Demons star Garry Lyon is coming to Seymour Football Netball Club!







**Seymour Toyota & Seymour Football Netball Club**

- Join Seymour Toyota and the Seymour Football Netball Club at Kings Park for a special AFL footy event.
- Meet Garry, get a photo, ask a question and mix with an AFL great.
- AFL activities for kids, interaction with our local Lions footballers and exciting giveaways!
- BBQ dinner and drinks available at club prices

**Location:** Kings Park, Seymour  
**Date:** Wednesday May 29 at 5.30pm  
**Cost:** FREE

Now that's Good For Footy!

seymourtoyota.com.au





# DATES TO REMEMBER

## Term 2

*These dates are subject to change.*

**Any changes will be noted in red.** Watch this space!

Wk 6B	Mon 27 –Wed 29	Yr 7 Camp _ Marysville (day 1 of 3) Yr 10 Immunisation
	Thu 30	SR Round Robin
	Fri 31	Primary Division Cross Country <b>Yr 8 Reflection Day (moved from 24/5)</b>
Wk 7A	<b>Jun</b> Mon 3 – Fri 7	Yr 10 Work Experience
	Tue 4	Parent Information Evening _ 2020 Prospective Enrolments (7.00pm-8.00pm)
	Thu 6	SR Cross Country
	<b>Fri 7</b>	<b>Student Free Day</b>
Wk 8B	<b>Mon 10</b>	<b>Queen's Birthday _ Public Holiday</b>
	Tue 11	Faith Night Reconciliation (6.00pm-7.00pm) Faith Night Eucharist (7.00pm-8.00pm)
Wk 9A	Tue 18	Yr 10 Exams Faith Night Confirmation (7.00pm-8.00pm)
	Wed 19	Hume Cross Country
	Thu 20 & Fri 21	Primary Regional Cross Country _ Winton Yr 10 Exams
Wk 10B	<b>Fri 28</b>	<b>Last day of Term 2</b>

### Student Free Days 2019

**Fri 7th June**

Mon 12th August  
Mon 7th October

### ST. MARY'S COLLEGE

90 High Street, SEYMOUR  
TELEPHONE: (03) 5792 2611  
PO BOX 269, SEYMOUR 3661  
Office Hours: 8.15am-4.30pm

### Term Dates 2019

**Term 2: 23/4 – 28/6**

Term 3: 15/7 – 20/9

Term 4: 8/10 – 20/12

### CANTEEN ROSTER

**27-31 May**  
(10.45am-2.30pm)

Mon 27 Catherine Plessey  
Tue 29 Elise Smart  
Wed 29 Sue Wilson  
Thu 30 Jayde Tootell  
Fri 31 Jane Archibald  
N. Rathnayake

ST. MARY'S PARISH SEYMOUR ~ ST. JOSEPH'S TALLAROOK

Parish Priest: Father Eugene Ashkar

TELEPHONE: (03) 5792 1064 / 0455 123 509

MASS TIMES: St. Mary's: SAT 6.00pm, SUN 10.00am; St. Joseph's: SUN 8.30am