



OUR LADY'S SCHOOL NEWSLETTER

16 February 2024

www.olsunshine.catholic.edu.au

Parish Priest: Fr. Peter-Damien McKinley

Principal: Ms. Patrizia Bertani

Parish Mass Times:

English: Saturday 9.00am, 5.30pm, Sunday 9.00am & 5.30pm

Vietnamese: Saturday 7.00pm, Sunday 12.30pm, Friday 7.30pm

Chin Hakha/Burmese: 2.30pm

Tongan: Every 1st Sunday 3.00pm

School Phone: 9312 2230

School website: www.olsunshine.catholic.edu.au

Our Lady's is a Child Safe School

I give you a new commandment, love one another; just as I have loved you, you also must love one another. By this love you have for one another, everyone will know that you are my disciples. John 13:34-35

DATES FOR THE DIARY

Mon 19 Feb School Photos
Tues 20 Feb 5.00-6.30pm Foundation Picnic
Mon Feb 26 9.00am Beginning of School Year Mass
Tues 27 Feb 9.00am Parent Helper Training
Wed 28 Feb-Fri 1 Mar Year 6 Camp
Wed 28 Feb 2.15pm Parent Helper Training
PLEASE NOTE CHANGE OF DATE
7.00pm P&F Meeting
Wed 6 Mar 7.00pm Foundation Parent Learning Info Session
Mon 11 Mar Labour Day Public Holiday
Tues 12 Mar Professional Learning Day for Staff (Literacy)
Wed 13 Mar-Fri 22 Mar NAPLAN for Yrs 3 & 5
Wed 20 Mar 7.00pm Reconciliation Parent Evening
Wed 27 Mar 7.00pm PAB Meeting
Thur 28 Mar End of Term 1 at 1.00pm
Mon 15 April Start of Term 2 at 8.35am.

SACRAMENTS

Thurs 6 May 6.30pm Reconciliation for Year 3
Sun 26 May 10.30am Eucharist for Year 4
Fri 2 Aug 7.00pm Confirmation for Year 6

PROFESSIONAL LEARNING DAYS - PUPIL FREE DAYS

Tues 12 March Literacy with Deb Sukarna

Dear Parents and Carers,

On Wednesday we celebrated the beginning of the 40 day Lenten season. The Years 4 to 6 students went to the Ash Wednesday Mass and were joined by many parishioners. Father Peter was extremely proud of the respectful and prayerful way our students behaved throughout the mass.

The Years 1, 2 and 3 students had their Ash Wednesday paralympics later in the day. Thank you to all parents who came to celebrate the beginning of the Lenten season. Lent is a time to prepare ourselves for Easter and the resurrection. You may like to speak to your child/children about how they are preparing themselves.

Welcome to Country-Smoking Ceremony

A big thank you to all the parents who came to join Our Lady's students and staff on Monday morning to participate in the Welcome to Country, Smoking Ceremony, led by Wurundjeri elder Uncle Perry Wandin. Being able to participate in a ceremony that has been practised on this land for thousands of years was a real privilege for us all. Uncle Perry is also a direct relative of William Barak. William Barak was the last traditional chief elder of the Wurundjeri clan who lived in this area in pre-colonial days.

New Building Update

On Tuesday the slab for the first floor was poured. It was very exciting to see the concrete pump and all the concrete trucks coming throughout the day. The builders are now working on preparing the slab so that they can begin to install the steel frame and also preparing the formwork for the stairs so that in the next weeks the concrete will be poured and our building will have stairs. Bit by bit it is really beginning to take shape.



**WE
ARE
GOING
UP**



Ash Wednesday Prayer

Wednesday was Ash Wednesday and the beginning of Lent, a season of 40 days for prayer and reflection leading up to Easter. Let's pray the 5 Finger Prayer together.

Thumb: Pray for those closest to you; your family and friends.

Pointer Finger: Pray for those who point you in the right direction; your teachers, and other leaders in your life. Pray for wisdom and support.

Tallest Finger: Pray for those who lead us; those in government, in business, in church leadership. Pray for guidance and wisdom.

Ring Finger: Pray for those who are poor, sick, in pain, in trouble: those most in need.

Pinkie Finger: Pray for yourself and your own needs.



Something EVERYONE should know about.

Harry and Zeb (2M) have discovered the special glass cabinet in the school office which has all the sports trophies won by students of Our Lady's School. They want everyone to know that there are some trophies that go back for more than 50 years.

In the photo you can see Zeb holding a Footscray Football club trophy won by the 1972 Our Lady's football team.

Harry is holding an AFL schools cup won by the Our Lady's under 9 football team in 2015.



Zeb (2M)

Harry (2M)

There are so many other trophies for you to see in the glass cabinet. Harry and Zeb want everyone to go and have a look in the glass cabinet and discover the Our Lady's school sporting achievements over the many years. Hopefully we can add to our collection this year.

ANAPHYLAXIS

There are several children at school who suffer from allergic reactions to various forms of food, plants, bites and stings. The Australian Society of Clinical Immunology and Allergy (ASCIA) does not recommend the banning of particular items. This is based on the premise that for school age children, an essential step is to develop strategies for avoidance in the wider community as well as at school. All staff have undertaken anaphylactic training and will have it annually. The school has a thorough policy, action plan and procedures for each child, including first aid response and medication storage, to ensure the wellbeing of all students. Please visit www.allergy.org.au for more information.

Our Lady's Staffing Information

On the next page I have included a list of all staff that work at Our Lady's school including the external staff that we engage to support us in making sure that we are providing the best educational opportunities for all students and also providing excellent professional learning opportunities for our staff.

Yours sincerely,

Patrizia Bertani

Ms Patrizia Bertani
Principal

principal@olsunshine.catholic.edu.au

REMINDERS

Parents and Friends Meeting (AGM) on Wednesday the 28th of February at 7.00pm in the staffroom

Parent Advisory Board Meeting (AGM) on Wednesday the 27th of March at 7.00pm in the staffroom.

OUR LADY'S STAFF 2024

Parish Priest: Fr Peter-Damien McKinley

Principal: Ms Patrizia Bertani

Deputy Principal / Wellbeing Leader: Mrs Christine Carabott

Leadership Team

Principal: Ms Patrizia Bertani

Deputy Principal / Wellbeing Leader: Mrs Christine Carabott

RE & Teaching and Learning Leader: Mrs Tania Cuni

Literacy Leader: Ms Lisa Piperno

Numeracy Leader: Mrs Anna Kalc-Smyth

OHS/Child Safety Leader: Mr Tim Wickham

Design & Digital Technologies Leader: Mr John Buttigieg

Learning Diversity Leader: Ms Kirsty Ross

Literacy Team

Ms Lisa Piperno (Literacy Leader)

Mr John Buttigieg

Mrs Justine Sales

Classroom Teachers

Mr Tim Wickham

Mrs Belinda Whelan & Ms Jo McManus

Mrs Huyen Nguyen

Ms Michelle Gurry

Ms Steph Huynh

Ms Christine Chu & Mrs Tanya Majczak

Ms Karen Everson & Mrs Menica Granata

Mr Glenn Membrey

Ms Seona Payne

Ms Wendy Veldman

Ms Shai Stringa

Ms Scarlett Sexton Bennetts

Ms Rochelle Monge

Ms Beatrice Robles

Specialist Teachers

PE Ms Jo McManus

Art Ms Pina Mc Donald

LOTE (Italian) Mr Matteo Maccio

Wellbeing (STARS) Mrs Cam Tu Nguyen

Learning Diversity Team

Ms Kirsty Ross (Learning Diversity Leader)

Mrs Lorraine Bugeja

Mrs Gina Callanan

Mrs Lynda Gardy

Mrs Frances Mafodda

Ms Kathleen Caruana

Mr Mario Sorgiovanni

Ms Michala Meilak

Ms Jessica Ferguson

Mr Angus Hamilton

Library Tech

Mrs Toni Balbata

Admin Team

Mrs Mary-Anne Meilak

Mrs Jayne Hill

Mrs Catherine Elarmaly

Canteen Managers

Mrs Nubia Barrera

Mrs Connie Caterino

Cleaning Team

Mr Salvatore Barrera

Mrs Nubia Barrera

Maintenance & Gardens Team

Mr Dean Frahm

Mr John Payne

External Specialists Team

Mr Cam Lee - Counsellor

Ms Jessica Stiles - Speech Pathologist

Mr Greg Woolford - Family School Partnerships Convenor

Mr Harshdeep Bhatia - MACS Business Manager

Mr Tim Buhagiar - IT Technician

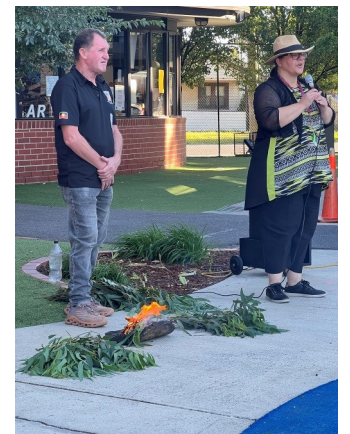
Mrs Pauline Zappulla - Leadership Coaching and Performance and Development Consultant

Ms Deb Sukarna- Literacy Consultant - Focus on Literacy - Spelling F-6

Ms Kath Murdoch- Personalising Learning using an inquiry approach iTime and Discovery Learning F-6



Welcome to Country and Smoking Ceremony





FI

Elsie - For showing kindness to all and being a helpful member of our classroom. Thank you Elsie for displaying the Our Lady's school Gospel values of compassion and respect - Well done! *From Miss Seona*

Eve - For working hard in all parts of the school day. You show that you are a self-manager! Well done Eve! *From Miss Seona*

FJ

Jayden - For showing the Gospel Value Service by helping others to tidy up. Well done, Jayden! *From Miss Wendy*

Kathy - For the Gospel Value Compassion by showing kindness to all you meet. We love having you in our class, Kathy. *From Miss Wendy*

1K

Audrey - for displaying the Our Lady's School Gospel Value of Courage when you spoke clearly and confidently at our Ash Wednesday Liturgy. *From Miss Shai*

Jacob - for being patient and respectful during our Maths testing even as issues kept arising! Thanks Jacob! *From Miss Shai*

1L

Ivy R - For showing respect and kindness to everyone in our classroom! You are an amazing person to have in 1L. Well done! *Miss Scarlett*

James M - For showing the Our Lady's Gospel Value of Courage when you volunteered to speak at our Ash Wednesday Liturgy. Well done! *From Miss Scarlett*

2M

Class of 2M - For showing that you can work together as a classroom family and work as a team to progress toward achieving our classroom goals. Let's keep it up! *From Ms Rochelle*

2N

Aman- For working hard in making choices beneficial for your learning. Keep it up! *From Ms Robles*

Max- For displaying the Our Lady's Gospel Value of Courage when you volunteered to read during the Ash Wednesday Liturgy. Well done! *From Ms Robles*

3E

Emily K - For showing persistence and determination in Maths when partitioning and writing the expanded form of numbers! *From Miss Steph*

Tony N - For showing self-management when planning and writing your narrative. You came up with an interesting and entertaining story! *From Miss Steph*

3F

Ethan - For demonstrating care and pride for our school by picking up rubbish around the grass area even though he did not drop them. Thank you Ethan, well done! *From Ms Christine & Mrs Majczak*

Chanel - For reading beautifully during the Ash Wednesday liturgy and showing reverence. Well done Chanel! *From Ms Christine & Mrs Majczak*

4G

Sylvee V For showing the Our Lady's school Gospel value of Peace. Your gentle and peaceful nature shines through in the classroom and on the playground. Well done Sylvee! *From Ms Karen & Ms Granata*

Samantha H For showing the Our Lady's school Gospel value of Service. You help others with such kindness and compassion. Well done Samantha! *From Ms Karen & Ms Granata*

4H

Ben- For your outstanding contributions and thoughts during Reading classes this week. Keep it up Ben! *From Mr Membrey*

Louise- For your helpfulness in the classroom, and the calm and peaceful way that you participate in the classroom. *From Mr Membrey*



5C

Vivienne M-For showing the Our Lady's school Gospel value of Peace. Your calmness and happy smile is infectious. *From Ms Huyen*

Louisa Jane S- For getting along well with others and working cooperatively in small groups. Well done! *From Ms Huyen*

5D

Hiyab - For showing Our Lady's Gospel value of service by being organised to read prayer each day and arranging our class prayer table for Lent. Well done! *From Ms Gurry*

Matthew - For consistently trying to be a good Communicator during whole class focus sessions by sharing your ideas. Keep it up! *From Ms. Gurry*

6A

Leo - For showing initiative and leadership by stepping up and taking responsibility. *From Mr Wickham*

Gabbie For speaking up in class discussions and sharing ideas and opinions. *From Mr Wickham*

6B

Henry - For being a wonderful collaborator and communicator! Henry is a role model in sharing his ideas and supporting his peers. Well done! *From Mrs Belinda & Ms McManus*

Giselle - For being a fantastic self-manager! Giselle understands what she needs to work on and makes great decisions to remain focussed. Amazing work! *From Mrs Belinda & Ms McManus*



3F: Eddy F

5D: Jay T

6A: Henry N

STAFF: Ms Christine, Mr Matteo

F O U N D A T I O N

**PICNIC WITH
ENTERTAINMENT FOR THE
CHILDREN**



Our Lady's School invites all the families of our 2024 Foundation students to a Picnic.

A chance for all to meet other Foundation families and Staff.

Tuesday 20 February 2024

5.00pm–6.30pm

*Picnic outside the Foundation classrooms
including entertainment for the children*

Bring Your Own Dinner & Picnic Rug

Enter via double gates on Victoria Street

Our Lady of The Immaculate Conception Parish Primary School

SchoolPix is coming to photograph on:

Monday, 19 February 2024

ORDER ONLINE AT WWW.SCHOOLPIX.COM.AU

Early Bird orders with free delivery to your school close 5 working days after your last photography session

A postage fee will apply for orders placed after this date.

Sibling orders must be placed prior to 8am on Monday, 19 February 2024.

Misplaced your order flyer? Please visit www.schoolpix.com.au and use the student search to find your child's unique ID or contact our Customer Care team on 1300 766 055.

Please note: Cash orders will not be accepted



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NAPLAN

Information for parents and carers

2024

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive) which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests; however, it is not necessary for parents/carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP - Public demonstration site](#).

How is my child's performance reported?

From 2023, NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling. Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

How are NAPLAN results used?

- Students and parents/carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](#).

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](#)
- visit [nap.edu.au](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame.

The NAPLAN test window starts on Wednesday 13 March 2024 and finishes on Monday 25 March 2024. Schools will schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	<ul style="list-style-type: none">• Year 3 students do the writing test on paper and on day 1 only.• Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are provided with an idea or topic called a 'writing stimulus' or 'prompt' and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	<ul style="list-style-type: none">• To be completed after the writing test	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	<ul style="list-style-type: none">• To be completed after the reading test	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	<ul style="list-style-type: none">• To be completed after the conventions of language test	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.

FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$150 for primary school students
- \$250 for secondary school students

MORE INFORMATION

For more information about CSEF visit:

<https://www.education.vic.gov.au/about/programs/Pages/csef.aspx>

**PLEASE BRING YOUR HEALTH
CARE/PENSION CARD ALONG WITH YOUR
COMPLETED FORM TO THE OFFICE.
A COPY OF YOUR ELIGIBLE HEALTH CARE /
PENSION CARD IS NEEDED.**

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from the website below.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- **new student enrolments;** your child has started or changed schools this year.
- **changed family circumstances;** such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure.



WELCOME BACK TO TERM 1!

School is back in session, and we're excited to offer another term of extraordinary Outside School Hours Care!

Join us as we come together for a new year filled with fantastic activities that open new worlds of creativity, delicious and nutritious snacks to keep your day full of energy, and countless opportunities for personal growth through play-based learning!

Enjoy a new term with Extend!
Enrol your children and book your sessions today!

extend.com.au



JOIN US FOR AN AMAZING SCHOOL START AT [EXTEND.COM.AU](https://extend.com.au)!

Connecting with your kids



Most of us get a bit “judgey” when we see a parent staring at their screen rather than engaging with their kids at the park or the shops – or worse, in a restaurant. And if a parent publicly berates their child, it often sends shivers down our spine.

Even though we are almost all guilty of it from time to time, it’s like there’s some intrinsic mechanism inside us that loads up on guilt each time we see a parent do something that impacts or severs the connection that they share with their child. We know it’s a concern and we draw back from it – and then we remember we do it sometimes too, and the parent guilt sets in.

I think it’s because connection is not a luxury item. It’s an essential: for your relationship, for your child’s wellbeing, and for their future.

What does a positive connection between parent and child look like?

Life Education Learning Manager, Lisa Woodward, says that positive connections are all about love, caring, nurturing, and safety. “In a positive parent-child relationship, family members feel safe and connected to one another.”

“It’s also about being in the moment with your child”, adds Derek McCormack, Director of the Raising Children Network. “It’s in a day-to-day setting, having quality time with your child whenever you can. Spotting the opportunities and making the time is really important.”

And from my perspective? We run our economy on dollars, and we run our relationships on connection. If there’s no dollars in the bank, we’re financially kaput. If there’s no connection in the relationship, we’re relationally broke.

There are great benefits

The benefits of positive connections between parent and child are significant and wide ranging says Woodward.

“Children learn and thrive when they have strong, loving and positive relationships with their parents and carers, and it’s the foundation for a child’s development physically, emotionally, and socially.”

Connection also helps develop important skills needed for a child’s future. “Strong relationships set the child up for success in their lives, they are more confident and resilient, better able to regulate their emotions, make friends and connections with others, and do better at school.”

Connections will change over time

As your child develops, your relationship with them will too. This is normal. “For example, your pre-teen might no longer want you around at the park with their friends, even though your child used to love playing there with you. This doesn’t mean that the connection is not still healthy and positive,” explains Woodward.

parenting*ideas

McCormack says one of the key principles of a positive connection is communication.

When your child is younger the opportunities for communication are really there any time you want but as a child grows you will need to look out for them more actively and make time for them.

“As your child becomes a teen, communication can be more of a one-way street and involve tuning into feelings and being a support for them,” he explains.

How to achieve positive connections

“Positive connections are based on time together, being present, and building trust and respect”, says Woodward. For example:

Make moments together matter

Booking in “quality time” doesn’t guarantee positive, bonding time. We may have the best intentions but sometimes these special times will not work out the way we had intended. Often the best conversations happen in the car, at bedtime, or when doing things side by side, like washing up or walking the dog. These moments give you the chance to communicate positive messages with smiles, laughter, eye contact, hugs and gentle touches.

Tune in to your child

Tuning into your child and thinking about what’s going on for them shows them that you care about the things that matter to them, which is the basis for a strong relationship. This could be noticing what your child is doing and commenting or encouraging them. For example, with younger children it might be talking about the Lego creation they are building, or the picture they are drawing.

Nurture trust and respect in your relationships

Be available when your child needs support, care, or help. For example: giving them a hug when they fall over. Stick to your promises. If you’ve agreed to help them with a school assignment, make sure you follow through.

Value your child and their opinions. This could be showing interest in the things that interest them. Or listening without judgement when they express an opinion different to yours.

Label emotions and listen

Let’s say you notice your child seems upset, instead of saying – “Are you ok?”, try something like “I notice you seem a bit down – do you want to talk? Or maybe we could just hang out for a while and watch a show together.”

In closing

To a child, love is spelled t-i-m-e. That connection helps on a personal level but also by teaching key skills such as communication and resilience.

It’s important to remember that the connection will change and evolve as children do. But at the heart of it all is communication and that your child feels safe, secure and respected.



Dr Justin Coulson

Dr Justin Coulson is a dad to 6 daughters. He is the parenting expert and co-host of Channel 9’s Parental Guidance, and he and his wife host Australia’s #1 podcast for parents and family: The Happy Families podcast. He has written 6 books about families and parenting. For further details visit www.happyfamilies.com.au.

Forty days in the desert

1st Sunday of Lent, Year B



The season of Lent is a special time when we prepare for the events of Holy Week and Easter. What things can you do to try and be more like Jesus during the forty days of Lent?

Gospel

Mk 1:12-15

The Spirit drove Jesus out into the wilderness and he remained there for forty days, and was tempted by Satan. He was with the wild beasts, and the angels looked after him.

After John had been arrested, Jesus went into Galilee. There he proclaimed the Good News from God. 'The time has come' he said 'and the kingdom of God is close at hand. Repent, and believe the Good News.'

Resist the Temptation

Place ticks ✓ next to what you think are the right things to do.
Place crosses ✗ next to the things you would be tempted to do.

You see money lying on the ground at school



What do you do?

- ☐ You pick it up and take it to a teacher.
- ☐ You use it to buy icecreams and chocolate for all your friends.
- ☐ You leave it where it is.

You forget to do your homework



What do you do?

- ☐ You tell the teacher that you left it on the bus.
- ☐ You pretend to feel sick so that you can get out of class.
- ☐ You tell the teacher that you forgot to do your homework.

You break your mum's favourite vase when playing basketball in the hallway



What do you do?

- ☐ You tell your mum that the cat knocked it over.
- ☐ You tell her that you knocked it over with your basketball.
- ☐ You glue it back together and hope that no-one notices.