



**©St Kieran's Catholic School Manly Vale**

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**Issue:** 29

**Date:** 11 September 2015

## Looking ahead Term 3 & 4

Week 10	Week 1 – Term 4	Looking Ahead <i>continued</i>
<p><b>Saturday 12<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>12 – 4pm Working Bee</li> </ul> <p><b>Monday 14<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>Yr 5 Disability awareness</li> <li>Yr 2 Transport excursion to Powerhouse</li> </ul> <p><b>Tuesday 15<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>Yrs 3 &amp; 4 Gala Day – Cricket/ AFL/ Netball</li> </ul> <p><b>Thursday 17<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>Yrs 5 &amp; 6 Gala Day – Cricket/ AFL/ Netball</li> </ul> <p><b>Friday 18<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>End Term 3</li> </ul>	<p><b>Tuesday 6<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>SDD – Pupil free. Care available at Just ASC 8am to 5pm.</li> </ul> <p><b>Wednesday 7<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>Students return for Term 4</li> <li>PE for Kinder, Yr 1, 2S, Yr 3 &amp; Yr 4 - Please wear Sport Uniform</li> </ul> <p><b>Thursday 8<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>Yr 5 Team Building Camp</li> </ul> <p><b>Friday 9<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>Class Parent Meeting</li> </ul>	<p><b>October</b></p> <ul style="list-style-type: none"> <li>Mon 12<sup>th</sup> Kinder 2016 Transition</li> <li>Tues 13<sup>th</sup> Yr 6 Girls to Stella Taste of High</li> <li>Thurs 15<sup>th</sup> Vintage Clothing drop off</li> <li>Fri 23<sup>rd</sup> Tombola &amp; Mufti Day; Assembly-Kinder</li> <li>Fri 30<sup>th</sup> Kinder 2016 Transition</li> <li>Sat 31<sup>st</sup> Family Fun Day</li> </ul>

## Principal



### Dear Parents

**St Kieran is our patron saint, mentor of our school....**

Thank you to the students and teachers who make this such a special day on the school calendar and for working with those in the community by generous donation to the set-up of the New Vinnies Northern Beaches Van.

**National child Protection Week**

Last Sunday marked the start of Child Protection Week, now in its 25<sup>th</sup> year. This year's theme "Be someone who listens to children" sends an important message that the safety and wellbeing of Australian children should be at the very forefront of our approaches to protecting children and that listening to children is central.

**"Strong Roots... Tall Trees"**

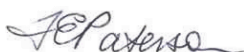
At the last P&F meeting parents were informed of a new initiative for an afterschool learning experience called "Strong Roots... Tall Trees." There is an opportunity for a few more children to attend. Please read further information contained in this newsletter.

**Term 3 ENGAGE Program**

Thank you to the Year 6 students who showed how they support our school and their fellow students K-5 by their involvement through the planning for, and delivery of, this unique program. This program, conducted throughout Term 3 aligns with the outcomes being taught in the Personal Development Key Learning Area and included the teaching of the 5 social and emotional learning skills from KidsMatter. Staff evaluation of the program at the recent professional learning session indicated that the program was a very successful and greatly contributed to the delivery of these required learning outcomes.

Please take some time to read the article by Michael Grose - *Parenting Ideas: How to raise a child to be a giver* which has been emailed to you along with this newsletter.

God bless,



Terri Paterson  
Principal



## Assistant Principal

### Procedure for Speech Therapy/Occupational Therapy at St Kieran's.

Our Learning Support Program is a multi-layered program designed to meet the needs of specific students as well as providing collaborative support in terms of the teaching and learning class programs.

Children who are funded for a learning disability – receive regular, ongoing 1:1 support from the Learning Support Teacher. Children, who are identified by their teacher as requiring support or extension in their learning, can be assisted in a variety of ways. They could receive 1:1 or small group support from the Teacher's Aide (Kerrie Powell), the Learning Support Assistant (Karmena Hayden) or the Learning Support Teacher. Once the class teacher has discussed this with the Learning Support Teacher and the Principal, a program is written (Learning Plan) outlining the particular focus for that child and how long the intervention will last. This intervention can last from one term to more if required. The Learning Plans teachers write usually support the children in areas of Literacy or Numeracy.

At times, however, children will require specific support in areas such as **Occupational Therapy** or **Speech Therapy**. These areas are quite specialised and have, in recent years, become a more regular avenue of therapy for primary aged school children. Teachers may suggest that (Speech or Occupational) therapy could be beneficial for your child. If this is the case, then an initial assessment by the therapist would ascertain whether therapy would be effective. Parents often aren't familiar with the assistance Speech and Occupational therapy can offer and so the following is an outline of exactly what these specialised areas are about.

Many children who are referred to **Occupational Therapy** have difficulties with handwriting. It is the Occupational Therapist's task to assess the child's handwriting and identify the underlying cause of the difficulties. The therapist will need to assess the level of functioning in the following areas:

- **Visual Motor Integration** (neural function transferring what is seen into motor expression)
- **Fine Motor Skills** (hand dominance, bilateral and motor co-ordination, in-hand manipulation, functional pencil grip, muscle tone, hand, arm and shoulder strength).
- **Visual Perception** (discrimination between numbers, letters and words that are similar; spacing between letters; placing letters on the writing line and using margins correctly; identifying which letters have been formed completely; letter and number reversal).
- **Cognition** (memory; language comprehension; specific learning difficulties e.g. problem solving and reasoning).
- **Possible sensory processing difficulties** (..that interfere with posture, attention, tactile senses)

These may all impact on handwriting so it is important to determine and diagnose the underlying cause of the handwriting problem. There are a number of activities that a child can do to help with handwriting difficulties. An Occupational Therapist will usually provide a program of activities to be done daily alongside the school handwriting program that focuses mainly on letter formation and legibility. These activities tend to be incorporated into the child's daily routine. Most children improve with the correct intervention and with maturity. Some issues however, tend to persist into adolescence and could continue into adulthood if the right intervention is not given.

We do not currently have any Occupational Therapists working from our school, although if any parents needing the services of an OT aren't sure who to contact, they are welcome to contact the school.

**Speech Therapy** is the treatment for most children with speech and/or language disorders. A speech disorder refers to a problem with the actual production of sounds, whereas a language disorder refers to a difficulty understanding or putting words together to communicate ideas.

**Speech disorders include:** Articulation disorders: difficulties producing sounds in syllables or saying words incorrectly to the point that listeners can't understand what's being said.

**Fluency disorders:** problems such as stuttering, in which the flow of speech is interrupted by abnormal stoppages, repetitions (st-st-stuttering), or prolonging sounds and syllables (sssstuttering).

**Resonance or voice disorders:** problems with the pitch, volume, or quality of the voice that distract listeners from what's being said. These types of disorders may also cause pain or discomfort for a child when speaking.

Language disorders can be either receptive or expressive:

**Receptive disorders:** difficulties understanding or processing language.

**Expressive disorders:** difficulty putting words together, limited vocabulary, or inability to use language in a socially appropriate way.

**Literacy Development Delays:** Speech Therapists also provide intervention for students who are in need of support to develop skills in Literacy. These are students who require targeted intervention that supports the differentiation that occurs in the regular classroom setting. Speech Therapists are able to identify the issue and plan a specialised program of intervention.

Currently, we have one Speech Therapist who works with identified children at school, during school times. The Speech Therapist also sees children out of school hours. It is important to note that both Occupational Therapists *and* Speech Therapists are specialist practitioners and are not part of the Diocesan Catholic School system. The specialist working with students at St Kieran's is a private practitioner who works under an independent business registration and is able to use the school premises in certain circumstances. **It is neither an expectation nor custom and practice that children automatically receive Speech Therapy during school hours.** This is because obviously in order to do this the child would miss out on valuable class time. As there are **some** exceptional cases (and only limited places) *there is a process around identifying and prioritising who receives Speech Therapy at school.*

A good plan of action is...

- Firstly, parents need to discuss the possibility of Speech Therapy with the class teacher, or Learning Support Teacher, in order to identify whether a child would benefit from intervention.
- If parents decide to pursue this, then the Speech Therapist will always do an initial test and report to ascertain the child's needs.
- Parents can then decide whether or not to proceed with Speech Therapy. If they would like their child to attend Speech Therapy at school (with Rebecca Clarke) they must make an appointment to see the Learning Support Teacher. At this meeting the Speech Therapist's report will be discussed. This way, if it is a high needs case, or if there are special circumstances – we (the school) are able to prioritise availability. Parents are not to make private arrangements with the Speech Therapist to have sessions held during school hours. It goes without saying that private arrangements for Speech Therapy outside of school hours is something parents may organise freely although it is still beneficial for the school to know that this is occurring. This is because reports from the Speech Therapist will always contain identified concerns and strategies for teaching and learning which may be incorporated into the classroom setting.

Have a lovely weekend  
Marisa Bombardieri

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## Religious Education Coordinator

Congratulations and thank you to our Year 1 teachers and students who prayerfully lead our Father's Day Liturgy with the story of the Prodigal Son and prayers for our fathers. Particularly powerful was the passing on of love from child to father then father to grandfather. It was so beautiful that there was not a dry eye in the hall. Thank you to these strong men for providing the children with a very powerful portrayal of love.



WHAT DO WE MEAN BY POSITIVE OR INVOLVED FATHERING?

**LOVING**, SENSITIVE, WARM,  
**ENCOURAGING**, close,  
**PROVIDING**, friendly,  
intimate, **playful**,  
sharing, **NURTURING**,  
**MAKES TIME**,  
affectionate, AVAILABLE,  
**INVOLVED**, accepting,  
SUPPORTIVE, COMFORTING  
PATIENT, RESPONSIBLE,  
**AWARE**, consistent, ...

Breakfast on Father's Day doesn't just happen. We extend a thank you to Mrs Sania Saady and the Year 2 mothers for their thoughtful preparation and wonderful organisation of the breakfast and raffle.

*Current social studies and literature support the influence of a strong male figure in the lives of children. "Supportive parenting behaviours in which the father provides expressive and instrumental affection, nurturance, interest and companionship enhance children's self-esteem, life satisfaction and social competence" Harris, K. et al. (1998) p. 202*

*"Evidence from a systematic review of 18 studies, indicates that father engagement positively affects social, behavioural, psychological and cognitive outcomes of children 9,- 10. More specifically, high levels of father involvement have been linked to: higher*

levels of cognitive and social competence, increased social responsibility and capacity for empathy, positive self-control and self-esteem, more positive interactions with siblings, fewer school adjustment difficulties and better academic progress". More information about the impact on children that fathers can have can be found at: <http://thefatheringproject.org/wp-content/uploads/2013/08/How-fathers-and-father-figures-can-shape-child-health-and-wellbeing-Wood-Lambin-UWA-2013.pdf>

Thank you to Year 4 students and their teachers for a prayerful St Kieran's Day Liturgy. This was a great way in which to kick off our St Kieran's Day celebrations. St Kieran certainly did have huge impact on many people during his life of service to God.

### Dates for your Diary

- **St Kieran's Parent Prayer:** Friday 11 Sept 8.45 am Kieran Room
- **St Kieran's Feast Day:** Friday 11 September 10.00 am- church

Yours in Religious Education,  
Mrs Kerrie Wetzlar

### ★ ★ ★ Awards



<b>KC</b>	F Daly, L Wall	<b>KR</b>	D Punch, S Barbieri
<b>1L</b>	T Magee, R Yang	<b>1R</b>	O Bamford, Z Aronis
<b>2B</b>	F McCloskey, J Delaney	<b>2S</b>	E Chahwan-Harris, L Economos
<b>3B</b>	Z Molinia, I Kirby	<b>3S</b>	A Jeffery, L Moore
<b>4C</b>	A Woodland, M Pascuzzo	<b>4S</b>	All of Yr 4
<b>5L</b>	J Nicols, M Hudson	<b>5W</b>	J Wynne, S Ross
<b>6</b>	J Rigato, E Arthurs, J Dunn, E Barcham, I Siew	<b>PE</b>	B Foster
<b>Italian</b>	M Hudson, J Dunn, N Hendriks, M Tully		

### School News

#### School Fees

Fee statements were emailed home on Tuesday. Please ensure your account is paid in full if paying by standard 3 instalments. The final payment was due on **24 July**.

If you are paying weekly, fortnightly, or monthly please make sure your instalments are up to date.

Should you be unable to meet your fee commitment please call the office to make an appointment to see Mrs Paterson. Unpaid accounts can be referred to the Catholic Schools Office Fee Administrator for collection.

#### What do good spellers do? 5 ways to help your child to spell well and with confidence!

At St Kieran's, every classroom is equipped with 5 strategies to teach children how to approach the spelling of unknown words.

##### Why 5 strategies?

Learning words one word at a time is not very efficient. Our alphabet has 26 letters, but more than 44 different sounds. For example, there isn't one way to spell the 'i' sound:

tiger mice tie sky high rye buy aisle height

In addition, there isn't one sound for a letter. Consider the different sounds for the letter 'a':

Cat baby cake was after apron zebra ball banana

(David Hornsby 2011)

The most efficient way to learn to spell is to apply 5 strategies. (Topfer & Arendt 2010). As a competent speller, you use these strategies all the time!

##### What are the 5 strategies?

- **The SOUND strategy:**

**You can write some words by thinking about the sounds you can hear in the word.**

Ideas to try:

\_\_\_ Draw a line for each sound you can hear. Add the letter(s)

Clap the syllables e.g. hos/pi/tal

Take turns to say a rhyming word (really concentrate on hearing the final sound): **cat, mat, bat** ....and for older children **catch, batch, latch**.

Say or read rhyming poems, emphasising the rhyming words.

- **The VISUAL strategy:**

**You can write some words by thinking about the way the word looks or by thinking about letter patterns. Many common words can't be spelt by 'sounding them out':**

E.g. they was one two have come

The good news is that these are very common words and appear everywhere! They are best learnt 'by sight': Point them out in books.

Ask your child to be a word detective and find these words on every (or several pages) in their reader.

Find these words around your house, on road signs, at the shops, at the supermarket.

Find small words inside the word, or notice letter patterns.

If I know that *letter* has two ts, then *better* might have two ts as well.

- **The MEANING strategy**

**You can write some words by thinking about the structure of words and their meaning**

Teachers spend much time during our reading and writing sessions connecting words with their meaning, or etymology (origin) as a way to explain spelling that is not phonetic (based on sound).

E.g. From our Danish roots, we get kn for n: know, knew, knot

Greek roots include gn: gnat, gnaw and pn as in pneumonia

Our French roots provide gn, as in campaign, reign and sign.

Also, we can work out how to spell words by looking at the meaning of the word parts.

E.g. subterranean: sub (under) terra (Latin for land)

- **The CONNECTING Strategy**

**You can use what you know about one word to work out a new word.**

If you can spell *ball*, you can spell *fall*, *tall*, *wall*

If you can spell *light*, you can spell *night*, *right*, *fright*

- **The CHECKING strategy**

**People, books, charts and computers can help you to check your spelling.**

You could invest in a picture dictionary or dictionary suitable for your child's age. Spend some time exploring how to look up words to check spelling.

Our classrooms are equipped with word walls, word lists and dictionaries.

## **FINALLY.....**

Remember that spelling is a thinking and experimenting activity for children; they will make mistakes as they endeavour to engage all five strategies, so we strive to encourage and praise good attempts!

Next week ... How do we track how students are going with using these spelling strategies?

*Mary Brown, Literacy Coordinator*

## **Engage 2015**

Our Engage program continued this week with our Year 3, Year 4 and Year 5 groups. Year 6 students led small groups with a focus on **Relationship Skills**.

Next week we will conclude our Engage program with a focus on developing **Responsible Decision Making** skills.

Congratulations to our Year 6 students who have led their groups with enthusiasm and commitment each week. Not only have they prepared and organised all the fun activities and games, but they have developed their own leadership skills.

For more information about SEL (Social and Emotional Learning) please see the KidsMatter website - <http://www.kidsmatter.edu.au/>

Here are some photos from Monday:



## **Lunch with the Stars**



On Tuesday 1 September the Library Team and 4 others went to Old St Patrick's College, Manly to a delightful lunch with many authors of children's books. When we first arrived we saw many school students and teachers dressed up in Book Week costumes sitting next to children's authors. At each table there was an assigned author. On our table we had the author of *Moonrunner*, Mark Thomason.

We listened to Belinda Murrell speak about how she became an author and played an amazing game with the illustrator Andrew Cranna. During lunch all the students went and got their books and booklets signed by the authors and illustrators. We did many great activities and met many amazing children's book authors. This was an

opportunity I wouldn't want to miss out on!

*E Barcham*

## PE Wednesday 7 October

Due to Tuesday 6<sup>th</sup> being a Staff Development Day the following classes will need to wear their sports uniform for PE on Wednesday 7 October:

KC KR 1L 1R 2S 3B 3S 4C 4S

Thursday PE classes will take place as usual in week 1. The normal PE timetable (Tuesday and Thursday), will continue from week 2.

## NSSWE Spring Music Festival

On Saturday 12 September both the Junior and Senior Bands will be performing at the NSSWE Spring Music Festival at The Concourse Chatswood matinee to begin at 1pm. (Students are expected to arrive by 11:30am to our allocated muster point.)

Performing students are to wear full winter uniform and please bring instrument, music (and if appropriate drum sticks, reeds, amp cord), a light snack and a drink.

A big thank you to parents for supporting this event with the majority of band parents attending. Tickets are available through Ticketek. Please come along to support the St Kieran's bands.

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## JUST ASC

### Staff Development Day Care

Please find [towards the end of this newsletter](#) the enrolment form for the Pupil Free Day on Tuesday 6 October.



If you require care for your child/children on this day, please return the form (hard copy) to Carly or the school office by Wednesday 16 September (please do not email). Late enrolments cannot be accepted.

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## Parent Community

[st.kierans.pf@gmail.com](mailto:st.kierans.pf@gmail.com)

### Uniform Shop

- **Opening hours:** every second Tuesday from 8.30am - 9.30am – next open **Tuesday 13 October**.
- Orders will be filled alternate Tuesdays. . Order forms available at reception or on the website.
- Stock held at office: ties (girls & boys), hats, excursion bags, & scarves. Please have the correct money as only small change is held.
- EFTPOS and credit card facilities are available at the Uniform Shop.
- If you have any uniform queries please email: [lizsnell72@gmail.com](mailto:lizsnell72@gmail.com)

### Canteen

Thank you to all the Volunteers, without you our Canteen could not operate.

**Help required on Friday 30 October, please?**

NEXT WEEK's ROSTER (Term 3 - Week 10):

**Wednesday 16 September:** S Henderson, J Quarrell

**Thursday 17 September:** J Cronin, S Hamill, D Gennusa

**Friday 18 September:** N Donohoe, L Wilson, E Wilson

- Full day Volunteers are required from 9.00am to 1.45pm.
- Morning Volunteers are required from 9.00am to 11.30am (M).
- Lunch Volunteers are required from 11.30am to 1.45pm (L).

<https://www.flexischools.com.au> Any changes to the canteen roster, please contact: Jo Nesbitt - [SSKMV.canteen@dbb.catholic.edu.au](mailto:SSKMV.canteen@dbb.catholic.edu.au) or 0410 629 135.

### School Banking

**BE AN 'OUTER SPACE SAVER' WITH SCHOOL BANKING**

School Banking is back again on **Friday mornings from 8:20** in the playground.

This year you can earn tokens with every deposit you make. Get 10 tokens and select one of the super rewards. You also earn St Kieran's commission with every deposit you make – that's a WIN WIN !

If you would like to join, go to your nearest Commonwealth Bank branch and open a YOUTHSaver account then come along and start saving.

In addition to the regular rewards, The Commonwealth Bank is running a competition in Term 3. Just make 3 or more deposits through School Banking in Term 3, and you will automatically be in the draw to win prizes. You can double your chance of winning by completing a 'Money Mission' at [commbank.com.au/prizeportal](http://commbank.com.au/prizeportal).

### Council of Catholic School Parents Newsletters

If you would like to receive regular newsletters from the Council of Catholic School Parents please go to <http://www.ccsp.catholic.edu.au/2015/20150904/> for the latest edition of CCSP ENews

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## Parish News

**Pop Up Piety Shop** will be at the 9.30am St Kieran's on Sunday 13 September Lots of beautiful new gifts & ideas for Christmas presents.

### Augustinian Formation Association Dinner Saturday 21 November 2015

PLEASE CAN YOU HELP??? We are asking for donations large and small for raffle prizes. Suggestions could include weekend escapes, dinner vouchers, wine/spirits, gift vouchers or anything that you would like to win yourself. Corporate donations would be most welcome. If you are able to help in any way please contact Adriana Bowyer 0402 099 746 or Lyn Martin 0425 302 501 or email [kezsam2003@yahoo.com.au](mailto:kezsam2003@yahoo.com.au) or the Parish Office on 9949 4455.

All monies raised from the raffle will go to supporting our Seminarians.

*Many thanks from the AFA Committee Members*

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## Community News

- **Stella Maris College, Manly Enrolments Year 7 2018:** If you wish to enrol your daughter at Stella Maris College, Manly for Year 7 2018, we need to receive the Registration for Waiting List no later than Friday 30 October, 2015. The Registration for Waiting List can be downloaded from our website [www.stellamaris.nsw.edu.au](http://www.stellamaris.nsw.edu.au). For more information on enrolment or if you would like to visit our College, tours can be booked by contacting the College Registrar, Mrs Kerrie Dudley on 9976 1802.
- **Long Reef Saturday Afternoon Nipper Registration** at the club on Sunday 13 September from 9am – 11am. New members please bring a birth certificate For more information contact Stu Thomson: [dir.youth@longreef.com](mailto:dir.youth@longreef.com)
- **Spring Music Festival** at the Concourse Concert Hall Chatswood 12 & 13 September. Visit [www.theconcourse.com.au](http://www.theconcourse.com.au) for information.



**BOOKING FOR PUPIL FREE DAY AT JUST ASC INC.**  
**Tuesday 6/10/15**



**Please return completed form to Carly or the school office NO later than Wednesday September 16.**

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Contact details: \_\_\_\_\_

Any other information: \_\_\_\_\_

To assist with programming for the day, please indicate any activities your child may like to participate in: \_\_\_\_\_

As my child is currently using Just ASC, I understand that all the conditions of use apply to Pupil Free Days too. This includes payment of fees via Direct Debit.

or

If you do not currently use Just ASC, an enrolment form must be completed and can be found on the St Kieran's School website. **(Child immunization record and direct debit form must be completed otherwise enrolment will not be accepted)**

I give permission for my child to attend and participate in the activities on the pupil free day:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

***\*Please note, if your child is booked in for the pupil free day and does not attend, fees will still be charged as Just ASC has staffed the day according to bookings\****



**INFORMATION REGARDING CARE AT JUST ASC ON PUPIL FREE DAYS**

**Hours:** 8.00am-5.00pm **\*Please note closing time\***

**Cost:** \$65/child (CCB and CCR available, if eligible)

**Venue:** Drop off at Parish Centre in the morning. The Parish Centre and school playground will be used throughout the day.

**What to wear:** Comfortable play clothes with closed in shoes, hat and sunscreen.

**What to bring:** Morning tea, lunch and drinks (afternoon tea will be provided). Please note that breakfast will not be provided.

**Activities:** Craft, cooking, sport (games) and a special incursion, "Skater HQ." The final program will be emailed to families prior to the day after the educators see the activities your child is interested in.

**Other:** Please remember to sign your child in on arrival and out on departure.





Saturday, 31 October 2015

Cunninghams

Thankyou to our Major sponsor

## WE ARE GOING "VINTAGE"

### It's time to Spring Clean!

The Year 3 "Vintage" clothes store team already have some great quality "branded" second hand clothes and accessories ready for the Family Fun Day. The team still need a lot more however and are looking for ...

- Excellent quality clothing and accessories (think labelled...)
- Things you would want to buy and wear, not "chuck out" quality.
- Adult and kids clothing ok

The collection days are soon! Thursday 15<sup>th</sup> and Friday 16<sup>th</sup> of October.

### Spreading the word...

To help spread the word about the School Family Fun Day we are looking for families to help with a letter box drop in the first weeks of Term 4. If you can help please email Chris Hamill at [chrish@driveaway.com.au](mailto:chrish@driveaway.com.au)

Your name, Your Children's Names / Childs Name, Class, Your address .....

### Facebook

Find us, follow us, like us and support the St Kieran's Family Fun Day page.

Thankyou to our Silver and Gold sponsors ....

Silver Sponsors



Gold Sponsor



# STRONG ROOTS – TALL TREES

A 5 week program using **creativity** and **meditation** to develop and integrate 5 core foundational qualities that support children's **wellbeing**.

In term 4 we are so delighted to be offering this very beautiful after school program for students at St Kieran's. Like the name suggests Strong Roots – Tall Trees is offered with the intention of helping children to grow strong, stable, solid roots which can support them to stand with dignity self-respect, trust, playfulness and joy, kindness and compassion for themselves and others in their everyday lives.

Each week in a fun, creative, safe, **small** group setting we will explore a different foundational quality:

- Respect – week 1
- Trust – week 2
- Playfulness and Joy – week 3
- Courage and Resilience – week 4
- Kindness and Compassion – week 5

Using the tools of **meditation** and **art making** each child will explore and discover their relationship to these qualities within themselves and practise ways to integrate these qualities within their everyday lives.

**WHEN:** 5 weekly sessions beginning **Thurs 22 Oct until Thurs 19 Nov.**

**TIME:** 3.30 –5.00pm

**WHO:** Children from 8 – 12 years.

**WHERE:** St Kieran's Primary School, Manly Vale.

**COST:** \$200 includes all art materials

This program was created by Louise Kissane a K-12 Personal Development and Meditation teacher at St Mary's Manly and Clio Doughty a Transpersonal Art Therapy practitioner and will be facilitated by them. The program is currently run with students at St Mary's Manly as an in school program supporting social and emotional learning.

To book or for further information please email Louise Kissane [lkissane@optusnet.com.au](mailto:lkissane@optusnet.com.au)

Mob: 0438 679 041

✂=====

# STRONG ROOTS – TALL TREES

I would like my child to attend the Strong Roots – Tall Trees program from Thursday 22 October to Thursday 19 November

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

To book or for further information please email Louise Kissane [lkissane@optusnet.com.au](mailto:lkissane@optusnet.com.au) Mob: 0438 679 041 St Mary's Manly

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