



Francis Jordan Catholic School

Our Vision

Francis Jordan Catholic School prepares students for a lifelong journey by nurturing a passion for learning and excellence while remaining centred on Jesus and His teaching's.

25 Peterborough Drive,
Currabine, WA 6028

Contact us at

9404 2400

www.fjcs.edu.au

news letter

Dear Parents and Caregivers

"Every father should remember one day his son will follow his example, not his advice." Wise words from Charles Kettering. "A girl's father is the first man in her life, and probably the most influential." From David Jeremiah is also something to think about. I hope all of our dads from Francis Jordan have a wonderful day on Sunday. Thanks to everyone who has helped organize the Father's Day Liturgy and sausage sizzle.

Next week will be very busy with our Jumps Day on Wednesday and Athletics on Friday. These are always big events in the calendar, and we hope the weather will support us on the days. If the weather looks like it is not going to cooperate for the jumps on Wednesday, we may hold the 800m on Tuesday, however we will let everyone know on Monday. Thank you to everyone who has put their hand up to help on both days.

Wednesday evening children, staff and parents will be attending the Thanksgiving Mass for Blessed Francis Jordan held at St Mary's Cathedral. This is a special liturgy to say thank you for Francis Jordan's Beatification and to recognize the special work our Salvatorian Fathers do not only in our community but in other parts of WA. Mass is at 6pm for anyone who wishes to attend.

On Wednesday evening our Kindy classes hosted their dads in a number of fun activities. Some of the dads had a shave, had their photo taken and joined the kids in a sausage and drink. A big thank you to our Kindy team for organizing the event and thanks also to all of our Kindy dads for coming along.

COMING EVENTS

TERM 3

Sunday 5 September

FATHERS' DAY

Tuesday 7 September

**First Reconciliation Parent/
Child Workshop at 4 and 5,30pm**

Wednesday 8 September

Jumps and Throws

Staff Meeting 3pm

**First Reconciliation Parent/
Child Workshop at 4.00pm**

Thursday 9 September

First Holy Communion Retreat

Day for Year 4 Student

**First Reconciliation Parent/Child
Workshop at 4 and 5.30pm**

Friday 10 September

Pre-Primary - Year 6

Athletics Carnival

Saturday 11 September

**First Communion Mass 6pm
at SSP Church**

Sunday 12 September

**First Communion Mass at
10am and 5pm at SSP
Church**



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CODE OF CONDUCT

Objective

The Executive Directive – Code of Conduct establishes minimum standards of conduct in all behaviour and decision-making to ensure the safety and wellbeing of all members within the CEWA community. The Code of Conduct also shows us how, as a community our behaviours are a collective work that each day builds social justice into the life of our schools. Pope Francis insists that “true social justice is impossible if the human person is not the centre of concern”.

Sources of authority

Catholic Education Commission Western Australia Community Policy – Effective February 2021.

Principles

The Code of Conduct unites staff, students, parents, regular volunteers, visitors and other members of CEWA's community in defining, modelling and promoting the safety and wellbeing of students and all members of the community.

The Code of Conduct requires that an individual respects the dignity of each person and is sensitive to the fact that each individual has emotions, fears, hopes and innate goodness, which flows from being created in the image and likeness of God.

The Code of Conduct defines the behaviours of healthy, respectful relationships that are expressed in Gospel values and modelled by all members of the community through our commitment to the common good.

The Code of Conduct creates an environment at CEWA that eliminates opportunities for abuse to occur.

The Code of Conduct requires the objective reporting of observable behaviour that breaches the Code or suspected breaching of the Code in a professional and respectful manner.

The Code of Conduct is a commitment to accept the responsibility for any action at a personal and professional level.

The Code of Conduct is supported by the Corporations Act 2001 (Cth), which protects members of the community from any actual or threatened detrimental conduct including retaliatory action, victimisation, reprisal, discrimination, or harassment for making a disclosure of reportable conduct.

CEWA Code of Conduct Statements

1. You act safely and competently.
2. You give priority to students' safety and wellbeing in all your behaviour and decision making.
3. You act in accordance with the values of the Gospel.
4. You conduct yourself in accordance with laws, agreements, policies, directives and standards relevant to your relationship with the CEWA community.
5. You respect the dignity, culture, values and beliefs of each member of the CEWA community.
6. You treat personal information about members of the CEWA community as private and confidential.
7. You give impartial, honest and accurate information about the education, safety and wellbeing of students.
8. You support all members of the CEWA community to make informed decisions about students.
9. You promote and preserve the trust and privilege inherent in your relationship with all members of the CEWA community.



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- 10. You maintain and build on the community's trust and confidence in Catholic schools and the Church.
- 11. You act reflectively and ethically.
- 12. You give students a voice in their education, safety and wellbeing.

Please Note: There will be more to follow on "The Code of Conduct" over the coming fortnights.

Regards

Chris Dunning
Principal

REMINDER

PLEASE NOTE: Absentee/Late notices must be sent to the email address as per previous requests.

Please also respond to absentee sms's to this email – absent@fjcs.wa.edu.au with: students name, class, date, reason and parent's name.

This email address was set up specifically for this purpose as teachers, are busy teaching and your notification may not get picked up if sent to any other email address.

Thanking you in anticipation of your co-operation and also thanks to the Parents who are already using this address to advise of any Late/Absent notices.



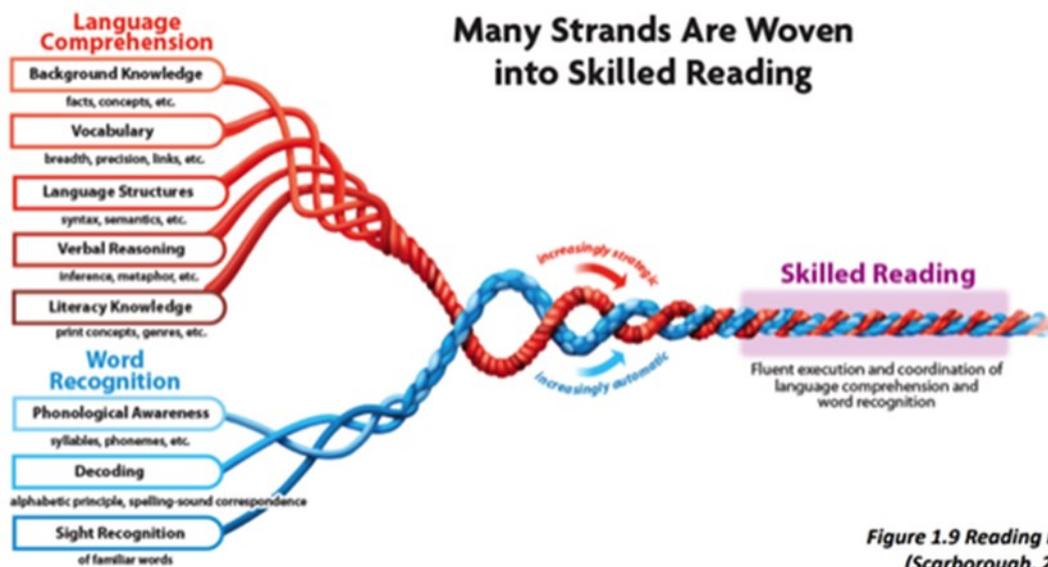
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Reading

In the last newsletter, I wrote about the essential strands needed for develop good readers. As you may recall, the lower strand was explained. This week I will give a little information about the upper strands and more importantly, how you can support your child at home. I know this seems like a LOT of information, but it is so worth taking the time to read this!



The UPPER CORD: Language Comprehension

At FJCS, our staff are learning to address each of these strands explicitly within the classroom; additionally however, as parent, you play a crucial and significant role in helping your child acquire and develop the language comprehension skills that are necessary for readers to read with fluency and understanding, to read for learning and pleasure.

1) Background knowledge

Imagine you are being asked to read something about a topic that you have little to no knowledge of – 11th century poetic devices or theoretical quantum physics for example. Imagine how demanding that reading task could feel. Imagine how distracted your brain could become and how challenging it would be to stick with the text and absorb its meaning.

Readers rely on background knowledge to attend to and make sense of what they are reading. When a reader has background knowledge of a subject to draw on, they are more likely to find the text more interesting, easier to remain focused on, and less taxing on their hard-working brains. This is especially important for readers who are still relying heavily on word decoding rather than rapid word recognition. The more knowledge they have about a variety of subjects, topics and ideas, the more likely they will be able to make sense of what they are reading, and the more likely they will add to their body of knowledge.



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2) Vocabulary

Perhaps you will remember reading Shakespeare as a student and finding the words and phrases being used particularly challenging to read and understand. If this was the case, how challenging was it to understand or appreciate the plot, themes or humour of these plays?

Similar to background knowledge, an extensive and rich vocabulary enables readers to make sense of what they are reading. Being able to decode words is one thing; being able to match that string of sounds to a thought, idea or concept is another. The richer a reader's listening and spoken vocabulary, the easier they will find it to read through texts that contain words they have not seen before. If the student can use their growing decoding skills and match their result with a word they already know the meaning of, they will be more confident with their abilities and spend less overall effort on reading a text. Also, there is a greater chance that they will store the way this word looks on a page and will likely be able to access it more easily the next time they come across it.

3) Language Structures (syntax, semantics...)

Syntax is the arrangement of words in a phrase or sentence. The English language has patterns and rules to the way we order our words. It also has some flexibility and variety in acceptable patterns, and even then, speakers and writers are allowed some leeway with these patterns.

Of Yoda from Star Wars you should think! Although Yoda's speech pattern is unique, his meaning is generally understood by those who have experience with varied syntax structures.

Children acquire varied syntax structures over time, through meaningful exposure to, and discussion of, language being spoken, read to them and presented to them in text. The greater and richer the exposure, the better they will be able to read and understand texts they are reading.



Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb** and expresses a complete thought.

Scott plays tennis in the morning.

Here, our Year 4 students demonstrate their writing of simple sentences.

4) Verbal Reasoning (inference, metaphor...)

Reading is not restricted to merely decoding and comprehending the words on a page. More often than not, just as in spoken language, the reader must look beyond to the words to infer meaning from what is being said, what is not being said and how it is being said (or not said). A reader must be able to grasp when words are being used literally or figuratively. For instance, a reader must use verbal reasoning skills to understand that "the supermarket was a zoo" likely means that the supermarket was like a zoo because it was noisy, chaotic and crowded and not that it actually was a zoo.



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In a similar vein, we often use words as part of an idiomatic phrase; you may be familiar with the Amelia Bedelia children's books and her infamous literal interpretations of commands given to her (dressing the turkey, drawing the curtains...). By talking with your child about the meaning of words, phrases, tones of voice and even body language, and about what they are observing in the world, (current events, social interactions, books you are reading together etc) you are helping your child develop and practice their verbal reasoning skills.

5) Literary Knowledge (print concepts, stories...)

A wide exposure to a variety of literary styles gives students a more developed framework on which they can rely as they read more and more for themselves. The same is true for being exposed to a variety of stories, stories with different themes, from different cultures and for different purposes. When a student is able to connect something they are reading to a story/text/theme/purpose they have already internalized, they will be better able to understand and stick with it through challenges.

What you can do

As much as you are able, give your child opportunities to learn about and appreciate a variety of subjects, topics, stories and literary styles in ways that work for them: □

- ◆ read to them, from a variety of sources (books, newspapers, poems, scripts, instructions, recipes...)
- ◆ listen to radio programs or watch documentaries with them
- ◆ take them to museums, observatories, wildlife sanctuaries
- ◆ go on guided tours
- ◆ discuss your interests with your child
- ◆ introduce them to interesting people with varied interests

As appropriate:

- ◆ spend family time playing games such as "Balderdash", "Taboo" or "Scattogories" with your child.
- ◆ discuss interesting words that come up in conversations, books, audio and video programs.
- ◆ rephrase sentences your child (or someone else) uses, "dressing them up" with interesting synonyms (or "dressing them down" with less interesting ones!)
- ◆ play with different sentence structures in fun ways during everyday conversations "To bed go you must!"

Gloria Ward
Assistant Principal Curriculum



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LIBRARY NEWS



We held our annual Book Fair in the Library in week 5.

I would like to thank our parent helpers Lydia and Aaron Richardson and our year 6 students, Charlotte, Isla and Jesse for helping out over the two days, it was very much appreciated.

A very big thank you to all the students and parents who purchased items from the fair.



The commission we earned from the Fair enabled us to purchase over \$960 of new books for our school library. I'm sure the students will enjoy the new additions to the shelves.

Ros de Mamiel
Library Officer

ALLERGY AWARE SCHOOL

Francis Jordan Catholic School is an Allergy Aware School.

There are many ways the school community can help minimize the risk of students with allergies:

1. The most common trigger for the students with severe food allergies at our school is 'nuts'. **DO NOT** pack any nuts, nut spreads or muslei/sport bars containing nuts for school
2. Do not share food
3. Wash your hands after eating
4. 'Be a Mate', ask a friend what they are allergic to

IF WE ALL WORK TOGETHER, WE CAN HELP TO ENSURE OUR SCHOOL

IS A SAFE PLACE FOR EVERYONE



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CANTEEN NEWS

SPORTS DAY MEAL DEAL

Your **Sports day meal deal orders should have been returned
before today - 3 September.**

PLEASE NOTE: SORRY - NO ORDERS ACCEPTED AFTER TODAY.

These should have been placed online or manually at the canteen.

Thank you

**Anna Admans
Canteen Manager**

A Dialogue with the Female Members of the Plenary Council - THURSDAY 9 September 5.30-8.30pm

The Council for Catholic Women Perth warmly invites you to a dialogue with the female members of the Plenary Council residing in Perth. Come and listen to what inspires and enriches their faith experience and hear about their hopes for the Plenary Council. There will be an opportunity to ask questions and to contribute to this dialogue. All welcome.

Venue : James Nestor Hall ,Catholic Education Office 60 Ruislip St West Leederville

When: Thursday 9 September - 5.30pm - 8.30pm (Light refreshments served 5.30pm - 6pm)

RSVP: Tuesday 7 September by email kerrymacfarlane2@hotmail.com or mobile 0400 886 835



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Mercedes College

Mercedes College is currently interviewing Year 4 students who are due to start Year 7 in 2024. If you are considering enrolling your daughter at Mercedes, please visit the Mercedes College website at www.mercedes.wa.edu.au to request a prospectus or to

enrol online.

Applications for Year 7, 2022 and 2023 are also welcomed.

Please contact Mrs Julie Lamb on 9323 1340 if you require further information.

Whether you attended **Mercedes College, Our Lady's College or St Joseph's Victoria Square**, we welcome all Alumni back to celebrate our **175th Anniversary Alumni High Tea: Sunday 19 September at 2pm**. Catch up with old friends and share your Mercedes Memories!

\$69pp includes a glass of Chandon sparkling, unlimited coffee, tea and herbal infusions. Get your tickets today from www.trybooking.com/BTCHO. A tour of the College will be offered prior to the event from 1pm to 1.45pm. Parking will be available in the Mercedes College car-park with entry Goderich Street.

Additionally, we also have our Open Day approaching on **Tuesday 7 September 8.30 Or 11am session**.

Located in the heart of Perth's beautiful heritage precinct, Mercedes College are proud to be celebrating 175 years of Mercy education, which makes the 2021 Open Day special! The Tour provides an opportunity for prospective parents to hear from the Senior Leadership Team and enjoy a tour of College facilities led by some of our Student Representative Leaders.

There are two sessions: 8:30am or 11am. The 8:30am session offers families a morning tea, where you will have the opportunity to speak with some of our Teachers. Please register via the College website; www.mercedes.wa.edu.au/open-morning/



BREAD TAGS FOR WHEELCHAIRS



Please save your bread tags - they will be recycled to fund wheelchairs in South Africa.



Bread Tags for Wheelchairs has been recycling bread tags in South Africa since 2006. They currently collect about 500kg/month, which funds 2-3 wheelchairs. Now we are collecting in Australia too!



What can I do?

It's easy save your bread tags for a while and then drop them off at one of our collection points. Ask your family, friends, school and local café to help.



Visit our website for signage, to find your nearest collection point, or to host a collection point.

 aussiebreadtags@gmail.com

 ozbreadtagsforwheelchairs.org.au

 [@aussiebreadtags](https://www.facebook.com/aussiebreadtags)

Local Contact:

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SOCCER SCHOOLS

HOLIDAY CLINICS

PRENDIVILLE CATHOLIC COLLEGE

Constellation Drive, Ocean Reef

FULL DAYS: 8am to 3pm \$35

8am to 4.30pm \$40

HALF DAYS: morning or afternoon \$20

**Monday 27th September
- Friday 8th October 2021**



Come and have a right royal time at our soccer holiday clinics!

Please remember to bring water, morning tea & packed lunch!

Hats and Sunblock must be worn at all times

Book online or contact Nick on the details below

Email: nick1965@bigpond.com Mob: 0409 118 228 Office: 9304 8111

Website: www.ncsoccerschools.com.au