



St Oliver's Primary School

Newsletter

33 Wigram Street, Harris Park
Email: stolivers@parra.catholic.edu.au

Tel: 8633 8300
Website: www.stoliversharrisparke.catholic.edu.au

At St Oliver's we are called to unite in service by living out our Mercy Values and striving to be quality learners who contribute positively to our community.

Term 2 Week 7

<http://www.stoliversharrisparke.catholic.edu.au/home>

13th June 2019

DATES TO REMEMBER

JUNE

Friday 14th June
Stage 2 Mass 9.15am

Sunday 16th June
First Holy Communion

Friday 21st June
Citizen Awareness night/
Homelessness

Wednesday 26th June
Soccer Gala Day
Stage 2 Boys and Girls

JULY

Tuesday 2nd July
Parent/Teacher/Student
Conferences

Wednesday 3rd July
Parent/Teacher/Student
Conferences

Wednesday 3rd July
School Photos

Thursday 4th July
Last day of Term 2

Friday 5th July
Staff Development Day/
Pupil Free day



Religious Education Sunday's Gospel

Jn 20:19-23

A reading from the holy Gospel according to John

As the Father sent me, so I send you: Receive the Holy Spirit.

In the evening of the first day of the week, the doors were closed in the room where the disciples were, for fear of the Jews. Jesus came and stood among them. He said to them, 'Peace be with you,' and showed them his hands and his side. The disciples were filled with joy when they saw the Lord, and he said to them again, 'Peace be with you.'

'As the Father sent me,
so am I sending you.'

After saying this he breathed on them and said:

'Receive the Holy Spirit.

For those whose sins you forgive,
they are forgiven;
for those whose sins you retain,
they are retained.'

Pentecost

Literal Sense - Pentecost is called the birthday of the church because before Pentecost, there really was no church. Jesus ascended back into the heavens, the Apostles were hanging around, scared and confused, and nobody knew what to do. Going out to baptise people and preach about Jesus was the last thing they had in mind because their lives would be in danger. But Pentecost celebrates the coming of the Holy Spirit – the force that turned a bunch of frightened, mixed-up folks into church. There was a rush of wind, tongues of fire, and then suddenly there was courage, knowledge, direction and commitment! Everyone started speaking and was understood, no matter what the language of the listener was! These were saints suddenly on fire with the Holy Spirit. And it all began with the wind and fire of the Spirit.

Application Sense - What changes in you do you wish the Spirit could blow your way? How can you cooperate with the Spirit? In what ways do you need more courage, knowledge, direction or commitment? What else might you need?

REFLECTION FOR YOUNG PEOPLE
by Lisa-Marie Calderone-Stewart

Spiritual Sense - We can sometimes regard Pentecost as the day the Holy Spirit came into the world. However, the Spirit had long been active in the world before this event. In fact, even the second verse of Genesis Chapter 1 tells us that the Spirit hovered over the waters. The Old Testament is filled with references in which 'The Spirit of God came upon (him) with power' and the Spirit was evident at Jesus' baptism and throughout the gospels. Jesus is frequently described as being 'filled with the Spirit'. So, from the very beginning of creation the Spirit has moved in the world and continues to energise it today.

© Greg Sunter

CITIZEN AWARENESS NIGHT - AFFORDABLE HOUSING AND HOUSING STRESS

On Friday, 21st June we will be holding a listening, sharing and action evening. With the support of CAPAH (Citizen Action Penrith Affordable Housing) we are coming together to increase our knowledge and awareness of housing stress and the supports required.

This evening is for the **WHOLE** community from Stage 3 age groups and older. There will be a student listening dialogue and an adult listening dialogue taking place.

Time: 6:30pm

Where: St Olivers Primary School

RSVP: stolivers@parra.catholic.edu.au



Captivate - Drama Exhibition

On Tuesday, 12 students from Year 5 performed at the Captivate Drama Exhibition. These students have been preparing for a number of weeks. Their drama performance was based on the book 'Flight' by Nadia Wheatley and Armin Greder. Students were able to connect with this text through their current Religious Education Project on refugees and those seeking asylum. Students used their learning and the work they have been doing to represent the message of the book. The students were rewarded with the 'Creativity Award'.



School Fundraising

We have vouchers available in the school office for \$8 each

*The school receives \$3 for
each voucher sold.*

You can purchase them today from the school office with cash or EFTPOS is available.

Great value for the upcoming school holidays



School fees

School fees are now overdue. Thank you to all the families who have paid. Thank you also to the diligent families who are paying their fees by bpay or direct debit. Reminder letters will be sent home this week. As always if you are experiencing any difficulty paying, please see Mrs Anna Small or Ms Barbara Young.

Left at Athletics carnival

Size 5 summer uniform, size 5 navy leggings and spot shirt. Please call into the school office to claim



Language of independence building (Part 2) by Michael Grose

Last week we read about how families always develop shared language around the values that have strong meaning for them. Six of the twelve ideas for building independence in our children were shared with you. This week we will be discussing the remaining 6 examples of independence-building language and the principles behind them that will help you create your own family's language.

7. “What can you learn for next time?” Goal: Self-sufficiency Learning from mistakes is part of the independence-building process for children. Often adult impatience or unwillingness to put up with errors prevents us from giving kids the chance to do things for themselves or take real responsibilities. If independence is to be a major part of your family's culture then it's imperative that we help kids learn from their mistakes whether social, behavioural or just messing up while helping out at home.

8. “How do you feel about this?” Goal: Emotional intelligence An often over-looked aspect of independence is the ability to self-manage your emotional state. Emotional self-management starts with the recognition of how you feel about a particular event or action and then labelling that feeling. If possible prompt to identify their emotions before they act on them. You can also revisit events and ask children about the feelings that may have lead to a certain behaviour such as hurting or yelling at a sibling.

9. “When you muck up, you make up?” Goal: Accountability Kids of all ages will make mistakes. In fact, mucking up is part of the learning process. But kids will just repeat their mistakes unless they experience the consequences of their decisions. The use of behavioural consequences is a way of teaching children to take greater responsibility for their lives and to learn to make smarter choices.

10. “How will you fix this?” Goal: Restoring relationships Independent kids are usually socially-smart kids who don't operate in a bubble. They know that their behaviour impacts on others they are mindful of the thoughts, feelings and behaviours of others. They also make amends or restore relationships when their behaviour negatively impacts on others. Relationship restoration is a lifelong skill and involves the following: swallowing your pride, making up, giving something back, not holding a grudge and moving on.

11. “You need to do what's right, not what's easy.” Goal: Integrity A sense of integrity is important for a child's independence because it's the basis of reasoned and socially focused self-control and self-management. The job of parents is to move their children from 'Me' to 'We'. Integrity is the great socialising agent for a child. They may get by without courage, endurance and grit but they won't get far socially without integrity.

12. “Let's find a way to make this happen.” Goal: positive risk-taking One of the ways to develop independence is to work with them to build their skills and abilities to safely navigate an ever-broadening environment outside of the relative safe confines of their home. Ideas include adults and kids doing things together such as catching public transport until they are ready to go it alone or with friends; and giving kids smaller freedoms that lead to bigger liberties such as allowing a young child to walk part of the way to school on their own and then extending the distance as they get more experience and feel more confident.

Independence-building is vitally important for parents. It's the pathway to children's competency, confidence and creativity and the short cut to resilience and real learning. We've gradually retreated from this approach over recent generations much to our children's detriment. It's time to help kids reclaim their independence. Getting our language right is a good place to start as family change always begins with shared language.