The Casey Common has been opened for student use since last Monday; this area is a recreational space for the Year 7 to 9 students with seating, areas with different surfaces, shelter, play spaces and lockers. The Parents and Friends Committee have contributed a substantial sum to the building of this area, and the school appreciates the donation of money raised over a number of years through their fundraising activities. We appreciate the contributions of all our parents and friends to the PFC fundraising events, and we trust that the students will enjoy, respect and look after this new part of our school.

The Year 12 Formal was held last Saturday evening at the Peninsula Country Golf Club. May I congratulate the students who organised this occasion! It was a wonderful evening; I felt really proud of our Year 12 students – they were impeccably dressed, the venue was beautifully decorated and it was a pleasure to share such an enjoyable time with these young people.

NAPLAN tests for students in Years 3, 5, 7, and 9 will be held on Tuesday 12 May, Wednesday 13 May and Thursday 14 May. These tests are conducted each year across Australia. The results of the tests provide a 'snapshot' for parents and teachers about a child's performance on the day in Literacy and Numeracy. This information is useful, but is only one of many other assessments which we use to inform our teaching and work to improve outcomes for students. Later in the year parents will receive their child's individual report for reading, writing, language conventions and numeracy. If parents would like further information about NAPLAN we are happy to discuss NAPLAN further with you, or you can visit the NAPLAN website at www.naplan.edu.au.

Margaret Buttigieg

It was a magnificent, sunny day for exploring Aussie Animals at Healesville Sanctuary! On Monday 4 May, 2S and 2B went on a fantastic excursion to learn more about Australian animals and their habitats. We were so excited!

Firstly we had a long bus ride to get to Healesville. When we arrived we had our snack and then a lady told us about an endangered bird called the Helmeted Honeyeater. Secondly we walked around with our small group and looked at all sorts of animals. We saw koalas, kangaroos, wombats, snakes, wallabies, platypuses, turtles and many more. We also went into the Wildlife Hospital to learn about caring for injured animals. Lastly we went to watch the Bird Show. There was a hilarious bird called Kevin, who could talk! They all flew around us and sometimes we even had to duck our heads! It was funny. There was a Wedge-tailed Eagle, he was HUGE!

We learnt many interesting, new things about Australian animals. We never knew that owls could spin their head around 270 degrees! We wish we could do that! We thought it was an awesome place to visit. Our excursion to Healesville Sanctuary was amazing!

Written by the children of Year 2S
UNIFORM SHOP HOURS

Uniform Shop hours are:
Mondays 3.00 pm to 5.30pm
Thursdays 8.30 am to 10.30am

The 2nd hand uniform shop will open on the last Friday of each month.

NAPLAN - Julie Squires

National Assessment Program Literacy and Numeracy NAPLAN Testing will take place at the school 12, 13 & 14 May. A NAPLAN brochure was sent home to parents last week (via students).

If you have any further questions about the tests please contact the school. Please note that if a child is absent for a particular test we will be running catch-up tests on Friday 15 May.

KEYS PLEASE

On Tuesday 5 May, a presenter from ‘Keys Please’ came to speak to all Year 10 students. ‘Keys Please’ is a seminar run by VicRoads on educating young students about the journey of getting a licence and all about road safety.

We were involved in some interactive games about distractions on the road and how challenges people face on the roads can affect us.

On behalf of Year 10, we would like to thank Sharon, the representative from VicRoads, for coming to Casey Grammar and for informing us with the knowledge we will need in the coming years. It was a beneficial seminar. We all really appreciated it!

Amber O’Donnell, Ebony Carter, Britt Schulz Year 10 O

SECONDARY CROSS COUNTRY

The Secondary Cross Country event was held last Friday 1 May at Casey Grammar School. Students who finished in the top ten of each age group qualified for the Division Cross Country event on 21 May at Akoonah Park, Berwick. Everyone put in a great effort contributing points to their House. Congratulations to our winning House Trist.

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<thead>
<tr>
<th>House</th>
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<tr>
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<td>Leaver</td>
<td>390</td>
</tr>
<tr>
<td>Booth</td>
<td>372</td>
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Good luck to the students representing Casey Grammar School on 21 May.

PE Department

CGS ATHLETICS DAY

The Casey Grammar School Athletics Day is fast approaching, just over 3 weeks away! A reminder to parents that the Local Area Permission Form needs to be returned in order for students to attend this event on Monday 18 May, so make sure they are returned to home room teachers ASAP.

Exciting news!!!! We are starting a Costume Box which will consist of previously purchased or hand-made costumes from Primary Assemblies held throughout the year. With this in mind, if you would like to donate your child’s costume to the school so that it may be used for Primary assemblies in the future, please pass it on to your child’s classroom teacher after your event and hopefully our costume box will be full to the brim in no time.

Bronwyn Kyne
PRUDENCE - Travis Hopgood

Parent Focus Article – Engagement and Achievement

Throughout students’ schooling they will be required to complete projects, assignments and other investigations into a large range of topics. Cultivating resourceful learning and thinking habits in students will enable them to confidently define, experiment, imagine, analyse and make predictions from the knowledge they investigate or create. Explicitly teaching a logical step by step process, creative and critical thinking, how to research, present their findings and complete a bibliography will see them well prepared.

The worry and temptation for 21st century students is that they believe Google will provide all they need to know to complete their learning needs. They Google a topic and often mindlessly copy chunks of information and insert it into their assignments; no defining, no imagination, no experimenting, no discerning, no depth of thought and no developing of lifelong learning and thinking habits.

Following are some of the aspects of researching that we need to teach students and practise in everyday learning and teaching:

• Brainstorming – encouraging students to think hard about and connect with what they already know about the topic.
• Adventure and adaptability – learning in different ways, in different places and from different sources.
• Metacognition – thinking about what type of thinking they need to use in particular situations.
• Gathering and assessing information – being able to find information and be discerning as to its authenticity.
• Reading between the lines – seeing beyond the written word and identifying patterns to investigate.
• Synthesising – putting all their findings together in a coherent and stylish manner.

This week’s focus is aimed at initiating the explicit teaching about research resources, which in time will build into lifelong, resourceful and resilient habits.

DOES YOUR CHILD RELY ON WISHFUL THINKING - Alan Clarke, Psychologist

Recently I met with a teenage boy to talk about his future. When we discussed his career goals, he stated that he wanted to be a mixed martial arts professional or a fire fighter. Had he taken any classes related to this goal, such as Karate? No. Did he have any plans to? Not at all! Was he involved in a community services program? No chance! He seemed to think he was so awesome and strong that one of these things would just happen when the time was right.

Parents and teachers get frustrated with children’s wishful thinking, procrastinating and apparent lack of motivation because very often, children aren’t putting in the effort to achieve the goals they’re expressing. As the old saying goes, “A goal without a plan is just a wish.” It’s also a ripe area for power struggles. You might have responded to your child by pushing, nagging and threatening in hopes of getting him or her to do something, anything, that will get him moving in the right direction. Chances are, the more you push him to work for a goal, the more he diggs his heels in and resists you. As resistance increases, so does your anxiety about your child’s future.

Wishful thinking is a type of thinking error that occurs naturally in children and adults alike. Whether you’re a child or an adult, wishful thinking is a false belief about yourself that “It will just all work out” and without any real plan or effort on your part. Someone who is engaging in wishful thinking might also let themselves off the hook by saying, “There’s plenty of time to work this out. I don’t have to worry about it right now.”

The key to combatting faulty thinking is having experiences that challenge it. By the time we reach adulthood, we have the experience to know the difference between a goal and a wish, and to recognize when what we’re doing isn’t helping us to propel toward our goals. In children, the “magic” behind wishful thinking becomes the vehicle for success rather than hard work and dedication to a goal, and they have a more limited ability to recognize this than we do as adults. If kids don’t work at things and struggle and fail, how will they see the connection between hard work and feeling good? It’s never too late if the motivation is really there - along with the realisation that sitting back and waiting for things to happen isn’t working.

As a school counsellor, when I help students with goal-setting, they start off with an action plan that includes something vague like “I’ll work harder.” That’s great, but it doesn’t have enough substance to carry your child through to the finish line. I help my students by asking, “When you’re working harder, what will I see you doing that will tell me you are working harder?” Goals need to have an action plan that is specific, observable, measureable, and realistic. That way we can determine if the plan is actually working and not just wishful thinking.
The Gospel for Sunday 3 May was Jesus’ words to the disciples in John 15 that “I am the vine and you are the branches”. The notion of mutual indwelling from which the branches draw their vitality and fruitfulness from the vine suggests a surprisingly intimate relationship between Jesus and his people.

That notion of mutual indwelling is important in 2015. We are busy with commitments to work, sport, housekeeping, and the myriad activities our children pursue, including school! In the midst of busyness Jesus’ words recall the importance of remaining “connected”, which means maintaining a sense of mutual indwelling with those who are important to us – parents, siblings, children, and special friends, and God.

There are twofold benefits in this. On the one hand we derive affirmation, support and care from those with whom we “indwell” which sustains and animates us for our journey in life, and also enables us to extend the same things to those around us. On the other hand, we model a life style that acknowledges interdependence and reliance on other special people to enable us to live a fulfilling life as complete people.

We are also invited to live this life with God – not distant remote beings offering praise and platitudes – but invited to share a unique indwelling whose outcome is fruitful people enriching the world.

Leading up to Anzac Day the Primary Leaders worked hard selling Anzac Badges & bands. Thank you to the Leaders and everyone who purchased a badge or band. $632.10 was raised for the RSL Anzac Appeal.

COAL CREEK EXCURSION

The Year 1 students all enjoyed their excursion to Coal Creek on Friday 24 April. They participated in making damper and thought the end result was delicious. A visit to the General Store resulted in enthusiastic purchases of delicious old fashioned lollies, pieces of coal as precious souvenirs or hand-made toys. All students also experienced life as a student in the early 1900s and were amazed at the many strict rules that children had to abide by. We were blessed with mild weather, fantastic parent helpers and beautifully behaved students. Everyone was very tired on the return trip with a couple of our little ones having a nice sleep most of the way home!

“I liked going to the candy shop because I liked finding the candy and the lollipops. I liked the colours of the lollipops.” – Stella

“There was a big collapsed mine. It had rocks and bits of wood in it. I liked when we made damper.” – Gareth

“I liked exploring the houses and playing with the chess set. I got scared when the teacher smacked the cane on the table.” – Isabel

“I liked sitting on the train in the carriages. We ate our snack there. I liked going to the store and buying my coal.” - Sam

PFC NEWS

The PFC would like to wish all mothers, grandmothers and carers a happy Mothers’ Day for Sunday. A big thank you to Leanne Tumino and the Year 9 students for helping to make the Mothers’ Day stall a great success. The PFC Mothers’ Day morning tea on Friday had a big response and we hope it was enjoyed by all. Thank you to all those involved in running this event.

The chocolate drive will be held later this term, so if you do not want to receive chocolates, please send a written note regarding this to the school.

Pam Foley.