



OUR LADY'S SCHOOL NEWSLETTER

17 May 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, 10.30am & 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

*The Lord God took the man and put him in the garden of Eden to till it and keep it.
Genesis 2:15*

DATES FOR THE DIARY

Sun 26 May 10.30am Eucharist for Year 4

Mon 27 May Athletics Day at Keilor Athletics Track

Wed 29 May 7.00pm PAB

Thurs 30 May 6A 'The Huddle' excursion

Mon 3 June Open Day Tours at 9.00am & 4.00pm

Fri 7 June 9.00am Sacred Heart Mass

Mon 10 June King's Birthday Public Holiday

Wed 12 June 7.00pm Parent Cyber Safety Session

Fri 21 June Second Hand Uniform Sale 3.00pm

Fri 28 June 1.00pm End of Term 2

Mon 15 July Pupil Free Day - Staff First Aid Training

Tues 16 July Term 3 begins at 8.35am

SACRAMENTS

Sun 26 May 10.30am Eucharist for Year 4

Fri 2 Aug 7.00pm Confirmation for Year 6

PROFESSIONAL LEARNING DAYS - PUPIL FREE DAYS

Mon 15 July Staff First Aid Training

NO CLASSES

Wed 26 & Thurs 27 June - Three Way Learning Conversations

Dear Parents and Carers,

On Wednesday evening the Year 4 teachers Glenn Membrey, Karen Everson and Angelica Mendoza in collaboration with the RE/Learning and Teaching Leader Tania Cuni held the Year 4 Eucharist Parent Information evening. A big thank you to all the parents and students who attended. It was wonderful to see so many parents attending and joining in with the activities. Please keep the Year 4 students in your prayers as they prepare to receive their First Eucharist on Sunday the 26th of May at Our Lady's church.



**Our Playground is finally finished
and we couldn't be happier!**



Pentecost Prayer

Fifty days after Easter we celebrate Pentecost. The holy Spirit comes to us also.

Father, we will soon celebrate the Feast of Pentecost when the Holy Spirit came to the apostles.

We thank you that we too share this gift of your Spirit of love in our lives and our church. As we celebrate the birthday of the church may we learn to live as the people of God. Let us praise God's name and share the gifts we have been given with others. Open our hearts to the needs of other people. Help us learn to love without counting the cost. May we live the gospel of Jesus Christ in our lives each day through the power of the Holy Spirit. Amen.



School Attendance

Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. The staff of Our Lady's school work in partnership with parents to ensure each child is provided with the best opportunities to learn and to thrive.

If you have any concerns about getting your child to attend school please let the teacher, myself or a member of the leadership team know so that we can support you and your child.



This is a guide to attendance over a school year:

- 0-6 days: This is within normal range.

A child with this attendance rate is able to take full advantage of the teaching and learning opportunities available to them.

- 7-10 days: This attendance rate is below average.

A child with this attendance rate could miss over 1 year of schooling between Foundation and Year 10.

- 11-20 days: This is a poor attendance rate.

A child with this attendance rate could miss out on up to 2 years of schooling between Foundation and Year 10.

- 20+ days: This is a very poor attendance rate.

A child with this attendance rate could miss out on up to 2.5 years of schooling between Foundation and Year 10.

Remember:

- Students need to attend school regularly to make the most of their educational opportunities.
- There is a direct link between school attendance and achievement later in life.
- Poor patterns of attendance in the early years lead to poor patterns of attendance throughout the school years.
- Poor attendance makes it difficult to form positive relationships with their peers.



BUILDING UPDATE

This week the bricklayers have been very busy as you can see in the pictures.

The building has had all the electrical fit outs completed and air conditioners installed.

Today the plaster has been delivered and hopefully they can start installing the plaster tomorrow.

Yours sincerely,

Patrizia Bertani

Ms Patrizia Bertani

Principal

princi-

pal@olsunshine.catholic.edu.au



3E: Brian D
4G: Sylvee V
5C: Natalie N
6A: William T
Staff: Mr Wickham, Ms Robles



Congratulations to the winners of our Walk Safely To School Day Raffle!
We hope you enjoy spending your Rebel Sport Vouchers.



<i>FI</i>	<i>Amanda L</i>	<i>FJ</i>	<i>Jayden H</i>
<i>1K</i>	<i>Lachlan M</i>	<i>1L</i>	<i>Rex O</i>
<i>2M</i>	<i>Sylvia T</i>	<i>2N</i>	<i>Max T</i>
<i>3E</i>	<i>Hamish M</i>	<i>3F</i>	<i>Jayden Y</i>
<i>4G</i>	<i>Mila M</i>	<i>4H</i>	<i>Brian L</i>
<i>5C</i>	<i>Xavier</i>	<i>5D</i>	<i>Jay T</i>
<i>6A</i>	<i>Henry N</i>	<i>6B</i>	<i>Adele M</i>



FAMILIES and SCHOOL WORKING TOGETHER

A HUGE THANK YOU TO ALL THE PARENTS AND
FRIENDS WHO CAME TO OUR COMMUNITY
CLASSROOMS ON TUESDAY.

IT WAS WONDERFUL TO SEE
YOU ALL!

THANK YOU TO ALL THE
CLASSROOM TEACHERS FOR
ORGANISING THIS EVENT.

The Importance of Parent Professional Partnerships



*"The evidence is now **beyond dispute**.
When schools and families **work**
together to support learning,
children tend to **succeed** not just in
school but also throughout life."*

(Henderson & Berla, 1997)



Year 4 Mary MacKillop Heritage Centre

Learning by the Seaside

On Wednesday last week, 42 children from Grade 3, parent volunteers (Eileen, Kim and Viet) and Ms Steph, Ms Christine, Ms Kirsty and Ms Lorraine, visited the Jawbone Marine Sanctuary in Williamstown. The purpose of the day was to extend the children's classroom experiences to the outdoors and make connections to the real world. Themes focused on included how we can look after our natural environment, what are the human impacts upon the natural environment and how does an indigenous person connect to the land.

The day began with an acknowledgement of country, safety briefing, and the always popular demonstration of the self-composting camping toilet we got underway.

Our first session was with Boonwurrung Leader Willie Pepper. Willie shared stories about his and his ancestors' connection to the land, how they lived on it, cared for it, and found everything they needed to live a good life. He also shared a range of implements he'd collected and let the children paint their faces with a small amount of coloured ochre he brought along.



After this we divided the children into five groups. Environmental and Marine Scientists Robert and Jan led one group on a rock pool ramble. Together, they discovered crabs, sea-anemones, jellyfish and learnt about many fascinating things in the inter-tidal zone. For many touching the seaweed and jellyfish was fascinating, and for some the first time.

Meanwhile, another group were with scientist Sandy, and touched a wonderful selection of marine curiosities. This included both dry specimens (like shark eggs) and a touch tank full of sea water, where living creatures and plants moved around. Touching a range of seaweeds and starfish, shrimps, sea urchins and a range of other creatures, the children were intrigued.

The third group joined scientist David and also myself (Greg) on the boardwalk. Here, they learned about the area's geological history, plant and animal adaptations to survive in this rugged environment as well as the importance of marine parks.

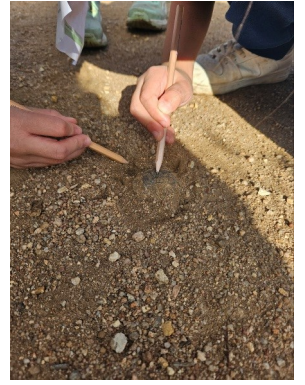
A real surprise for many of the children was the inclusion of a reflective meditation at the end of the boardwalk. For this, children were asked to walk quietly to the end of the boardwalk, separate out from each other, and just look at the surrounding environment. They tuned into their senses for 5 minutes, quietly looking, listening and feeling their surroundings. For many it was a rare occasion to actually stop and be present in the natural environment.

To finish the day, the children came back together to form another talking circle. Here they were invited to share an appreciation or an insight from the day.

A huge thanks to the scientists from the Jawbone Marine Sanctuary Committee who came along on the day and spent time with our children. It was a wonderful day by all counts and we look forward to doing similar in the future.

Greg Woolford
Family School Partnerships Leader

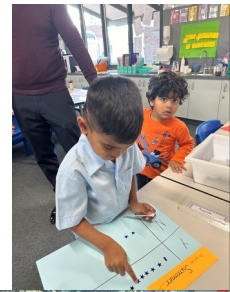




Year 3 at the You Yangs



Community Classrooms



FLY HIGH WITH THE EXTEND SQUAD THESE WINTER HOLIDAYS!



Watch the latest kids film with your friends, jump, climb and bounce your way through the holidays.

Hone your detective skills and explore your musical talents with some thrilling and interactive incursions.



Compete with your friends and discover your artistic side with our fantastic activity days!

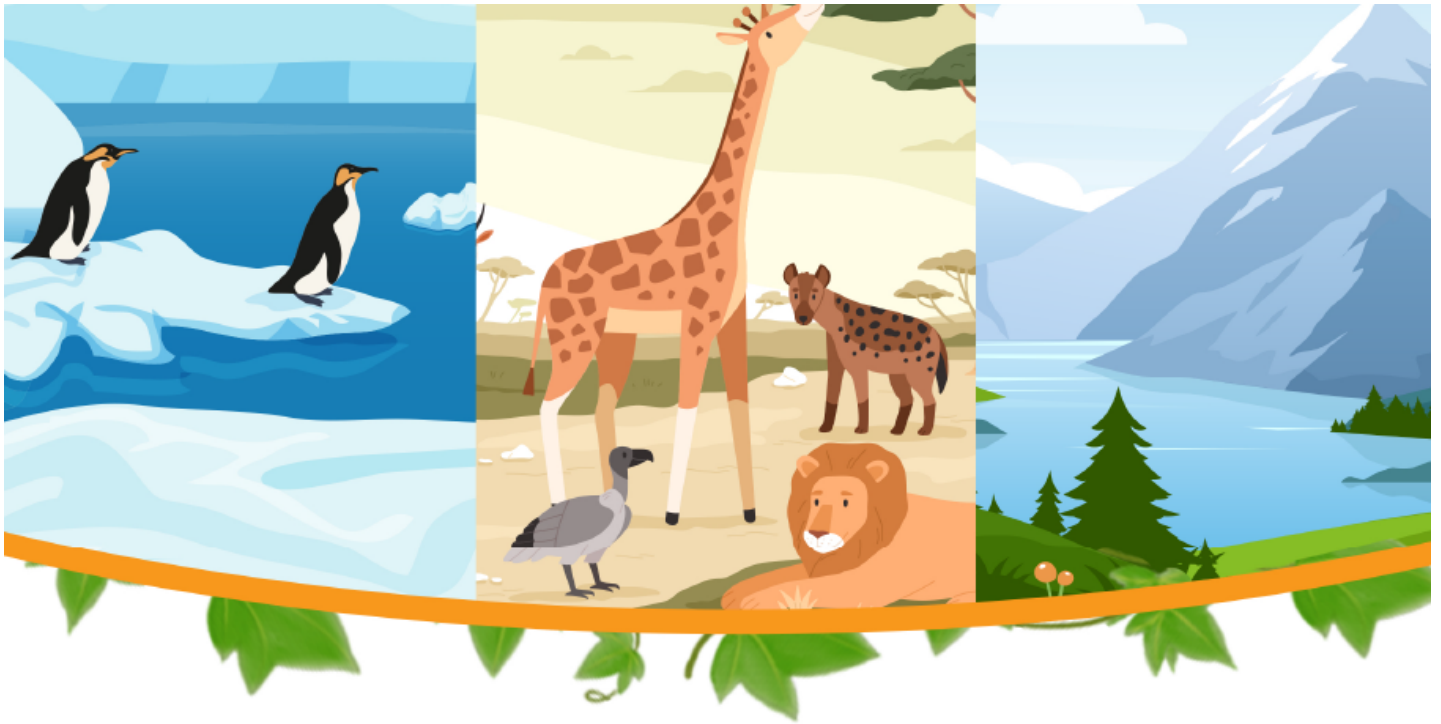
That's not all! Our holiday program is also host to a variety of extra activities, such as board games, sports, dress-ups, a reading library and countless opportunities for fantabulous fun these school holidays!

CCS is applied to the session fee, incursion and excursion fees, making it more affordable for families!

Book your super-fun winter school holidays with Extend at extend.com.au

You don't want to miss out!





KIDS CLUB ART COMPETITION 2024

ALL THINGS NATURE!

Book your children in during Term 2, so they can participate in our exciting annual art competition!

As a group, children at your Extend service will create a nature-themed artwork!

The three most stunning creations nationally will win a free incursion in their service chosen by the children for Term 3!

**ENTRIES OPEN
THURSDAY 16 MAY**

**COMPETITION CLOSES
FRIDAY 31 MAY**

BOOK NOW AT [EXTEND.COM.AU](https://www.extend.com.au)!





Mindfulness

As a psychiatrist working with young parents, it became clear that one of the most important jobs I had was to find ways to help people connect with each other when emotions were running high. So often in my own conversations with them, I would see how well a parent could bring wisdom and clarity to challenging situations that were going on in relationships with their partner or children. But I also saw that there were times when, away from our sessions and in the heat of the moment, they would be unable to think clearly or would be triggered into lashing out in anger.

What was also clear was that the more often these painful experiences of disconnection occurred, the more likely it was that they would recur. This is no accident. It relates to a process called *neuroplasticity*, a term which refers to the way the brain is always reshaping and rewiring itself according to how we think and behave.

We now know that in the first two years of life, before language skills are present, memories of difficult experiences are laid down in what is called *implicit memory*. These memories are not attached to a logical story line - that can only happen when children have language skills and can make meaning of their experience.

For young babies, tiredness, hunger and physical discomfort are often the reasons they become distressed. But what is less well recognised, is that babies are hardwired to detect emotional disconnection and are powerfully caught up in the emotional reactions of those around them. Decades ago, Ed Tronick, a professor of child psychology, demonstrated this in what is now called the “still face experiment” which you can [see here in a short video](#).

As humans we retain a lifelong sensitivity to the emotions of those around us.

When we are triggered into strong reactions of anger, fear, or shame, emotions are amplified by their connections to parts of the brain that store *implicit* memories. This is why, even in relationships with people we know well and trust, from time to time, confusing and distressing disconnections are inevitable.

So, what can be done about this very human vulnerability?

Well, we can take advantage of the process of neuroplasticity and use mindfulness practices to build stronger connections between our more primitive centres of emotion and the more highly developed higher centres of our brain which are capable of clear seeing and flexibility.

The way this is done however, is not intuitive. Left to its own devices, when we are feeling out of our comfort zone, our brains usually direct us into either distraction or unhelpful behaviours like over eating.

Mindfulness practices have been shown to powerfully harness the brain's capacity to rewire itself. However, when most people think of mindfulness, they imagine sitting quietly and following a guided meditation, or trying to bring a more focussed awareness to simple activities such as eating a meal. While this can be helpful, it doesn't really tackle the challenge of what happens when the brain gets hijacked by strong emotion.

To bring about this sort of radical change, we need to find ways to expose ourselves to the very situations that trigger us, but in ways that we can actively recruit the parts of our brain which enable us to remain steady and wise.

Imagination is a powerful way to start this process. The way our brains work, is that even imagining a particular situation, activates areas of the brain that are brought into action when the activity is actually happening.

When doing this exercise, it is important to not take on anything too distressing and set yourself a fixed period of time – only a few minutes. Getting overwhelmed with emotion is not the aim.

Let's say that you want to develop the capacity to not react with anger when your children are arguing. Choose a time when you will not be interrupted. Sitting or lying down, bring yourself into the moment by connecting as best you can to sounds around you or to sensations in your body. When you are feeling a sense of calm, bring to mind a recent memory of when the children were fighting and you became angry. You don't need to dwell on the image, just connect with it for as long as it takes for you to feel a bit caught up. Can you feel the reaction in your body? Where is it located? Use this spot as an anchor to gently redirect your attention to, away from the image and any intrusive thoughts.

Gently but firmly, again and again, redirect the focus of your attention in this way. This is a bit like working out in the gym. If you use this way of getting into the driver's seat of your brain and setting small challenges of reconnecting to challenging situations, it won't take long before you begin to feel a greater sense of being grounded when difficult situations arise.

Next time difficult situation arises, with greater awareness of what is happening, slow down the speed at which you talk. Soften your voice tone and talk more quietly. All of these shifts will influence not only your bodily systems, but also those of the people around you.



AUTHOR

Diana Korevaar
















Diana has worked as a perinatal psychiatrist for over 20 years. She has specialised in mindfulness training, the management of trauma and teaching methods of building emotional resilience. She wrote a book on how to use mindfulness techniques in parenting and relationships ("Mindfulness for Mums and Dads") and she was recently a therapist in a Melbourne research trial using psilocybin assisted psychotherapy for treatment resistant depression.




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An illustration of five men standing in a row against a warm, orange-brown background. Each man has a flame above his head, symbolizing the Holy Spirit. From left to right: the first man has a beard and wears a blue robe; the second has a beard and wears a green robe with a red sash; the third has a beard and wears a yellow robe; the fourth has long brown hair and wears a light blue robe with a green sash; the fifth has a beard and wears an orange robe with a grey sash. All men are wearing sandals and have their hands raised in various expressive gestures.

Jn 20:19-23

'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.'

	= A		= H		= R
	= D		= I		= S
	= E		= L		= T
	= F		= N		= U
	= G		= O		= W

$$\overline{\text{S}} \overline{\text{O}} \overline{\text{C}} \overline{\text{F}} \overline{\text{D}} \overline{*} \overline{\text{C}} \overline{\text{Z}} \overline{\text{U}} \quad \overline{\text{O}} \overline{\text{I}} \overline{\pi} \overline{\text{C}} \overline{\text{O}} \overline{\text{E}} \quad !$$


LOVE

I can show love by _____

_____because I am filled with the Holy Spirit.



PEACE

I can be a peacemaker by

_____ because I am filled with the Holy Spirit.



JOY

I can show joy by

_____ because I am filled with the Holy Spirit.