



OUR LADY'S SCHOOL NEWSLETTER

19 April 2018

www.olsunshine.catholic.edu.au

Parish Priest: Fr. Peter-Damien McKinley
Principal: Ms. Patrizia Bertani
Parish Mass Times: Saturday 6:00pm
Sunday 9:00am, 10:30am & 5:30pm
School Phone: 9312 2230
School website: www.olsunshine.catholic.edu.au
Our Lady's is a Child Safe School

God has made us what we are, and in our union with Jesus Christ he has created us for a life of good deeds, which he has already prepared for us to do. Ephesians 2:10

DATES FOR THE DIARY

Fri 20 April

8.45am P&F Meeting in Hall
Parish Movie

Mon 23 April

Sibling Foundation 2019 Interviews

Tues 24 April

Special ANZAC Assembly
6.00-7.30pm *Whole School*
Disco in the Hall

Wed 25 April

ANZAC Day Public Holiday. No school for the children

Fri 27 April

AOM Assembly

Tues 1 May

Sibling Foundation 2019 Interviews

Mon 7 May

Professional Learning Day for Staff (Student Wellbeing Berry Street) - No school for the children

SACRAMENTS

Eucharist (Year 4)

Sun 27 May 10.30am (4H)

Sun 3 June 10.30am (4G)

Reconciliation (Year 3)

Thur 6 Sept 7.00pm

Confirmation (Year 6)

Fri 16 November 7.00pm

Dear Parent,

Welcome back to Our Lady's school community, hopefully renewed and reinvigorated! We hope that you have all had a very happy and blessed Easter. We know that Easter is not just a day that we have already celebrated, but a season of fifty days from Easter to Pentecost Sunday when we continue to celebrate the essence of our faith-the Resurrection of Jesus.

This first week of school has been a week filled with great learning opportunities and I congratulate the students of Our Lady's for making such a positive start to Term 2. The staff of Our Lady's School have a deep commitment to nurturing children in the Catholic faith within our contemporary world. The pedagogy for the school has as its basis the development of a culture of thinking and a Faith and Life Inquiry Approach to learning and teaching that endeavours to empower children to be life long learners.

Please remember to visit your child's class site each week to keep in touch with what they are learning about at school and I would strongly encourage you to have a conversation with them about their learning. The class sites can be found on the school's website: <http://www.olsunshine.catholic.edu.au/page/2/Class-Sites>

Each term we have a whole school scripture that we explore deeply with our students. This term our whole school scripture is:

God has made us what we are, and in our union with Jesus Christ he has created us for a life of good deeds, which he has already prepared for us to do. Ephesians 2:10

School Attendance Reminder

There have been amendments made to the *Victorian Government School Attendance Guidelines* which now require all schools to:

- Make immediate contact with parents/guardians, as soon as is practical, on the 'same day' of an unexplained absence
- Make all 'reasonable attempts' to identify the whereabouts and safety of all students who are absent.
- Request that parents/guardians provide a written explanation for all absences.

Parents and guardians are responsible for contacting the school on the day of an unexpected absence to inform them and to provide an explanation of their absence.

This must be done prior to the commencement of the school day.

This may be done by contacting the school office on 93122230 directly or via the Skoolbag App. We greatly appreciate your cooperation on this matter.

Creator Prayer

We remember that God is the author of creation. We praise God's name.



God, Creator of our world, we praise your name. God, Creator of the flowers and plants, we stand in awe of you. God, Creator of the animals, we bow before you. God, Creator of the mountains and lakes, we honour you. God, Creator of all people, we give you thanks. God, Creator of life, we give you glory. Amen



Current Families - Foundation 2018

If you are a current family with a child to begin Foundation in 2019 please make sure that you have picked up an enrolment pack from the front Office, filled in the enrolment form, handed it back to the office and made an appointment for an enrolment interview.

I have already begun the process of interviewing families who already have children at Our Lady's and wish to enrol a younger child for Foundation 2019. If you have not put in an enrolment form please do so as soon as possible to ensure your child has a place in 2019.

Label your items

Please label all drink bottles, plastic food containers and all clothing. It is much easier to return items to their rightful owners if items are labelled. Please talk to your children about the importance of looking after and being mindful about where they put their jumpers in particular.

The Lost Property box is situated in the main office building. All lost property is placed into this box.



As the weather is variable students can continue to wear either summer or winter uniform throughout April.

Please choose according to the weather conditions.

The children are still required to wear their hats throughout April as advised by the SunSmart Association.

We will move to wearing full winter uniform from Monday 30th of April.

Useful reminders about using the internet

- Cyber space is a public space.
- Nothing can be totally deleted - your content is permanently online.
- You are never anonymous online.
- You always leave a digital footprint.
- Always being respectful and showing good manners is important in real life and on the internet.
- Passwords must never be shared.
- There is no such thing as a safe website or app.
- Anyone can be anyone online.
- There are laws in cyberspace

Visit the Digital Technologies site on our website to find out more.

Yours sincerely,

Patrizia Bertani

Ms Patrizia Bertani

Principal

principal@olsunshine.catholic.edu.au

INTERSCHOOL SPORT WINTER TIMETABLE

Grade 5 and 6 Inter School Sport Matches start at approx 9.30am and finish at approx 10.30am.

For our HOME GAMES - AFL and T-Ball games will be played at Parsons Reserve

May 4 HOME Sunshine Harvester
May 11 HOME Sunshine Heights
May 18 AWAY St Paul's (AFL at Ainsworth Reserve)
May 25 AWAY Ardeer South (all at Ardeer South Primary)
June 1 HOME Sirius College
June 8 AWAY Christ the King (AFL and T-Ball at Dobson Reserve)
June 15 HOME Sunshine North



ANZAC DAY BADGES

The Sunshine RSL has the following items available for purchase from the Office for
ANZAC Day, Wednesday 25 April 2018.



\$1



\$2



\$3

PARENTS AND FRIENDS MEETING

A reminder that our first Meeting for Term 2 is on TOMORROW, Friday 20 April from 8.45am in the Hall.

Please remember to sign in at the Office as you come in!



Whole School Disco!

Our Whole School Disco for 2018 is on next

TUESDAY APRIL 24th from 6.00-7.30pm in the Hall.



Put on your dancing shoes, dress up in your best disco clothes and get ready to
dance and sing the night away!

Enter the Hall by the green gate near the Office (the one we use for Assembly), sign in and enjoy!



Parents will need to stay for the disco, but will be in the Mariana Hall enjoying a
coffee and chat with the other parents.

insights



Understanding your child's anxious behaviour using the ABC method

by Dr Jodi Richardson

When our children are suffering they turn to us for help. Never is this more true than when they're experiencing anxiety. The experience of it is awful and they want it stopped. Now. That's all we want too: to put an end to their fear, dread and worry. To help them feel calm, happy and playful again. But the contagious nature of anxiety means that while, as parents, we're helping our children in the midst of their turmoil, we can also struggle with anxiety of our own. All those stories begin to swirl around in our minds leaving us worrying about what it all means for our child's future happiness.

The more you understand about the events that trigger anxiety in your child and the way he or she behaves when feeling anxious, the better equipped you'll be to respond in a truly helpful way.

The fight, flight, freeze or freak out response

It's important to remember that all of our kids will experience anxiety at some time or another. It's a natural and protective reaction to the anticipation of danger or discomfort, a deeply ingrained instinctive response that gears people up, big and small, to **fight** for their life, or run for it (**flight**). As well as the 'fight or flight' response, it's also been called the 'fight, flight, freeze or freak out' response. No argument there!

In the majority of cases where kids experience anxiety (which may even be trepidation or nervousness) – such as when faced with a maths test or a presentation in front of the class – when the 'danger' passes the anxiety passes too.

However there are kids who experience debilitating anxiety on a more regular basis: anxiety that interferes with their ability to function, participate in life and enjoy being a kid. In these cases it's important to develop a deeper understanding of the events that happen before and after the anxiety is displayed. The ABC anxiety technique is an invaluable tool used by psychologists when looking at behaviour patterns.

You can use it too.

The ABC technique

Anxiety can be thought of as a sequence of events, beginning with a triggering event that is called the **Activator**. The Activator is present before your child becomes anxious and fearful. It isn't always one thing but can be a set of circumstances or factors like tiredness and hunger. Children won't always be aware of what's triggered their anxiety but as you begin to note down the ABC's, you'll establish some patterns that will help you both.

The activator triggers your child's anxious Behaviour. Now's about the time you might form a picture in your mind of what you witness when your little one is anxious. You'll see a whole bunch of behaviours including avoidance, anger, fear and distress, but what you won't necessarily see are the 'private' behaviours of your child such as their thoughts and feelings. Understanding these is really insightful.

Lastly, your little one's anxiety will naturally bring about a reaction from others. This can be from you, other family members, your child's friends and/or their teacher, depending on where they are. These reactions are the last part of your new tool, termed Consequences. Understanding what happens in response to your child's anxiety is important, again, for understanding patterns that have built up over time.

Start by creating a table (anyway you like) similar to the one below but include more rows in yours.

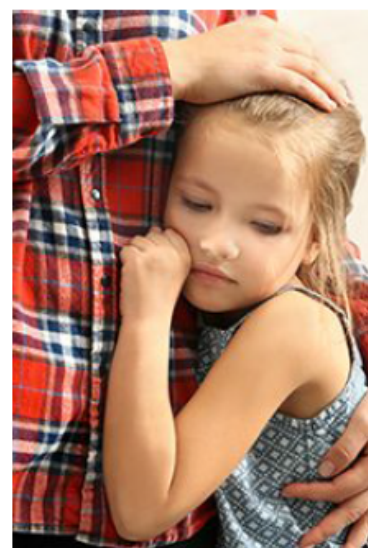
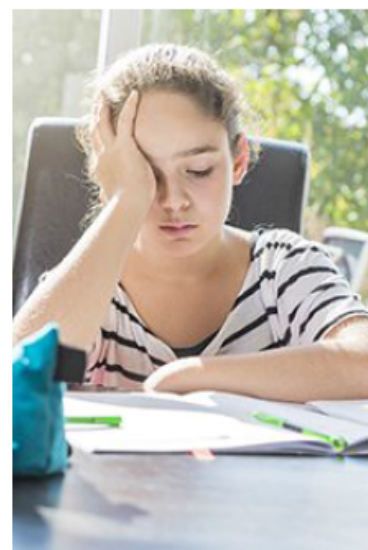
Find a quiet few minutes and begin by thinking about what happens when your child becomes anxious. Describe anxious behaviours in detail in the middle column. These could be the things you witness such as crying, pacing, avoidance, clinging, etc. plus any thoughts or feelings your child has shared with you.

Let's say for example that thunderstorms trigger anxiety in your child. Their behaviour might include fear, crying, an upset tummy and hiding away from the noise. Find a quiet few minutes and begin by thinking about what happens when your child becomes anxious. Describe anxious behaviours in detail in the middle column. These could be the things you witness such as crying, pacing, avoidance, clinging, etc. plus any thoughts or feelings your child has shared with you.

At first glance the activator might seem obvious: thunder and lightning in this example. But perhaps the anxiety is triggered earlier than that. Could it begin with overhearing the storm forecast on the news or the heavy rain preceding the storm? Finally, the Consequences column is to note what happens immediately after the anxious behaviour. What happens, and how everyone feels.

Go through this same process with the other anxious behaviours you listed. There are some examples on the following page.

The ABC exercise enables you to contemplate your child's anxious behaviours and the circumstances around them including, importantly, when you're not actually in the thick of it. My guess is that you're already pretty clear about the behaviours, but after doing this exercise you'll be armed with details of the triggers (Activators) and outcomes (Consequences) as well. Combined, this understanding will give you insights into how anxiety unfolds for your child, an opportunity to reflect on your own responses to anxious behaviour, and where there might be opportunities for helpful change.



If at any time you're at all concerned about your little one, please consult with your GP to seek advice and reassurance.

Example ABC table and anxious behaviours

Activators	Behaviours	Consequences
Thunderstorm forecast	Upset tummy, cries and hides in bedroom, won't get ready for school	Repeated reassurance, gently encouraging to get uniform on and have breakfast. Only makes things worse. Late for school, again. Feeling frustrated.
Teacher announces upcoming test	Irritable, keeps repeating "I'm going to fail", headache	Suggested making a plan to prepare for test, rejected. Consoling with arm around her telling her it's going to be okay. Both feeling really upset.



Dr Jodi Richardson

Jodi is a happiness and wellbeing speaker and writer, and is mum to two primary school aged kids who light her up. For more great ideas on flourishing mental health for the whole family, subscribe to her newsletter at drjodirichardson.com.au and say hello on facebook.com/DrJodiRichardson. Enquiries to jodi@drjodirichardson.com.au

insights



How to get kids off to school on time without yelling, whining or constantly reminding!

by Michael Grose

Getting kids to school on time can be infuriating and anxiety-inducing for parents, especially if you work! The clock just keeps ticking and doesn't make allowances for morning meanderers. It's easy if your child is the bright-eyed, bushy-tailed type who wakes up ready and focused for school. But what if you have a child who needs time to wake up, and is easily distracted by the television, a pesky sibling or even the family pooch that wants to be patted? What if you have a child who drags the chain and wouldn't get to school without at least five parental reminders to hurry up? In these cases mornings can be chaotic and very stressful.

If you struggle with peace, harmony and getting kids focused on school these suggestions will help you make mornings run a littler smoother.

1. Prepare as much as you can the night before

It may be stating the obvious but the less that children have to do in the morning the better. So putting clothes out, preparing lunches and snacks and having school bags packed and ready the night before will mean there is less decision-making and less for everyone to worry about in the morning.

2. Identify and overcome distractions

As mentioned above, children can easily be distracted before school. If possible remove distractors such as televisions and digital devices. Allow them when everyone is ready for school. Minimise the impact of other distractions such as managing argumentative siblings. Stay out of these arguments as your attention usually just inflames sibling disputes. Be liberal with encouragement, affection and once-only reminders in the morning and minimise conflict resolution, arguments and angry words.

3. Make your morning routine visual

If, for whatever reason, your child randomly and dreamily wanders from one activity to another then consider placing a sequenced photo chart of 4 or 5 main activities (e.g. wake up, breakfast, get dressed, chores, pack bags) in a prominent place that he or she can refer to each morning. This visual prompt will help put some routine into your child's morning, as well as reduce their dependence on you.

4. Delegate some responsibility

Consider delegating the job of keeping a wayward child on track to a capable, bright-eyed, bushy-tailed sibling.

Let me explain. If you come from a family of four or more children then there is a reasonable chance that either you or a sibling took charge of many aspects of the family routine, including getting kids up each morning and off to school. This is not so much a case of parents neglecting their responsibilities but rather letting go of the minutiae of management. When this happens a capable and caring child will generally fill the parental void. Alternatively, a parent may purposefully give that job to a child. Either way, delegation is a great way of instilling parenting skills into the next generation as well as keeping children from being dependent on their parents.

5. Make yourself scarce

If you find it impossible to ignore your child's morning meanderings or misbehaviours, or if you think that there is no way your child would get to school without your timely reminders then try keeping yourself busy. Get yourself ready for the day and give your children the space to work things out themselves. You may be surprised how capable your child is, when no one reminds him or her of their responsibilities. **A word of warning:** Your child may test out your resolve by doing very little to get him or herself ready. If so, be prepared to give the next idea a go.

6. Be willing to take your child to school even if they aren't fully ready

If keeping up appearances is important then you will struggle with this idea, but bear with me. Your job as a parent is to shift the responsibility of getting to school to the person who should bear it – that is, your child. When you worry more about something than a child then that task becomes your responsibility. Mornings will always be stressful if you take responsibility for kids being at school on time. One way around this is to be willing to take your child to school even if they are not fully ready. It may mean your child has to hurriedly put his or her shoes and socks on in the car, or perhaps finish that piece of toast on the way to school. Doing this may make you feel like a mean parent but if you do it in a reasonable, matter-of-fact way then you are guilty of nothing more than putting a little responsibility the way of your child. Children will usually learn more from your actions than your words.

It's times such as bedtime, mealtime and mornings when children transition from one activity to another that brings so much stress for parents. Often children just want to keep doing an activity they enjoy rather than go to bed, join you at the meal table or go to school as required. It's easy to be drawn into arguments and disputes with children who don't want to play the cooperation game. It helps at these times to stick to a known routine (that may be individual for each child); to talk a little less (cue them once but no more); and be willing to put a reasonable action or consequence in place so that children take some responsibility themselves.



Michael Grose

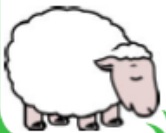
Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including Thriving! and the best-selling Why First Borns Rule the World and Last Borns Want to Change It, and his latest release Spoonfed Generation: How to raise independent children. A trailblazer in the parenting and educational scenes Michael regularly appears in the media throughout Australia in programs including The Project, The Today Show and ABC radio.

Jesus is the good shepherd

4th Sunday of Easter, Year B



As followers of Jesus we are never alone; Jesus is always there to help us and take care of us. What are some of the ways that the Good Shepherd takes care of his sheep?



Gospel

Jn 10:11-18

Jesus said:

'I am the good shepherd:
the good shepherd is one who lays down his life for his sheep.
The hired man, since he is not the shepherd
and the sheep do not belong to him,
abandons the sheep and runs away
as soon as he sees a wolf coming,
and then the wolf attacks and scatters the sheep;
this is because he is only a hired man
and has no concern for the sheep.
I am the good shepherd;
I know my own
and my own know me,
just as the Father knows me
and I know the Father;
and I lay down my life for my sheep.
And there are other sheep I have
that are not of this fold,
and these I have to lead as well.
They too will listen to my voice,
and there will be only one flock
and one shepherd.
The Father loves me,
because I lay down my life
in order to take it up again.
No one takes it from me;
I lay it down of my own free will,
and as it is in my power to lay it down,
so it is in my power to take it up again;
and this is the command I have been given by my Father.'

I am the _____.
I know my own _____ and they
_____ me, just as the _____
knows me and I know the Father.
I lay down my _____ for my sheep.

Use the following words to find out what Jesus said his disciples.

shepherd

Father

life

good

sheep

know

