



OUR LADY'S SCHOOL NEWSLETTER

7 August 2020

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

'Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with wherever you go.' Josh 1:9

Dear Parents,

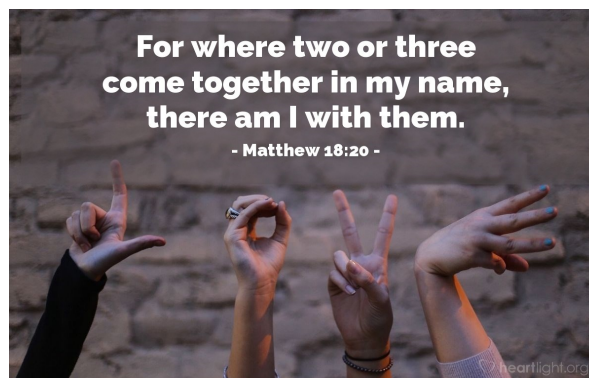
I hope that you and your family are safe and well. This has been quite an extraordinary week with the introduction of Stage 4 restrictions by the Victorian Premier Daniel Andrews. I could never have imagined that as Principal of Our Lady's I would be asking my parent community to as much as possible keep their child/ren at home.

If you need to send your child/ren to school for supervised learning there have been some changes made. In order to comply with the new guidelines for schools you will need to send me a copy of the Permitted Workers Permit for both parents, unless you are in a sole parent household and each parent's employer must sign it.

Over the last week, I have spoken to many parents and I am very grateful for your ongoing understanding and cooperation in regards to the decisions that the school has made in response to this unprecedented crisis. It is a difficult time for all Victorians. As a caring community, we need to support each other as much as we can. If you are experiencing any difficulties or concerns, please do not hesitate to contact either your child's teacher or myself. We are more than happy to help in any way we can.

I would like to thank all the teaching staff for the wonderful work they are doing with the students using the online platforms, Seesaw and Google Meet. We are seeing a high level of student engagement and it is an absolute joy to see the large numbers of students sharing their work online.

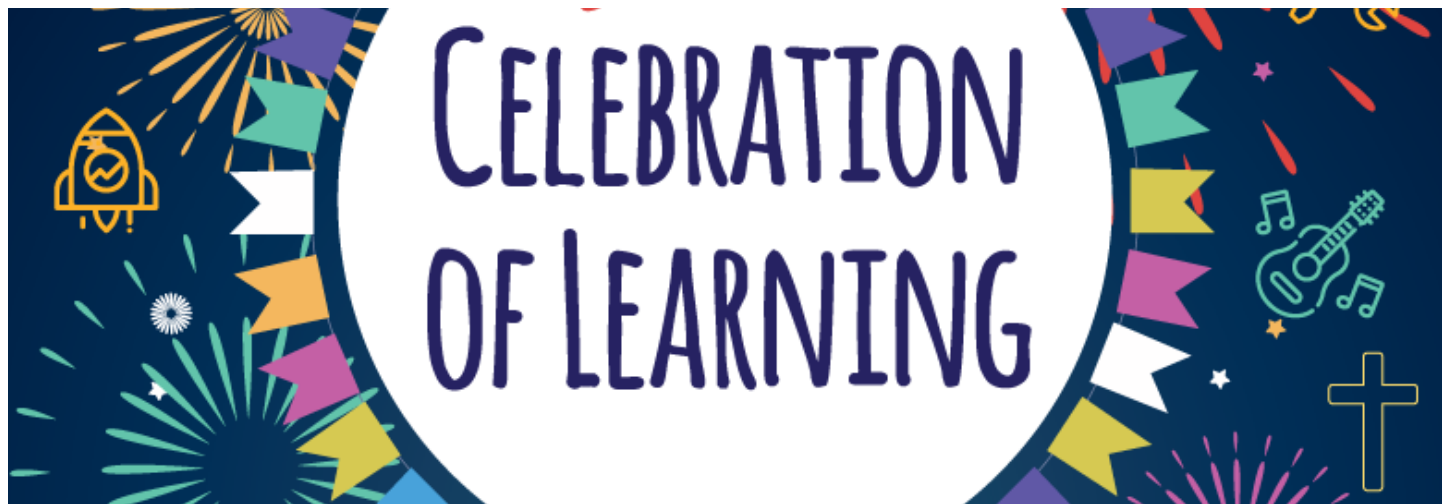
Next Wednesday the 12th of August at 12 o'clock, Our Lady's School will be holding a *Community Prayer Service*. I invite parents and students to join us as we gather in prayer. Thank you to Ms Kriss Oliver our Religious Education/Learning and Teaching Leader for organising this gathering.



Saint Mary of the Cross MacKillop



Dear St Mary of the Cross, you have a special place in Australian hearts. Thank you for the Sisters of St Joseph, whom you gathered together, to teach in the schools that you opened in small country towns here in Australia, so that children could learn about their faith, as well as their other lessons. Help us to remember what we learn about God, Mary, the saints and the angels, and all the other things about our faith. Help us to be true to our faith all our lives. Please pray for all the people in Australia. Thank you, St Mary of the Cross.



FI

Ethan - For completing the division activity well when you were working with the teacher. Well done! *From Ms. Cam Tu*

Catherine - for making great use of the Oxford Word List during writing. Keep it up! *From Ms. Cam Tu*

FJ

Olive M For writing and performing your own song "I need you by my side". What an amazing talent you have for the performing arts. Keep singing and dancing and sharing your talents with everyone! *From Miss Severino*

Hniang Ku For neat handwriting and bookwork presentation. This demonstrates that you take great pride when presenting your learning. Keep up the great job! *From Miss Severino*

1K

Natalie N For putting lots of effort into your puppet play! Well done for thinking of and writing a great message for your audience. You communicated your message so well through the Puppet play. *From Miss Karen*

Paul Z For singing a traditional song in your language and incorporating that into your puppet play! It was great to hear the whole family joining in on your video. Well done on creating and making your stage. You were a great puppeteer who tried hard to communicate a message through the puppet play. *From Miss Karen*

1L

Kim B - For putting so much effort and creativity into her puppet play! Well done on making fabulous puppets, designing your stage and thinking of a great message for your audience. *From Miss Steph*

Danny B - For using his tens and ones table and regrouping strategies to find the mystery numbers! Well done on showing how you can use different strategies to find the answer! *From Miss Steph*

2M

Scarlett D- for explaining your learning in great detail by recording your voice and for showing great learning during discovery. Well done *From Miss Scarpaci*

Saiyam S- Welcome to Our Lady's School. You are doing such a fantastic job in your learning during remote learning. Well done *From Miss Scarpaci*

2N

Giselle T - For growing in confidence during Remote Learning and being more eager to take part in whole class discussions, guided reading chats and in asking questions when you are unsure! Keep it up Giselle! *From Ms Howe*

Madeline F - For using the Communicator Learning Asset during our Learning Conversation when explaining your learning in Year 2. You were able to explain what you found successful about your learning and set achievable goals. Great Work! *From Ms Howe*

3E

Jasper O - For joining in our whole class Google Meets in the morning and for putting a lot of effort into your work this week. Great job Jasper - keep it up! *From Miss O'Connell*

Charlotte M - For always trying her best with all her learning activities and for working hard to answer questions with full sentences. Great work Charlotte - well done! *From Miss O'Connell*

3F

Dean Z - For joining in our whole class Google Meets in the morning and for trying your best with all your learning. Keep it up! *From Ms Murphy*
Kingsley N - For joining in our whole class Google Meets in the morning and for putting a lot of effort into your learning and reading groups this week. Keep it up! *From Ms Murphy*

4G

David A for being committed to his learning and regularly attending class meets and uploading his learning tasks. Keep it up champion! *From Mrs Sales*
Zoe N for juggling her online learning responsibilities and moving house, all while demonstrating excellent communication skills. You're a superstar! *From Mrs Sales*

4H

Nhien N For being a Self Manager of her learning by showing that she can organise her tasks and complete them on time. Well done Nhien. *From Mr Wickham*
Ruel A For writing a wonderful poem about his baby brother and showing the skills of a Self Manager by organising and completing his tasks. *From Mr Wickham*

5C

Dimitri Z - For using the Thinker Learning Asset when investigating images of the Messiah. You put a lot of effort into understanding the texts. Great learning! *From Miss Wendy*
Maximus S. - For being a persistent learner when finding out about similes and metaphors. Sometimes learning is hard, but you kept going until you really understood the work. That's what good learners do! *From Miss Wendy*

5D

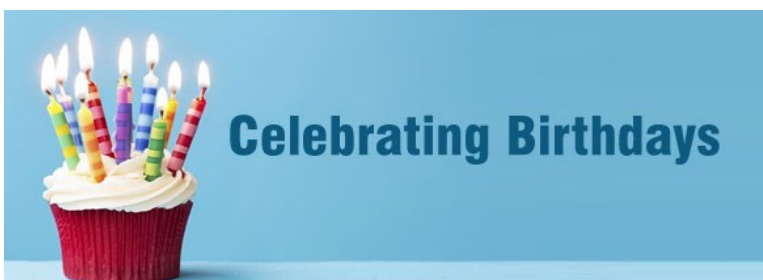
Ethan A - For being a better self-manager. Well done trying to organise yourself to join the google meets and teacher groups. It's great to see your participation by sharing your ideas. Keep it up! *From Mrs Mendoza*
Hunter W - For the commitment you have shown towards your learning. Well done putting lots of effort into the activities and acting on feedback to improve your work. Great work! *From Mrs Mendoza*

6A

Jason P For being a highly self-motivated learner while learning from home, completing all tasks daily thus displaying the Learning Assets of, Thinker and Self Manager. I have really enjoyed seeing all of your wonderful work. *From Ms Kaan*
Matilda F For recording yourself explaining your learning and thinking in great detail. As well as showing excellent reading strategies and explaining the main idea in a text. *From Ms Kaan*

6B

Sally-Grace O For creating an extraordinary sketch in FLI when responding to a slideshow. Your work of art was detailed and reflected many ideas about what makes us Australians. Outstanding work! *From Ms. Gurry*
Lewis R For creating an interesting and thoughtful image in FLI when responding to a slideshow. Your image showed you are developing as a thinker. Well done! *From Ms. Gurry*



Yours sincerely,

Patrizia Bertani

Ms Patrizia Bertani

Principal

principal@olsunshine.catholic.edu.au

Emily N 1K
 Grace R 1L
 Andrew T 2N
 Giselle T 2N
 Sharon W 4G
 Mrs Mitchell



OUR LADY OF THE
IMMACULATE CONCEPTION
PARISH PRIMARY SCHOOL

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Dear Parents, Guardians and Carers,

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines* (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.education.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards,

Patrizia Bertani
Principal





Join us **online** for our
YEAR 7 2022
INFORMATION NIGHT

All year levels welcome

Wednesday
12 August 2020
at 7pm

Applications
for Year 7 2022
are now open

Applications close 9 October 2020

Limited places available for Years 8–12 2021



For bookings, visit:
www.mariansw.catholic.edu.au

Marian College Sunshine West

A Kildare Education Ministries Catholic school for girls in the Brigidine tradition
196 Glengala Road Sunshine West VIC 3020 | 03 9363 1711



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.

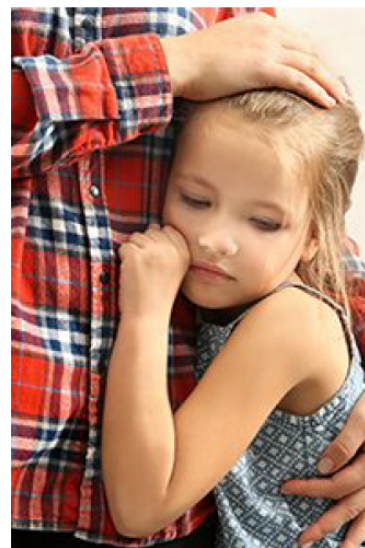
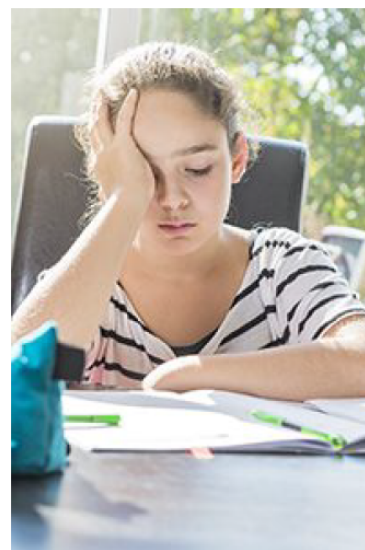
Find a quiet few minutes and begin by thinking about what happens when your child becomes anxious. Describe anxious behaviours in detail in the middle column. These could be the things you witness such as crying, pacing, avoidance, clinging, etc. plus any thoughts or feelings your child has shared with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

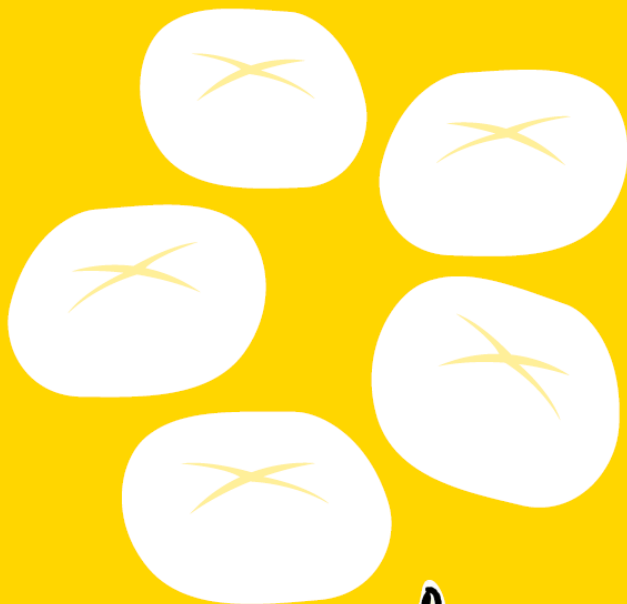
Jodi is a happiness and wellbeing speaker and writer, and is mum to two primary school aged kids who light her up. For more great ideas on flourishing mental health for the whole family, subscribe to her newsletter at drjodirichardson.com.au and say hello on facebook.com/DrJodiRichardson. Enquiries to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



Everyone had plenty to eat

18th Sunday in Ordinary Time, Year A

Jesus fed the crowd of more than 5,000 people because they were hungry and needed food. In each loaf write down something else that people need and are "hungry" for.



Jesus asked his disciples to help feed the hungry people. Likewise, Jesus wants us to share what we have with people in need. Draw a picture of yourself sharing with others.



LOAVES AND FISH

How many words can you make from the letters in LOAVES AND FISH?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Gospel

Mt 14:13-21

When Jesus received the news of John the Baptist's death he withdrew by boat to a lonely place where they could be by themselves. But the people heard of this and, leaving the towns, went after him on foot. So as he stepped ashore he saw a large crowd; and he took pity on them and healed their sick.

When evening came, the disciples went to him and said, 'This is a lonely place, and the time has slipped by; so send the people away, and they can go to the villages to buy themselves some food.' Jesus replied, 'There is no need for them to go: give them something to eat yourselves.' But they answered, 'All we have with us is five loaves and two fish.' 'Bring them here to me,' he said. He gave orders that the people were to sit down on the grass; then he took the five loaves and the two fish, raised his eyes to heaven and said the blessing. And breaking the loaves he handed them to his disciples who gave them to the crowds. They all ate as much as they wanted, and they collected the scraps remaining, twelve baskets full. Those who ate numbered about five thousand men, to say nothing of women and children.