



OUR LADY'S SCHOOL NEWSLETTER

15 May 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

Jesus said, 'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.' Matthew 19:13-15

Dear Parent,

As most of you would know, this week we received confirmation that schools will reopen on the 25th of May for staff only and on Tuesday 26th of May for students in Foundation, Years 1 and 2 only. The Year 3, 4, 5 and 6 students will return back to school on Tuesday 9th of June. We are very excited to be welcoming the children back to school after six weeks of remote online learning.

I would like to pass on my thanks to all parents and students for all that you have achieved and the contribution you have made to supporting your child/children's learning. You should all be proud of your efforts during this challenging time. Thank you to each parent, carer and family member for your encouragement, feedback, patience and willingness to engage with us to support your child's ongoing wellbeing and learning.

We have begun preparations to implement enhanced cleaning routines and protocols in order to best protect staff and student health and wellbeing.

Next week, I will be writing to inform you about the details of how the re-entry back into school will be organised in order to ensure that we follow best practice as outlined in the Catholic Education Commission of Victoria, Health and Safety Advice for Returning to Onsite Learning in the context of COVID-19.

Unfortunately, I will need to restrict people from entering the school to essential staff only, as recommended in the guidelines. This means that we cannot have parent helpers in any capacity including working in the canteen. There will be no incursions or excursions either this term or next.

Next week, you will also receive information about the adjustments that we will be making to our written reports for Semester One. As you can appreciate the context in which we are reporting is different, and the content on which we are reporting is reduced, as the usual assessments have not been possible over the last 6 weeks of this term. We will be following the advice as set out by the Victorian Curriculum and Assessment Authority (VCAA), Victorian Department of Education and Training, and Catholic Education Commission of Victoria Ltd (CECV).



UNIFORM SHOP UPDATE

Winter Uniform will be available for sale via our QKR App from today. Orders will be bagged up and labelled and in the foyer of the school office for pick up the day after you order.



The Office will be open Monday 18—Thursday 21 May from 9.00am-12.00pm for Uniform pickup.

There will NOT be any fittings or cash/over the counter sales.
The Uniform Shop at school is still closed, the only sales are through our QKR App.



Feelings Prayer

God knows what we feel. God loves us no matter what.

Creator God, we know that you are always with us.
When we are happy, you are with us. When we are sad, you are with us.
When we are having fun, you are with us. When we are tired, you are with us.
When we are with others, you are with us. When we are alone, you with us.
Father, help us to know your presence in our lives, in our world, and in one another. Amen

RETURN TO SCHOOL INFORMATION

Following advice from the Chief Health Officer, the Victorian Government and the Catholic Education Commission of Victoria Ltd (CECV) have advised that schools can begin a phased return to onsite schooling.

In the first stage, students in Foundation, Grade 1 and Grade 2 will return to school from Tuesday 26 May.

To support all school staff to prepare for this transition, Monday 25 May will be a student-free day.

In the second stage of our return to onsite schooling, all other year levels (Years 3, 4, 5 and 6) will return to school from Tuesday 9 June.

For those students who cannot be supervised at home, the existing model of onsite schooling will remain in place during the two-week period from Tuesday 26 May to Tuesday 9 June. The current process that we are using to enable parents and carers to indicate the days or part-days for which onsite schooling is required will continue for this two-week period.

All other students in those year levels (Years 3, 4, 5 and 6) will continue learning from home until Tuesday 9 June.

Once a year level has returned, all students will be expected to attend school as normal. This means if you choose to keep your child/children home after their year level has returned to onsite schooling, we can no longer support their learning from home.

This does not apply to children who need to be absent for health or medical reasons. For those families, please contact us so we can make an appropriate plan.

This same approach is being taken by all Catholic and government schools in Victoria.

STUDENT RESPONSIBILITY WHEN ATTENDING ONLINE MEETINGS

During remote online learning (Google Meet, Google Drive and Seesaw)

- At all times show respect to others by showing your face on the screen. It is not acceptable to replace your face with a symbol during a google meet.
- Do not use any other device during google meetings. There should be no texting to each other as this is disrespectful to others.
- Put your hand up and ask to leave the google meeting. It is not polite to just leave without asking your teacher first.
- Keep your microphone on mute unless the teacher asks you to turn it on.
- Follow the school rules when learning online.
- Use polite and respectful language when communicating (speaking/writing messages) online with your teachers and your classmates.
- Use technology responsibly and follow the Student Technologies Policy/ Agreement
- Raise your hand to speak. Do not use the "Chat" feature unless instructed to by the person running the meeting.
- Stay calm if your technology does not work. Try re-joining the Google Meet.
- When the meeting finishes all students should leave the meeting before the teacher does.
- Stay comfortable and remember to stand and stretch regularly during your online learning.

PARENTS ADVISORY BOARD AND PARENTS AND FRIENDS

Our upcoming scheduled Parents Advisory Board (PAB) and Parents and Friends (P&F) meetings have been cancelled.

As soon as we are able to re-schedule these dates for Terms 2 and 3 we will notify you.



PARENTS' VOICE

EXTEND AWARDS –AWARDED BY ALYSHA

The junior award has goes to **Oscar W**; for his focussed and persistent attitude towards solving addition and subtraction problems.

The Senior award goes to **Zoe N**; for being an independent, self-motivated learner with excellent organisational skills



Great Job!



FI

Sylvee V You used the Learning Asset of being a Researcher to find information about how bees and butterflies use their tongue to feed. Well done on using a variety of resources to locate information. *From Ms. Cam Tu*

Laura B You demonstrate the Learning Asset of being a consistent Self-Manager with your work online. You are eager to get it done and always try your best. Keep up the great effort! *From Ms. Cam Tu*

FJ

Bonnie M Communicator Learning Asset Award: For asking questions of others during our Google Meet 'Show and Tell'. *From Miss Severino*

Ella N Writing Award: For using Lips the Fish to write words in your stories! Awesome effort! *From Miss Severino*

1K

Siang Siang H: For trying her best to complete online learning and for using the Learning Asset 'Thinker' when selecting several items from around the home to include in your cultural Discovery Time station *From Miss Karen*

Elke K: For showing enthusiasm for learning. Each and everyday you complete so much learning and are able to reflect on what you were doing. I also loved your Australian cultural Discovery Time station. *From Miss Karen*

1L

Grace R Being flexible in her thinking and being a creative problem solver! That's what great THINKERS do! *From Miss Steph*

Quentin S Thinking of creative solutions when he hits a problem, and being able to incorporate different ideas! That's what great THINKERS do! *From Miss Steph*

2M

Kobe P- for showing fantastic researching skills and creativity throughout your learning. *From Miss Scarpaci*

Lilian H for showing the Learning Asset of being a Thinker throughout your learning. *From Miss Scarpaci*

2N

Cohen W for having a positive growth mindset about your learning at home and being willing to contribute to class discussions our whole class Google Meets. *From Ms Howe*

Abbey N for showing persistence with your home learning. It has been great to see your becoming more independent with your learning. *From Ms Howe*

3E

Charlotte M for working consistently every day from home and sharing her learning with her teachers every day! Well done Charlotte. *From Miss O'Connell*

Sebastian S for doing so well with online learning and for always being a happy and confident member of our morning Google meet. Keep it up! *From Miss O'Connell*

3F

Evelyn L for always being present, positive and full of ideas every morning in our class Google meet. Keep it up! *From Ms Murphy*

Natania P for showing the same amazing dedication to your learning during remote learning, as you do at school. Keep it up! *From Ms Murphy*

4G

Christian Z or being an excellent self manager and demonstrating dedication and commitment towards his learning. *From Mrs Sales*

Cristian M for being an enthusiastic learner and demonstrating a commitment to always strive for his best. *From Mrs Sales*

4H

Julianna L For writing a creative and imaginative text showing the use of powerful visual imagery *From Mr Wickham*

Digby M For displaying the school Gospel Value of Respect in all our class Google meets *From Mr Wickham*



5C

Kayla T. For using the self-manager learning asset. You not only complete your work, you also take on the challenge. Well done! *From Miss Wendy*

Maximus S. You used the learning asset of Thinker when you were exploring the concept of dignity, and you were able to communicate your thinking so well. Great work! *From Miss Wendy*

5D

Jiaxi H For working so hard this term on all your activities. You have been a great self-manager, getting yourself organised and completing all the activities this week! Amazing! *From Mrs Mendoza*

Eleanor M For always putting in her best efforts into the activities each day. You have also been a great communicator by emailing the teacher and asking questions about your learning. Keep it up!! *From Mrs Mendoza*

6A

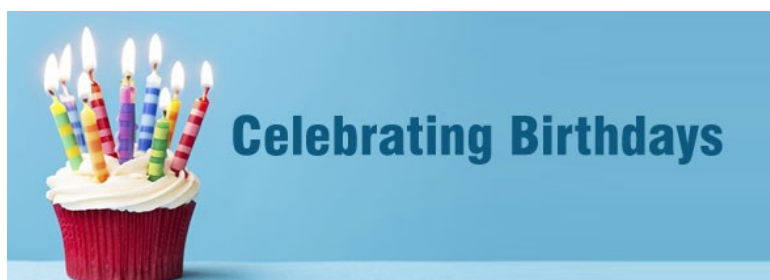
Kon D-For showing persistence and positivity throughout your learning. Your Growth Mindset and Courage is admirable Kon *From Ms Kaan*

Martin R For your positive mind set towards learning which filters into our Google Meets where you share great stories and your great sense of humour! *From Ms Kaan*

6B

Lucas A For being an effective communicator during class online meetings and producing work that reflects a high level of effort. *From Ms. Gurry*

Mason M For showing persistence with difficult tasks this term and consistently completing and sharing his online learning. Well done! *From Ms. Gurry*



Anthony V FI
Sylvee Vella FI
Natalie N 1 K
Ada T 1 L
William T 2 M
Ruby L 2 N
Eleanor M 5 D
Digby W 5 D
Amy F 6 A
Mr Wickham
Ms O'Connell

Yours sincerely,

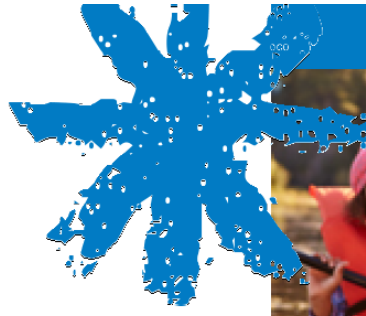
Patrizia Bertani

Ms Patrizia Bertani

Principal

principal@olsunshine.catholic.edu.au

insights



Exposing kids to challenges helps prevent anxiety in later life

by Michael Grose

Two important Australian studies released recently support what teachers and mental health experts have been saying for some time: that exposing kids to safe challenges in childhood promotes resilience and better mental health in later life.

The results of a study into children's wellbeing by mental health organisation beyondblue found young people who were able to talk about their emotions and who were exposed to failure and loss at a young age are better equipped to deal with a variety of challenges as they grow.

Similarly, findings of a Macquarie University long-term study into children's mental health found that children who were exposed to safe risks were happier, less anxious and more able to handle every day problems such as rejection, teasing and failure.

Both studies point to the need for children to experience failure, to be involved in play with peers and to be encouraged to face their fears rather than avoid them. With one in six Australian children and teenagers experiencing anxiety on a regular basis it's essential that kids of all ages are provided with the skills and experiences they need to develop mental resilience. Let's kick off this process with the following five strategies:

1. Encourage kids to spend more time with other children

When children spend more time among themselves they rely less on adults to solve problems for them. In fact, when kids play among themselves they take on the authority of adults in their absence. They negotiate about what and how to play. They will often make up the rules of their games, modifying them as they go along and challenging other children's interpretations. "You're not playing by the rules" is a common childhood retort, but the important thing to remember is that, left to their own devices, kids will generally resolve such conflict situations more creatively and with more finality than if adults become involved.

2. Help children be good losers and gracious winners

In recent years there's been an aversion to exposing kids to losing, particularly when it comes to the sporting field. Some codes, in an effort to improve the participatory experience for kids, don't keep scores and give prizes for participation rather than achievement. However, these practices prevent kids from experiencing both the resilience-building disappointment that comes with a loss and the confidence-building satisfaction that comes from winning. More significantly, they prevent kids from refining the art of being good losers and gracious

winners, both important skills to learn for future development.

3. Encourage kids to talk about emotions and feelings

It's important that children become comfortable with unpleasant feelings such as disappointment, fear and nervousness rather than be debilitated by them. We need to allow children to experience events that lead to unpleasant emotions. We also need to feel comfortable ourselves with our children's unpleasant feelings. Enabling children to verbalise their unpleasant feelings helps them process and make sense of their emotions. Healthy families and safe classrooms work on the principal that there's nothing so bad that we can't talk about it in the right way, but that there are behaviours we won't tolerate.



4. Model calm and rational thinking

High emotions are very contagious. When a child is angry, fearful or upset we can easily feel the same way. It's vital that we manage the ways that we react to our child's emotions so that we can provide an effective, empathetic response. The best way to manage our own reactivity when kids are upset is through breathing. Taking a breath gives us a moment to regain control and remain calm. We can then ask questions and logically think our way through the situation rather than catastrophising and letting our thoughts run amok. Adults who model calm, thoughtful behaviours in the face of stress show children and teenagers how to respond in safe, effective ways to stressful situations rather than reacting at an emotional level.

5. Encourage children to become independent problem solvers

When adults solve problems for children and young people, we not only increase their dependency on us but we teach them to be afraid of making mistakes and to blame themselves for not being good enough. That's fertile ground for anxiety and depressive illness. When your child brings a routine problem to you and expects you to solve it (such as leaving lunch at home or sorting out a friendship dispute), step back and invite them to resolve the problem for themselves instead. We don't want to deter kids from coming to us for advice when they have a difficulty, but we do want to encourage them and teach them to work through their concerns themselves.

Stepping back and allowing children and teenagers to experience many of life's challenges, whether social, academic or physical, can be a difficult thing to do for well-meaning adults. However, part of growing up means that children and young people need to develop the skills and aptitude they will need to manage a range of challenging situations well after they have left the safe confines of school and family.

As the research is telling us, the best way for them to do this is to allow our kids to navigate their challenges by themselves, surrounded by supportive, rather than over-protective, adults.



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.



Jesus is the way to the Father



5th Sunday of Easter, Year A

Gospel Jn 14:1-12

Jesus said to his disciples:

'Do not let your hearts be troubled.
Trust in God still, and trust in me.
There are many rooms in my Father's house;
if there were not, I should have told you.
I am now going to prepare a place for you,
and after I have gone and prepared you a place,
I shall return to take you with me;
so that where I am
you may be too.
You know the way to the place where I am going.'

Thomas said, 'Lord, we do not know where you are going,
so how can we know the way?' Jesus said:

'I am the Way, the Truth and the Life.
No one can come to the Father except through me.
If you know me, you know my Father too.
From this moment you know him and have seen him.'

Philip said, 'Lord, let us see the Father and then we shall
be satisfied.' 'Have I been with you all this time,
Philip,' said Jesus to him 'and you still do not know me?'

'To have seen me is to have seen the Father,
so how can you say, "Let us see the Father"?
Do you not believe
that I am in the Father and the Father is in me?
The words I say to you I do not speak as from myself:
it is the Father, living in me, who is doing this work.
You must believe me when I say
that I am in the Father and the Father is in me;
believe it on the evidence of this work, if for no
other reason.



'I tell you most solemnly,
whoever believes in me
will perform the same works as I do myself,
he will perform even greater works,
because I am going to the Father.'





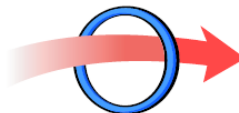

Draw an arrow next to the
words below which describe
the Way, the Truth and the Life
that Jesus wants us to follow.

→ **LOVE**
PEACE
GREED
FORGIVENESS
CONFLICT
JUSTICE
SELFISHNESS
COMPASSION
HONESTY
HATRED

Can you decipher what Jesus is saying?

  **come 2**

the  **except**

" _____ come
_____ the _____
except _____ ."