



# ST JOSEPH'S PRIMARY SCHOOL NEWSLETTER

Friday 29<sup>th</sup> May, 2020

***St Joseph's is a Child Safe School.***

***We promote the safety, wellbeing and inclusion of all children.***

*A positive attitude*

*Causes a chain reaction of positive thoughts*

*Events and outcomes.*

*It is a spark,*

*That creates extraordinary results*

Dear Parents,

It has been such a wonderful week. It is a real joy to open the gates and be welcomed by so many happy, smiling faces.

The junior school students have transitioned back to school beautifully, they have gone straight into learning and producing great work.

I would like to take this opportunity to thank the junior teachers and the Learning Support Officers for the amazing job they did during remote learning.

The students were well catered for in their learning needs and their social & emotional wellbeing.

Again, parents your support was outstanding and I feel we have drawn closer as a community.

I look forward now to welcoming back the rest of the school on Tuesday 9 June.

I would like to welcome a new student to St Joseph's, Daniel Mc Lean started in 1/2 W on Tuesday, I know you will all make his family feel very welcomed into our school community, even if it is at 1.5 m distance.

**STUDENT FREE DAY-** there will be no online work set on these days, for these students as the teachers prepare for the students to return.

**Tuesday 2 June - Gr 5 & 6**

**Thursday 4 June – Gr 3/4**

Please do not send your child to school if they are unwell; - fever; shortness of breath; flu-like symptoms such as coughing, sore throat or runny nose.

Congratulations to those students who received certificates for Week 6

**Foundation:** Logan Bennett

**1/2W:** Daniel McLean & the class for settling back into school so well.

**1/2 KP:** Sophia Laird, Noah Laird, Kai Bajurnow

**Gr 3/4:** Nina Els, Hayley Taylor

**Y5:** Will McKean, Dylan Carri

**Year 6:** Scarlett Webb

**Mrs Keely:** Mia McKean & Sienna Hopkins

## Environmental Science

Ocienne Farquharson, Tess Johnson and Matthew Nicolin for their efforts with online learning.

## Classroom Round Ups

### 3/4 BOB

What a fabulous week we have had in 3/4 BOB. This was virtual presentation week and every student shared their information reports on weird and wonderful animals and creatures. From false killer whales and blue king crabs to the dumbo octopuses and meerkats, we have explored the wonder of animal life in our world. We have learned so many new facts and we were blown away by the standard of reports our students produced. One more week to go before we see everyone again in person and we are so excited! Thank you as always for your ongoing support and have a wonderful weekend. Mrs Botterill and Mrs O'Brien.

## Environmental Science

It was great having the younger children all back at school this week. Foundation are learning about worms and composting. They even have a small worm farm in the classroom to watch. The 1/2s investigated the praying mantis as this week's beneficial invertebrate. They also gained a greater understanding about the term "carnivore!" Grade 3/4 learnt about nature's crazy seed dispersal methods and 5/6 discovered plant adaptations through an interactive computer game.-- Well done, Mrs Murray

Happy birthday to: Marko Kravic. 26/5 & Jasmin Wilson 28/5

Keep staying 1.5 m apart and stay well.

Carmel Stutterd

## WEEK 8 TERM 2

### Monday- 1 June

Mrs Phyland will be in for Mrs Kelliher  
Grs 3/4 and Gr 5 & 6 will continue with remote learning

### Tuesday -2 June

Gr 5 & 6 student free day- no online work set today

### Wednesday- 3 June

Specialists program- sports uniform

### Thursday- 4 June

Foundation - Mrs Angele teaching 9-11 am  
Student free day for Gr 3/4- no online work set today

### Friday- 5 June

Whole school assembly

## RELIGION

### PENTECOST SUNDAY

Happy birthday to the Catholic Church!

We're all familiar with our own birthdays, and we celebrate them because they mark the day of the year in which we entered into this life.

Because you are part of the body of the Church, Pentecost is the Church's birthday, and yours as well.



The word Pentecost is Greek and it means "50th day." Fifty days after Easter Sunday, we celebrate the coming of the Holy Spirit upon the Apostles and their followers, and the beginning of their Earthly ministry to make disciples of all nations.

Pentecost is also a Jewish holiday, which the Jews use to celebrate the end of Passover. Jews celebrate the gift of the law to Moses at Mt. Sinai on this day. But we, as Catholics celebrate the birth of our Church.

At Pentecost, the Apostles and their followers were gathered in a room. Jews from all over the world were gathered with Peter, the leader of the Apostles and the Eleven. At this time, a great wind blew and a flame appeared as a tongue of fire, which split itself into many individual flames above the heads of all those present. The Holy Spirit came upon these people and each began to speak in tongues. Despite the fact many had no common language, they were perfectly able to understand one another.

## National Reconciliation Week      2020 Theme

In 2020 **Reconciliation Australia marks twenty years** of shaping Australia's journey towards a more just, equitable and reconciled nation.

Much has happened since the early days of the people's movement for reconciliation, including greater acknowledgement of Aboriginal and Torres Strait Islander rights to land and sea; understanding of the impact of government policies and frontier conflicts; and an embracing of stories of Indigenous success and contribution.

2020 also marks the twentieth anniversary of the reconciliation walks of 2000, when people came together to walk on bridges and roads across the nation and show their support for a more reconciled Australia.

As always, we stand on the shoulders of those who came before us, and Australians now benefit from the efforts and contributions of people committed to reconciliation in the past.

Today we work together to further that national journey towards a fully reconciled country.

**Reconciliation is a journey for all Australians – as individuals, families, communities, organisations and importantly as a nation. At the heart of this journey are relationships between the broader Australian community and Aboriginal and Torres Strait Islander peoples.**

We strive towards a more just, equitable nation by championing unity and mutual respect as we come together and connect with one another.

On this journey, Australians are all **In This Together**; every one of us has a role to play when it comes to reconciliation, and in playing our part we collectively build relationships and communities that value Aboriginal and Torres Strait Islander peoples, histories and cultures.

## What is National Reconciliation Week?

National Reconciliation Week (NRW) is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

The dates for NRW remain the same each year; 27 May to 3 June. These dates commemorate two significant milestones in the reconciliation journey— the successful 1967 referendum, and the High Court Mabo decision respectively.

Reconciliation must live in the hearts, minds and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships between the wider Australian community, and Aboriginal and Torres Strait Islander peoples.

## WELLBEING

As a school, and particularly in my role as wellbeing leader, we are thinking carefully about how the time away from school may have affected pupils, not just academically but socially and emotionally, too.

We are giving a lot of thought to how we address this when we return. School life will be different, but we have to help our students adjust and process what they have been through.

Coronavirus: The impact on pupil mental health

Here's how we're planning to do it:

### 1. Take time to reconnect

Returning may feel strange for some children, especially with new social distancing rules to follow. It's important to give them time to reconnect with each other and with school. The simple act of discussing it again will help pupils to reconnect to one another with something familiar to them all.

### 2. Make time to talk

If a pupil suddenly mentions their sick grandparent or worries about their relatives, we will make time to talk about it – some of them may not have had the opportunity to have such conversations at home. All children will have different family circumstances so space and time to talk could be vital.

### 3. Embed wellbeing

If you don't do this already, then perhaps this is the time to ensure that wellbeing activities get the focus they deserve. In a busy timetable, that means clearly stating when they will take place.

- Breathing exercises to relax students. It's important to do these regularly so children are familiar with them in times of need.
- Regular brain breaks in between lessons, or during them, as needed. These could be simple yoga stretches or a burst of star jumps.
- Shared "what went well" moments. Fostering positive emotion helps to rewire our brains away from negative thoughts. This is particularly important at a time when pupils could have been overexposed to the news or dealing with difficult family situations such as bereavement or job losses.
- Teach students to name and label their feelings. As psychologist [Suzy Reading](#) states: "People who could label their feelings using rich vocabulary were found to be 40 per cent less verbally and physically aggressive than those who had a tough time working out how they felt." This chart is used in a variety of ways by our teachers to help pupils name their feelings and try to explain, if they feel able, why they think they feel that way.
- Allowing pupils time to choose independent Healthy Minds activities; reading, mindfulness colouring, relaxing music, drawing and so on. This can be whole-class for a short period of time and be up to individuals to identify when they need it.

### 4. Give time to adapt

Remembering and slotting into old routines takes time and patience even under normal circumstances; with social-distancing restrictions, it will take even longer. This means being patient and giving children more time, understanding they may not be quite at the level they were when you last saw them. Do whatever it takes to help them process everything.

### 5. Find ways to laugh

Laughter is so important for releasing tension and building a sense of connection. Even if you're not back in class yet, finding ways to help the children laugh at home is great, too. These strategies are not exhaustive, but they are a good start to helping our pupils feel safe, supported, connected and emotionally ready to learn.

If we are constantly teaching our pupils how to look after their wellbeing, we become better at looking after our own as teachers and as parents, too.

Jenny Keely REL



World Health  
Organization

## Helping children cope with stress during the 2019-nCoV outbreak



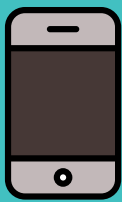
Children may respond to stress in different ways such as being more clingy, anxious, withdrawing, angry or agitated, bedwetting etc.

Respond to your child's reactions in a supportive way, listen to their concerns and give them extra love and attention.

Children need adults' love and attention during difficult times. Give them extra time and attention.

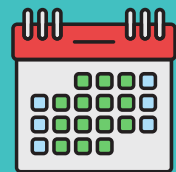
Remember to listen to your children, speak kindly and reassure them.

If possible, make opportunities for the child to play and relax.



Try and keep children close to their parents and family and avoid separating children and their caregivers to the extent possible. If separation occurs (e.g. hospitalization) ensure regular contact (e.g. via phone) and re-assurance.

Keep to regular routines and schedules as much as possible, or help create new ones in a new environment, including school/learning as well as time for safely playing and relaxing.



Provide facts about what has happened, explain what is going on now and give them clear information about how to reduce their risk of being infected by the disease in words that they can understand depending on their age.

This also includes providing information about what could happen in a re-assuring way (e.g. a family member and/or the child may start not feeling well and may have to go to the hospital for some time so doctors can help them feel better).





# ENROLMENTS ARE OPEN

For current Year 5 students who  
will be attending Year 7 in 2022

**CLOSING DATE 21 AUGUST 2020**

Applications available on our website:  
[www.stbedes.catholic.edu.au](http://www.stbedes.catholic.edu.au)



St Bede's  
College

Contact: Deb Campion  
Phone: 9582 5999  
Email: [enrol@stbedes.catholic.edu.au](mailto:enrol@stbedes.catholic.edu.au)



*stay home,  
stay safe!*



## BERRIES ON THE ROCKS

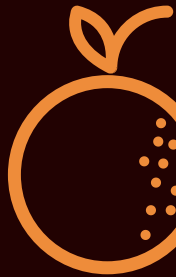
FRUIT & VEGETABLES

ORGANIC PRODUCE

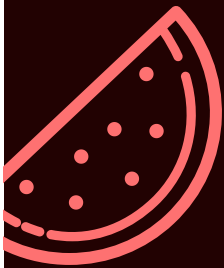
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