



# St Joseph's School, Chelsea

Term 3, Week 4 Thursday 6th August 2020

# Our Prep 100 Days....



Dear Families,

To say there is never a dull moment is an understatement in this ever changing world we are in at the moment. My brother who currently lives in Tasmania rang me the other day to see how we were going in the disaster state with an 8pm curfew. Yes it is hard to believe we are living in this environment and now with many more jobs shutting down the pressure grows. If you have school children at home it is even more demanding.

Thankyou to everyone who is doing their best and trying their hardest (students, parents and teachers) in this challenging environment.

We are trying to keep things as normal as possible for all the children but we know it isn't easy. Thankyou for your efforts and words of encouragement and feedback as we continue to adapt in this challenging climate. We are here to help. Just send us an email.

Those families who require to send their child/ren to school and qualify under the existing guidelines will continue to do so. We are still seeking clarification around who are permitted workers. This will hopefully be clarified soon and then I will send out an updated google form for families to complete.

Yesterday fee statments were sent out. Thank you to those who have paid. Many of you are struggling and we appreciate the difficult financial position you are managing. Please contact us for support if you need to regarding the payment of fees. We will make a decision regarding relief for all families early in Term 4 when hopefully we can look at our financial position when hopefully things are back to normal. In the meantime if you

are struggling please contact me.

## Feast of Mary of the Cross

On Saturday we celebrate the Feast day of our own Mary Mackillop. At assembly tomorrow we will have a small reflection on her. Don't forget to tune in to assembly at 2.25pm on Friday.

# Saint Mary Mackillop

This Saturday August 8th we celebrate the Feast of Saint Mary of the Cross Mackillop, Australia's first saint.

As a young person growing up Mary had a strong love of God and a desire to do what she could for people in need, especially children and women. These aspirations saw Mary become the first Sister of St Joseph, dedicating her life to God's work. In 1866 she began the first St Joseph's School in an old stable in Penola, South Australia, providing free Catholic education to children in need.

As a St Joseph School, we can hold great connection with the legacy of Mary Mackillop, recognising her kindness, compassion and mercy to all people. Mary MacKillop kept her faith in God and bravely challenged those who did not support her vision for a more caring world, respectful of the dignity of all.



*Let us rest from the busyness of our day and take some moments to quieten ourselves and to be present to this moment... There, where you are you will find God.*

*Mary MacKillop 1871.*

We pray in gratitude for the life of Mary MacKillop and her great influence in our Josephite lives to deepen our unity in love, joy and mission.

We pray with grateful hearts for the spread of Mary MacKillop's charism and for the many women and men involved in working for the good of all through her influence.

We pray for Mary MacKillop's people - those struggling in their lives, those needing accommodation, justice, friends, safety, understanding, comfort, advice and encouragement. May they find in their communities the people and relationships they hope for.

## Saint Mary MacKillop



Dear Saint Mary,  
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, Saint Mary.



We pray with Mary MacKillop for those who are suffering ill health or mental anguish, that they will be listened to and receive beneficial treatment, kindness and good care.

A short story for families to share together if you would like to know more about St Mary of the Cross and her story [The Story of St Mary of the Cross Mackillop](#)



# Visual Arts and Remote Learning....

YR 1/2 WE CAN BE ARTISTS AT HOME - THIS IS OUR VISUAL ART THIS TERM



" Our art project this week was to respond to the Universal Movement of Peace by making paper cranes and peace lanterns. This was after looking at The Peace Park in Hiroshima and the story of Sadako Sasaki. These cranes and lanterns are seen as both a symbol and a move forward in sending a message of Peace throughout the World"

## Remote Learning in 5/6



**WALT: Gather information on different Antarctic animals to create a fact file**

The image shows several screenshots of educational content. One screenshot features a penguin and text about 'Emperor Penguins'. Another screenshot shows text about 'Adelie penguins'. The content is presented in a way that suggests it's part of a fact file or research project.





# Maintaining strong family traditions....

by Michael Grose

Strong families develop their own traditions and rituals that define them and bind members together. Birthdays, Christmas, Diwali, bar mitzvahs, and Ramadan are some traditions and rituals that families enjoy. They are the coat hooks upon which we hang our family memories. By definition, they are permanent and not set aside when life gets busy.

Rituals can be as simple as a parent saying to a child 'I love you' each day as they go to school, a weekly game of cricket or another sport, or the bedtime-story routine that so many children love. The permanence and uniqueness of rituals give them their significance.

My own family, for example, has developed a very strong food culture that is shown through the traditions and rituals that we maintain. A meal takes time and effort to prepare and there's an expectation that everyone contributes in some way. When the children were young the contribution was in preparation, table-setting or post meal clean up. The tradition of contribution continues as a new generation of children visit and do their bit to assist. Like most traditions this mealtime ritual was nurtured as a result of past parental experiences and gradually became refined over time to reflect our own family's unique identity.

## **Develop traditions early**

Family traditions are best developed when children are pre-school or primary school aged. Parent approval is important so kids will generally comply when enjoyable family traditions engender a relaxed, calm atmosphere. Adolescents are likely to challenge many of their family's traditions and rituals, which is often difficult for parents to encounter. It helps to establish the traditions that are negotiable and those that are non-negotiable so you can approach adolescent challenges with some flexibility.

## **Defend them fiercely**

When a child tells you that 'everyone at school is allowed to do....' you can reply by saying, "In our we family we do it this way." Leaning against family tradition in this way gives you a strength to resist children's pester power. Family traditions and rituals need to be fiercely defended by parents.

## **Make family meals non-negotiable**

Shared mealtimes should be non-negotiable in families. It's no coincidence that countries with strong food cultures are also known for their strong family cultures. Shared mealtimes build connection, are great tools for developing children's manners and respectful actions. They've also been linked to the maintenance of good mental health in children and young people, presumably due to the opportunity it provides parents to stay in touch with their children.

Healthy families are built around traditions and rituals. It's useful to approach the concept of family traditions with a mix of firmness to insist that children adhere to family rituals but also flexibility to accommodate growing independence as children move into the next stage of development.

# Nationally Consistent Collection of Data (NCCD)



## NCCD Information Sheet for Parents, Carers and Guardians

### Nationally Consistent Collection of Data (NCCD) On School Students with Disability

#### What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or "help" at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

#### Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word 'disability' comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student's learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

#### What does the word 'disability' mean in the NCCD?

In the NCCD the word 'disability' comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a





## Victorian Premiers' Reading Challenge

The Victorian Premiers' Reading Challenge is now open and St Joseph's is excited to be participating. A new application is being used this year that offers a range of exciting features including:

- access to a library catalogue (including book images and blurbs)
- a modern user-friendly interface
- rewarding students with badges as challenge milestones are achieved
- the option for students to mark books as a favourite, give them a star rating or complete a book review

The Challenge is open to all Victorian children from birth to Year 10 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books by 4 September 2020.

Children from Prep to Year 2 are encouraged to read or 'experience' 30 books with their parents and teachers. Children from Year 3 to Year 10 are challenged to read 15 books.

All children who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and former Premiers.

To read the Premier's letter to parents, view the booklists and for more information about the Victorian Premiers' Reading Challenge, visit:

[www.education.vic.gov.au/prc](http://www.education.vic.gov.au/prc)

# Our Garden....

## St Joseph's Sustainable Garden



Last Friday was Schools Tree day. Schools Tree Day is a great way to inspire your students to learn about the local environment while playing an active role in their community. Unfortunately due to COVID we could not get together as a St Joseph's community and plant as we did last year. But we were fortunate to have "Our Place" in Kingston to donate native plants to our school, which allowed students working from school to plant last Friday. If you were not able to plant a tree maybe you hugged a tree as some of our tree loving students did. Take a look!



A little mindfulness for this week....

# BREATHING BUDDIES



- \* Lie down on the floor.
- \* Place a 'Breathing Buddy' on your tummy Slowly breathe in counting to 3.
- \* Slowly breathe out counting to 3.
- \* Notice how your breathing buddy moves up and down when you breathe.
- \* Repeat 3 times, then return your breathing to normal for you and just notice the movement of the Breathing Buddy.

Core Practice





# Virtual Visits

Wednesday 5 August - 9.00am • Wednesday 12 August - 4.00pm

Thursday 3 September - 4.00pm • Tuesday 15 September - 9.00am

## Applications for Year 7, 2022

close Friday 9 October 2020