



# Sacred Heart Catholic Primary School Diamond Creek

## Sacred Heart Newsletter

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Newsletter No 2 Term 2  
23 April 2020

Dear Sacred Heart families and friends,

From Fr. Steve Rigo

### **2nd Sunday Easter (A)**

As we struggle to live out our social distancing and isolation at this time, there are many who are using the opportunity of connecting better with the ones they live with at home.

I'm told that because of work commitments and various extracurricular activities, many families failed to be able to sit down often together for meals; now however, they're sitting down and eating and talking and playing board games together.

People are using opportunities by phone and other forms of social media to meet, connect and talk.

Many are using ways of connecting socially that they don't want to lose after we come out the other end of our social isolation.

On the other hand, there are also people living on their own who now feel even more cut off from others and the world they have interacted with through shopping and travelling and getting together with friends and family.

In today's Gospel we see both the experience of what it means to be connected and isolated.

It seems that after Good Friday Thomas had cut himself off from the other disciples, and walked alone. That was his big mistake, but we might remember that he was in deep grief.

People who are grieving and hurt or feel a failure or have a sense of guilt about something they've done or not done have a tendency to isolate themselves and while it's understandable it is not helpful.

In cutting himself off from the other disciples, Thomas made things more difficult for himself. However, it seems that he hadn't cut himself off completely.

Whenever he met them, he would have noticed a difference in them. Their fear was largely gone, and had been replaced by joy and peace. It was clear that someone had breathed new life into them. They claimed that they had seen Jesus. But Thomas refused to take their word for it. He had to be sure.

I can sympathise with Thomas - he was merely echoing the human cry for certainty. However, here on earth there is no such thing as absolute certainty about a whole lot of things, but especially spiritual realities.

If there was certainty about spiritual realities, faith would not be necessary.

But Thomas was being stubborn as well. However, he did one good thing - he rejoined the disciples. Now he had the support of the community.

The great power of the community is brought home to me in the ways so often I see people strengthened by the support of community or family BUT also the opposite is true - when people cut themselves off from others.

It says to me so much that WE NEED ONE ANOTHER.

As a community of believers in the risen Christ, we don't travel alone, but as a community; a movement of people gathered around a dream to live by **FAITH**, to be known by the **LOVE** we extend, and be a voice of **HOPE**.

Faith is a journey that we should be making with one another, not a destination we arrive at on our own. It was only when he rejoined the community that Thomas encountered the risen Jesus, and so found faith again.

To be a believer, or just a spiritual person, in today's world can be a lonely business. We need support. Here is where the community comes in.

It is only with the help of the community that we can resolve our doubts and sustain our faith.

We live as members of a community of believers whose common faith strengthens the faith of each individual.

We see the kind of community the first Christians enjoyed. They supported one another by praying and worshipping together, and by a loving service of one another.

Our ministry to one another consists not so much in doing things for one another, as in travelling together, listening to each other and being open to enable Christ's healing power to work through us.

In this time when we are bound to distance ourselves from one another for the safety of people, what are the ways in which we can live out and deepen our faith in the God who is with us and draws us towards a new life; what are the ways we can extend love to those with whom I live, and towards those who need to know from me that I care for them; and in what ways can we be the voice of hope for positive outcomes beyond the time of this pandemic?

Fr. Steve Rigo.

As we come towards the end of the second week of remote education, I have been encouraged by the positive messages I have been receiving from the families I have contacted and from our school staff members. (I will be contacting all of our families, in alphabetical order, at least twice this term just to see how you are coping with Remote Education.)

In my phone calls to families the main message that I have tried to impart is that we are in a partnership and, just as in Fr. Steve's homily, we need to support each other in the ways that we most need that support.

We are experiencing strange times where things that we once assumed as being a normal part of everyday life have been taken away from us and we are trying to adapt and make sense of this new world. Our children are at home trying to continue their educational journey via online classrooms and packs of material sent home from the school, you are trying to work from home while balancing having to help your children with their work (and sometimes it seems to be *all* of their work) and your children are telling you that they don't understand what is being required of them, the school work is different to what and how you learned it, and the tears and frustrations are flowing from all parties.

Our staff (teachers and Learning Support Officers) are planning lessons to go online, conducting class meetings, receiving and answering questions and queries from students and parents via phone calls, emails, online chats, receiving work uploaded onto SeeSaw and correcting or acknowledging it, while for some they are also balancing supervising their own families. All of this is happening every day and, I sense that the tears and frustrations are not too far away.

Of course, this is not true for everyone and is definitely in the worst case scenario basket but the longer we are in this lockdown environment I am sure that these feelings will be felt increasingly by us all.

If we reflect on Fr. Steve's homily there are messages in it that can help us all not only survive but flourish in these trying times.

First of all there is 'the human cry for certainty'. As I said earlier, our world has been turned upside down, what is truth and what is fiction and how long will this situation last? I cannot answer that but what I can say is try to focus on relationships. At the beginning of each year we remind our staff that the most important element of a successful school year is the relationships that you build with each of your students and their families. For any authentic learning to happen there has to be a two-way relationship of trust between staff member and student, staff member and parents and in this current environment of remote education, I would add parents and child.

Fr. Steve wrote about belonging to a community that is based on 'not so much in doing things for one another, as in travelling together, listening to each other and being open to enable Christ's healing power to work through us. As a community of believers in the risen Christ, we don't travel alone, but as a community; a movement of people gathered around a dream to live by **FAITH**, to be known by the **LOVE** we extend, and be a voice of **HOPE**. Faith is a journey that we should be making with one another, not a destination we arrive at on our own.'

After listening to staff members and parents, this is my message to you. We are together on your child's educational journey, the purpose of remote education is to provide continuity for this journey. We have provided for you resources, both online and hard copy, to support this continuity of learning and are available to help you in whatever way we can, you are not alone and not expected to be the replacement teacher. Indications are that this situation will last for this term and we are heading into winter.

So do what you can to help your child with their learning but, if it's not working for you at that time:

- have **faith** that your child already knows 'stuff', that there are many different ways of learning and that their learning journey will continue tomorrow;
- show your child that you **love** them, are there to help them (but not do the work for them) and that their teacher understands that learning at home is difficult for everyone not just them;
- And be a voice of confidence and **hope** for and in your family and your school.

At the least try to get some Reading, Writing, Maths, Religion work set by the teacher completed each day and get outside for some exercise and fun whenever you can.

Jim O'Sullivan



## ***Student Wellbeing & P. E.***



Congratulations to all members of the community, students, parents, carers and staff, we have finished a full week of Remote Education and we can confidently state that things have started really well. We have received lots of positive feedback from parents and children and the staff have become more comfortable with each task and ensuring the students are being educated well. It certainly has not been perfect for all families, with a couple of technology issues and even tears, but we have overcome many problems. Please reach out to your child's classroom teacher, Jim or myself if there are concerns especially in regards to the wellbeing of each child. We do not want this period to be one that is so stressful it impacts on the wellbeing of students and families.

I am incredibly proud of the way our staff have taken on this massive challenge. We began with varying degrees of capabilities with the new technologies and a vast array of levels of confidence in how to learn a new way of operating. To see the way that our staff have supported each other and give so much time is

amazing and in accepting so many challenges, gives me great confidence for the journey ahead. We know that students and families will also do their best to adapt to this new way of learning and acknowledge, perhaps more than ever, the importance of the partnership between students, parents and teachers. We are mindful of the demands being placed on families at present. On behalf of all staff, I wish you and your family good health and thank you for your continued support of your child's education during these unprecedented times.

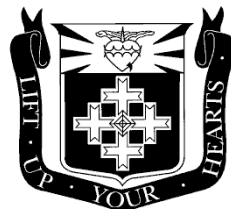
### **Receiving Phone Calls:**

In line with Catholic Education Melbourne guidelines, staff have been advised to use 'No Caller ID' when phoning parents via their mobile phones. Under normal circumstances, staff would be using school phones to contact parents. As you can imagine, there are privacy issues related to the school requiring staff to use their personal mobile phones to contact parents, which is necessary in the current circumstances. Classroom teachers, Learning Support staff, Jim and I have started to contact families. If at any stage you would like to discuss a concern or ask a question please do not hesitate to email the staff member and ask them to give you a call. It is imperative during this time that communication between school and home is open and honest in order to cater for the varying degrees of learning and external pressures.

### **Protocols when on Line:**

Below is the Remote Learning Guidelines & Code of Conduct which outlines the protocols to be adhered to when on line. At this stage in the Remote Education setting, students have been respectful of this but I wanted to flag this again for the safety of our students and staff. It is often a great idea for the students to have headphones to cut out distractions and it is imperative that an adult is in close proximity when students are in Google Meets. This does not mean they have to be part of the Meet but rather in the vicinity. Please allow the students independence when online and doing activities – just be there as a support to them. A copy of this Policy will also be sent home for your reference via Caremonkey today.

## **Sacred Heart Primary School**



### **Remote Learning Guidelines & Code of Conduct**

Be a responsible learner and user of technology  
Online etiquette and expectations for students

As we commence the Home Learning Program at Sacred Heart Primary School, we need to remember that this is a new method of learning for us all.

Let us be understanding, tolerant and respectful of each other as we work in partnership through this process.

We ask you to remember that what applies in the classroom, applies online in terms of your behaviour, participation and completion of work.

Our Sacred Heart Policy reminds us that we always treat one another with dignity and respect.

### **Online etiquette and expectations for students**

#### **1. You are attending classes**

- It is expected that your appearance is neat, casual dress as would be the same as on a 'uniform free day. For example, comb your hair, no PJs.
- Clothing must not have inappropriate language or offensive imagery. T-shirts and tops should have sleeves and not be revealing.

## **2. Open and appropriate spaces for learning**

- You should only engage in audio and video classes from an open, quiet and appropriate space outside of your bedroom.
- Minimise what is behind you - a blank wall is preferable.
- Household members running around in the background are distracting and will disrupt learning for all.
- Check that your video and audio work correctly – it is good to use a microphone headset if you have one.
- Be prepared by completing any pre-session tasks your teacher has set.

## **3. Communication during the online class**

- Use appropriate language when communicating (speaking/writing messages) online with your teachers and your classmates.
- Behave appropriately in accordance with school rules, expectations and classroom agreements.
- The tone of your language needs to be appropriate to the task and lesson you are completing. This is no different to a normal classroom.
- Do not have other programs, games, apps etc. running in the background, unless directed by your teacher to do so.
- Be on time in joining the online class.
- Make sure your class notes and other resources are accessible.
- Mute your microphone prior to commencing the class and activate as required.
- Be prepared to participate in the online class through audio and other means.
- Note any questions that you might have during the session and wait for the designated question and answer time, unless otherwise stipulated by your teacher.
- Remain calm: if you experience a technology fail or feel frustrated, be patient with yourself and your teacher. This is new. Everyone is adjusting. You may need to shut the program down and start again.

## **4. Online safety**

### **a. Planning for safety**

- Ensure your parents and family members are aware of the school expectations when working online.
- Talk with your parents and develop family expectations for screen time, sharing working spaces, using security controls and boundaries for social media use.
- Consider developing an online personal safety plan. Discuss and share this with your family.
- Use only credible sources for content searches online.

### **b. What to do if you feel unsafe online**

- If you feel unsafe online or an incident occurs, stay calm and don't try to deal with the situation alone.
- Let your parents/carers, teacher or other adult know as soon as possible. They will be able to assist you to report the incident following school procedures or by making a report to the e-Safety Commissioner.

### **c. Respectful online participation for learning and wellbeing**

- All video, chat and direct messages will be monitored. Please remember to act within school expectations.
- Whatever goes online, stays online. Take pride in yourself as a member of the Sacred Heart Primary School community.

### **You must not:**

- Re-post a message that was sent to you privately, without the permission of the sender.
- Take or distribute photos, sound or video recordings of anyone connected to Sacred Heart Primary School or other people, including background figures and voices, without their express written permission.
- Upload/post/email images, video or sound, containing members of Sacred Heart Primary School staff and students onto social media platforms (e.g. Snapchat, TikTok, Facebook, YouTube) or any other website or app, without their authorisation and the authorisation of Sacred Heart Primary School.
- Make deliberate attempts to disrupt other people's use of ICT.
- Make a request or respond to a request from teachers, counsellors, administrators and other school staff to be 'friends' on social media.

### **5. Privacy**

Our school ICT Use Agreement [can be found on our school website under Current Parents) requires you to take reasonable steps to protect the personal information that is held from misuse and unauthorised access.

Sacred Heart Primary School stresses that you take responsibility for the security of your device (e.g. computer, iPad, phone, etc.) and not allow it to be used by an unauthorised party.

### **6. Tech Support**

Sandy Morgan is available to provide technical support for any issues you may encounter with online learning – [smorgan@shdiamondcreek.catholic.edu.au](mailto:smorgan@shdiamondcreek.catholic.edu.au)



#### **Google Classroom Rules:**

1. When you come into our Google Meets, turn your microphone off, unless the teacher has asked you to put yours on!
2. Remember that other people read your comments. - Your teachers, Mr O'Sullivan, and your parents and friends. Does it make sense? Is it kind? Is it relevant? Is it respectful?
3. Use full sentences and full words, no abbreviations /acronyms/ initials. For example; lol, IDK, ttyl.
4. Only upload videos/photos that your teacher has asked you to and your parents have approved.
5. One emoji per comment (if adding an emoji is appropriate).
6. Comments or questions are always school related.
7. Be sensible and safe online just as you would in the classroom – once something is uploaded it cannot be taken back and holds a digital footprint forever.
8. The only form of communication between peers should be about school topics and classwork. This includes chatting during learning time. If you want to chat with your friends, maybe ask your parents if you can set up a supervised Facetime or chat after school hours.

#### **Premier's Active April 2020 has some great ways to help you get moving at home:**

Even with coronavirus (COVID 19) restrictions, there's still plenty on offer to help you get moving at home including an activity tracker, virtual teams and Get Active Workout videos.

#### **GET ACTIVE WORKOUT VIDEOS**

Need some inspiration to keep moving while we stay at home? The Get Active Workout videos and activity timer is a simple way to move and track your activity. There are ten available for you – from strength to cardio workouts. Check them out on the Premier's Active April 2020 site.

#### **TRACK YOUR ACTIVITY AND EARN VIRTUAL TROPHIES**

One of the most exciting upgrades to Premier's Active April has happened with the campaign's app now integrated with Fitbit. This means that your Fitbit can automatically track your activity and connect with

the Premier's Active April app. So, rather than spending time making calculations, you can spend it moving more! If you don't have a Fitbit – don't worry! You can still manually enter your activity straight into the campaign's activity tracker. Plus, you can earn virtual trophies and unlock even more trophies by sharing your achievements on social media, referring a friend or creating or joining virtual teams.

**Prep 2021:**

We had a number of prospective new families come to visit the school during Term 1. In the current climate these school tours are unable to take place physically but we ask anyone that knows of families looking for a Primary School we have a great Website now that has virtual tours for the families. If any parents know of families who have a child ready to start school next year, please let them know about this and if any of our families have students ready to start school in 2021 please ensure you complete an enrolment form and get it to the office ASAP.

**Year 7 2021:**

All Year 6 students will have received, via Care Monkey, a letter outlining the process for enrolment into Secondary School for 2021. This is an important decision that must be made about which school your child will attend for Year 7 next year. To support your decision making, the Department of Education provides access to a website to help you locate your local school and give you transparency of choice in public school across the Victorian public-school system <https://www.education.vic.gov.au/parents/going-to-school/Pages/year-6-to-7.aspx>. Families with students attending Independent and Catholic Schools will still be asked to fill out the form and return it to the office. I have received only two back at this stage. If your child has been accepted into a Catholic or Independent school at this stage, they will still need to complete the form but for this time if you could send an email stating what school they have been accepted into then I will not need to follow this up.

**Wellbeing:**

Included each week in the newsletter will be articles and activities that the students can do. Please have a look at these with the children and if there are any concerns please contact the class teacher or myself [gmurphy@shdiamondcreek.catholic.edu.au](mailto:gmurphy@shdiamondcreek.catholic.edu.au) to discuss this further.

**House Points:**

At the conclusion of week 1 the results were as follows:

CORDNER (GREEN)	MACKILLOP (RED)	BUNJIL (BLUE)
320	430	570

**Things happening at Sacred Heart:**

The demolition of Block A has happened. Our next stage starts next week with the Landscape Architect coming in to start our Welcome Garden out the front and our Log Fort out the back of the oval. Many things are still happening in the space of the renovations.

**Riddles of the Week:**

Each week during assembly we will present three riddles and these same riddles will be included in the newsletter each week. Answers will follow the following week. As a family see if you can work out the riddle. If you think you know the answer and want to check just email me.

This week's riddles were:

A girl who was just learning to drive went down a one-way street in the wrong direction, but didn't break the law. How come?

A sundial has the fewest moving parts of any piece. Which has the most?

I am an odd number. Take away one letter, and I become even. What number am I?

Answers to the above riddles will be given at assembly on Monday. Well done to the following students that have emailed at least one answer: Laila, Charlie, Sienna, Leo, Grace O and Nala.

### **Birthdays:**

As we are unable to present students at a physical assembly each week we wanted to acknowledge all students that have celebrated their birthday from the time we finished school last term until now and those with birthdays next week.

Happy Birthday to the following students and staff that have had a birthday or are about to have a birthday. We hope you had/have a great day:

Grace Topolcsanyi, Evren Ibrahim, Lani Nugent, Miller Burns, Kieran Madden, Lola Nugent, Natalia Bruzzaniti, Maia Hankinson, Jerzie Bishop, Katiya Ibrahim, Zara Campbell, Rhylee Keating and Mrs Neale.

Next week's birthdays are:

Madison Fitt, Sam Jory, Bella-Rose Sparks, Eleanor Audley, Meliz Hoe, Jack Nicholson, Xavier Rowley and Alex Campbell.



### **Mother's Day Stall:**

Please see flyer below with details on how to access the Parents' Association online shop to purchase something special for all the Mum's in your life. The shop will be open online to Tuesday 5<sup>th</sup> May.

### **Remote Education Packages:**

The second of the take home remote education packages will be available for pickup at the school on Friday 8<sup>th</sup> May. You will be advised of the time in the next week or so.



# Family Survival Guide for COVID-19

## Important Message for Parents

### Helping your Children to Surf the Wave of Anxiety

It's important to validate your child's feelings when they may have fears or experience frustration at not being able to do the things they used to do. How do you do that? Validating is another way to describe or name feelings and explain that it is normal to feel this way.

If you sense that your child is scared or anxious because they are checking where you are and may not want to leave your side or coming into your bed of a night...

Here's what you can say:

*"It looks like you are feeling scared or anxious. I've noticed that you want to make sure where I am and don't want to leave me. I've also noticed you are coming into my bed during the night. It's normal to feel this way when there are big changes and we are not certain how long it will go".*



**Here are some behaviours to look out for that may show they are anxious...**

If your child has clenched fists and speaks aggressively or shows in other ways they are angry or frustrated...

An appropriate response from you may be:

*"I can see you are angry about all of the changes and that you can't see your friends. It's understandable that you feel this way."*



(Remember, anger often masks the fear that someone feels due to a threat of some kind).

If your child is sad because they can't see their grandparents or extended family members...

Name the feeling for them and remind them it is understandable they would feel this way.

Then, make a plan with them to contact the people they are missing.



If your child is putting on a brave front because they don't want to seem 'weak'...



Let them know that you can see they are trying to be brave. Let them know that it is normal to have a mixture of feelings because none of us have been through anything like this before. Let them know that sometimes even you have moments of worry, etc.

Then, importantly, bring them back to realising that the reason you have a plan as a family is so that you have some control.

**Reassure them...**

**Let your children know we are all working it out as we go. Some of it will go smoothly but there may be some bumpy bits along the way. Reassure them that this time will pass just like the feelings they are experiencing.**

# The Family Survival Guide for COVID-19

Surfing the (Coronavirus) Anxiety Wave

FOR BIG PEOPLE



## You CAN calm!

You can ease your anxiety... Yes!... You can.  
You need to look after YOU too.

Just follow these very simple steps. Try it. *You may be surprised.*  
It is a matter of 'changing pace'.

- 1 STOP CLICKING, SCROLLING AND SEARCHING FOR A MOMENT...

...you know exactly what this means...



- 2 PAUSE FOR A FEW MOMENTS AND THINK ABOUT YOUR BREATHING.  
(Your BREATHING! Not what the kids are fighting over.)

- 3 INHALE, TAKING A LONG, DEEP BREATH. (Yes, all the way, *deliberate* and *slow*).

- 4 CLOSE YOUR EYES AND LISTEN TO A FEW TRACKS OF YOUR FAVOURITE MUSIC.

(Obviously not screaming rock or rap, just calming music that you like) (Alternative for No.4 Meditation, Tai Chi, Slow walk)

if you can believe it, the mind can achieve it!



## INSIGHTS

### Successful close quarter living



The current physical distancing measures due to the COVID-19 pandemic will be with us for some time. This cocooned existence is a test of parental patience, children's willingness to cooperate and a family's ability to pull together.

So, if you're about to enter the family cocoon, or even if you've been living in close family quarters for some time, the following tips will help ensure your children not only survive each other, but emerge from the cocoon with a strong sense of camaraderie, a greater appreciation for their siblings and knowledge that they belong to a rock solid family who can pull together in a crisis.

#### Get kids on board

Start your period inside the family cocoon by getting everyone on board. Give kids a voice in how they'd like their social isolation time to flow. Listen to their fears and worries. Empathise with any concerns about missing regular activities and contact with friends but point to the positives of having more free time than normal. Consider providing kids with family organisation roles – the music girl, games guy, food planner and so on – and swapping these regularly to maintain interest. At Parenting Ideas, we believe that it's reasonable to expect kids to help at home and there are many resources at our website that help with this.

#### Establish structure

Many kids struggle with anxiety when routines break down, so ensure that you have a regular structure that brings predictability to each day. Parents and kids need their own routines starting with get up times, work times and in the event of at home learning, times for schoolwork. Break the day into different time zones that mirror their school days. A regular structure will make the days more workable, feel shorter and be more manageable. It's important to keep daily foundation behaviours in place such as waking up at the same time, dressing for school and preparing for class as they trigger your child's readiness for learning. Similarly, relaxing your routine on the weekend gives everyone a break from the structure of the school and working week. A regular family meeting provides an ideal way to give kids some input into their own routines and also a say in how family-life looks in the cocoon. If formal meetings are not for you, then ask for opinions and gain feedback in more conversational ways.

#### Set up activity zones

The Nordic countries with their long, dark winters lead the way in successful close quarter living. One of their major strategies for success is the establishment of living zones within homes and apartments. These zones differ from the usual sleeping, cooking and communal living areas that you may be used to. They incorporate areas for individual activities including learning, playing, chilling out and exercise. With consistency children soon associate a specific activity with a particular zone making concentration and focus a great deal easier. Avoid having multiple activities in one space as this may lead to conflict, while diluting the impact of this whole zoning strategy.

# parenting \* ideas

## Get moving, grooving and having fun

Maintaining children's healthy exercise levels when organised sports and informal group play are prohibited is a major challenge for parents. Some organisation and creativity will help. Establish mini movement breaks during each day involving dancing, shooting hoops and exercise to movement. Remember that any activity that gets kids arms and legs moving is beneficial to their physical and mental health. Amp up the fun factor by incorporating music, dancing to online videos and playing simple indoor games.

## Instil good mental health habits

As the old saying goes 'prevention is better than a cure', which is pertinent if your child is prone to anxiety and depression. With routine preventative measures such as playing and talking face to face with friends on hold, consider introducing regular mindfulness and breathing into your daily routine. At Parenting Ideas we recommend the resources at [smilingminds.com.au](https://smilingminds.com.au) as they cater for mindfulness for all groups and at any level. Schedule times for kids to digitally connect with friends so that they don't experience the effects of isolation.

## Know when to steer clear

It's hard for family members who are used to doing things on their own to suddenly be thrust together in each other's company for extended periods of time. Many family holidays end in sibling squabbles because family members aren't used to spending so much time together in the same space. Encourage kids to spend some time alone each day so they can relax, reflect and draw on their own emotional resources. Time alone is an under-rated contributor to a child's resilience and mental health.

## And know when to come together

While time alone is important it's also essential for your family to come together to connect, to have fun and to enjoy each other's company. Work out your regular family rituals and make these non-negotiable. Evening meals, family discussions and at least one weekly movie or entertainment activity give children and parents the opportunity to come together on a regular basis.

This time spent with your family inside the cocoon at first may be difficult, as it requires changes of habit and behaviour from everyone. There are many positives to close quarter living brought about by COVID-19. Families now get a chance to connect with each in real time and bond with each other in deep, meaningful ways.

Parents also get the chance to establish the positive behavioural and mental health habits in their children that has so often been made difficult by the insanely busy lifestyle that we've all been living for some time now.

The roller coaster has stopped. It's now time adjust to a slower pace and have the types of conversations and pleasurable times with kids that have meaning, have impact and leave lasting memories.



### Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

# Top 12 Online Learning Rules

Charge your laptop or iPad each night.

Unless you are speaking, mute your microphone during any class meetings.

Only use emojis or emoticons when you are asked to.

Arrive on time to class meetings.

Use only kind words. Manners are important.

To ask a question or speak, raise your hand or use the chat feature.

Avoid using capital letters – others might think you are SHOUTING.

Stay sitting in one place throughout the online meeting.

Be careful what you post – read it before you send it.  
a. Does it make sense?  
b. Does it sound right?

Don't eat during class meetings.

Make sure any comments you make are relevant to the discussion

Remember that others can see you when your camera is on.



# Building Update

Block A demolition





## News from the Office

### **SCHOOL FEES – 2<sup>ND</sup> Instalment due 01/05/2020**

Please note, that the 2<sup>nd</sup> fee instalment of \$1105.00 is due by 1<sup>st</sup> May 2020. This can be paid via eft to the school's bank account or you can call the office to pay by credit card. This does not apply to families who have elected to pay their fees via direct debit. Account statements will be sent to families via email on request.

Should you experience any difficulty in paying fees, please contact the Office or Jim O'Sullivan to discuss.

### **MOTHER'S DAY STALL – ONLINE POP UP SHOP NOW OPEN**

This year, the Parents Association will be running the Mother's Day Stall a bit differently – your child can now purchase a special gift for mum, grandmother or special lady using our CDF online store on how to You can also access CDF Pay either via your app on your device or on our website by clicking on the following link:

<https://shdiamondcreek.cdfpay.org.au/MonitorOnline/app/#/login>

Once you have purchased items, the Parents Association will arrange local delivery or pick up at school. There are some wonderful gifts available – please start shopping today.



**Lots more available online...**

### **OFFICE HOURS DURING COVID-19**

During this period of social isolation and working remotely, the School Office may not always be manned. If you have any queries regarding remote education for your child – please contact their teacher via email. All other queries may be sent to [office@shdiamondcreek.catholic.edu.au](mailto:office@shdiamondcreek.catholic.edu.au). Teacher's email addresses are listed below:

Pat Ashworth (STEM)  
Suzie Collins (Visual Art)  
Jacinta Dalton  
Gemma Greenwood

[pashworth@shdiamondcreek.catholic.edu.au](mailto:pashworth@shdiamondcreek.catholic.edu.au)  
[scollins@shdiamondcreek.catholic.edu.au](mailto:scollins@shdiamondcreek.catholic.edu.au)  
[jacintad@shdiamondcreek.catholic.edu.au](mailto:jacintad@shdiamondcreek.catholic.edu.au)  
[ggreenwood@shdiamondcreek.catholic.edu.au](mailto:ggreenwood@shdiamondcreek.catholic.edu.au)

Norah Jacombs  
Helen Maxey  
Rosanne Mitrovski  
Sandy Morgan  
Olivia Modine (Indonesian)  
Claire Molina  
Sandy Morgan  
Gina Murphy (PE)  
Rachel Murphy (Performing Art)  
Claudia Neale  
Kerry Neilson

njacombs@shdiamondcreek.catholic.edu.au  
hmaxey@shdiamondcreek.catholic.edu.au  
rosannem@shdiamondcreek.catholic.edu.au  
smorgan@shdiamondcreek.catholic.edu.au  
omodine@shdiamondcreek.catholic.edu.au  
cmolina@shdiamondcreek.catholic.edu.au  
smorgan@shdiamondcreek.catholic.edu.au  
gmurphy@shdiamondcreek.catholic.edu.au  
rmurphy@shdiamondcreek.catholic.edu.au  
cneale@shdiamondcreek.catholic.edu.au  
kneilson@shdiamondcreek.catholic.edu.au



**We would like to announce an additional 2 categories now open within the competition as well as a larger total prize pool!**

**Student at Home Art Competition**  
**ENTER NOW!**  
for your chance to **WIN \*\$700** of Art & Craft materials for you and your school. 6 prizes up for grabs. Total prize pool value **\$4200**  
Competition opens Monday 6th April 2020 & closes Thursday 7th May 2020. \*See below for terms & conditions.

**WIN!**

Create an artwork celebrating:  
**Home is where the art is**

The banner features a collage of colorful craft supplies including paper stars, scissors, glue, and a hand holding a small blue and yellow object. The background is a mix of yellow, blue, and green.

The 2 NEW competition categories are:

**NEW Category 1: Special Education Primary - Foundation to Level 6**

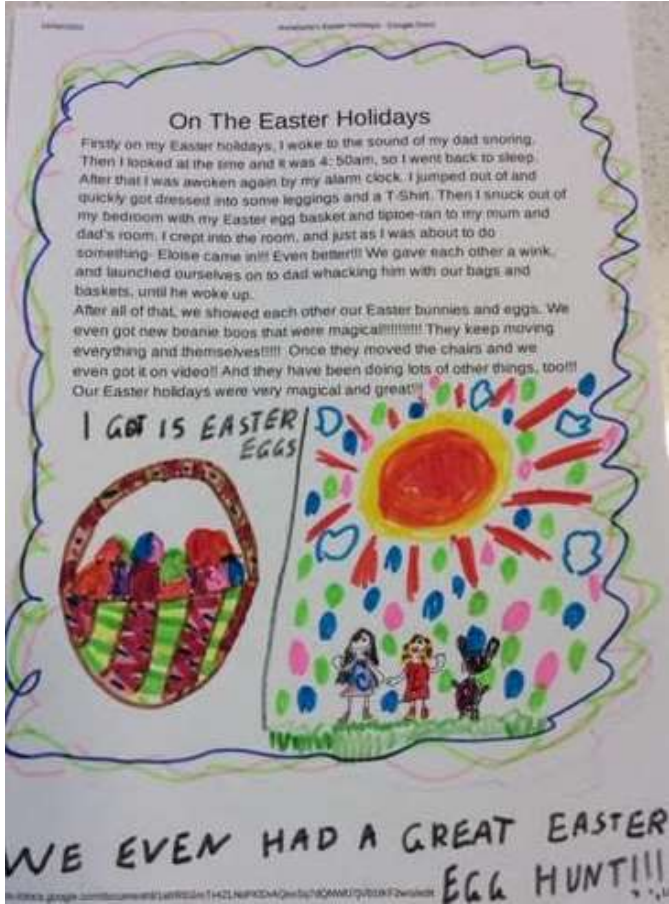
**NEW Category 2: Special Education Secondary - Level 7 to Level 12**

**Full competition details - click on the link**

**<https://www.zartart.com.au/zartstatic/page/home-art-competition>**



# Remote Education @ Sacred Heart



Annabelle's Holiday Story

## My Easter By Rook 1/2 CN

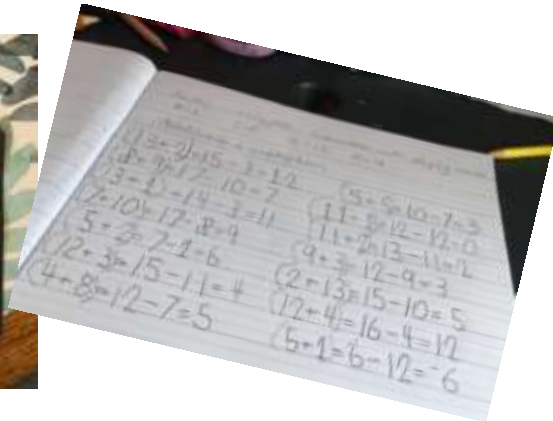
I played with Harper and Jerzie. I found 77 Easter eggs, Harper found 47 Easter eggs and Jerzie found 74. The Easter eggs were colourful, all different sizes and they were yummy to eat.

I rode my gold scooter with my Mum. We went to find rainbows and teddy bears that people have put in their windows. The most we have found is 52. I can do a front flip on the trampoline and I also played laser tag.

I am hoping we can go back to Maldon soon, I am sad because we can't go there now.



Rook's Holiday Story



Artwork by Jack N & Luke & Maths by Rachel



Heidi - working on her window



Levi's Indonesian Numbers flipbook



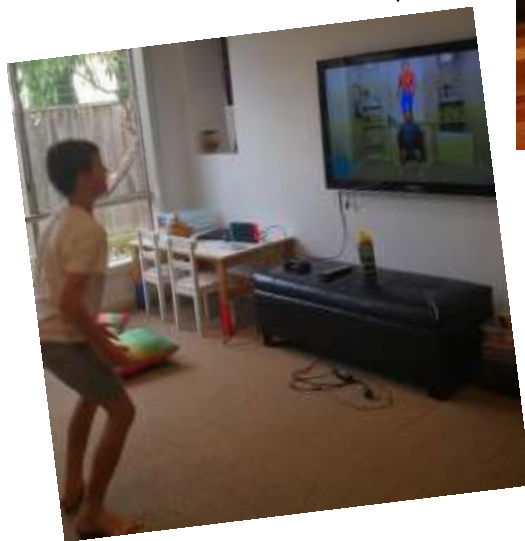
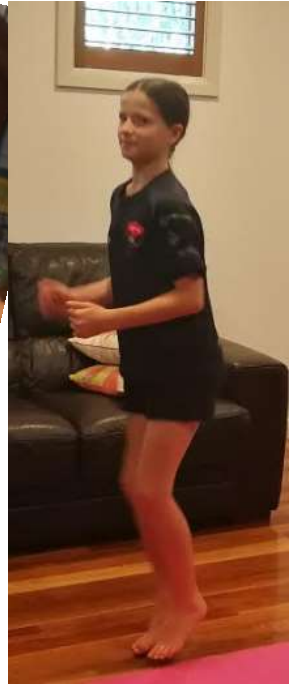
Matthew's Creation



Caitlin's Artwork



Patrick's Easter Story



Alexander, Amelia, Miller & Krystal - Remote PE



Self Portrait - Nihal

Harper at work



Rosie's SEL Book



Mud Art - Annabelle & Eloise

# Remote STEM @ Sacred Heart



# Remote Art Prep - Yr 2 @ Sacred Heart



Found Objects Portraits

# Community News



## ENROLMENT

Limited places available for Year 7 2021.  
Enrolment applications for Year 7 2022  
closing 21 August 2020.

For information please contact our College Registrar:  
03 9433 0203 or registrar@loyola.vic.edu.au

## VIRTUAL TOURS

Visit our website and explore our campus through a virtual  
tour, then meet our Principal live online to  
answer all your questions.

Tuesday 5 May  
Wednesday 13 May

Friday 22 May  
Tuesday 26 May

TO REGISTER FOR A VIRTUAL TOUR VISIT

[loyola.vic.edu.au/bookatour](http://loyola.vic.edu.au/bookatour)



## LOYOLA COLLEGE

A Catholic Co-Educational College in the Ignatian Tradition

A: 325 Grimshaw Street, Watsonia P: 9434 4466 W: [www.loyola.vic.edu.au](http://www.loyola.vic.edu.au)

**Junior Engineers**

**TERM 2 ONLINE CODING**  
*Weekday & Weekend Sessions Available!*

### Animation & Game Design (Years 2 – 4)

Apply coding concepts to develop animations and computer games

### Coding with Python (Years 5+)

Complete fun coding challenges and build your own video game

- ✓ Weekly sessions from 4:30pm – 5:30pm
- ✓ 5 days per week + weekend sessions
- ✓ Live, interactive session with qualified Coding Coaches
- ✓ Only \$22 per session

**CLICK HERE TO JOIN TODAY!**

[jnrengineers.com.au/programs/school-term-online/](http://jnrengineers.com.au/programs/school-term-online/)

[www.jnrengineers.com.au](http://www.jnrengineers.com.au) | 1300 089 344 | **zipPay**  
BUY NOW PAY LATER

# Coronavirus (COVID-19): Managing Stress and Anxiety

## TIP SHEET

The outbreak of coronavirus (COVID-19) is impacting people in significant ways, and it's understandable that people are feeling heightened stress and anxiety.

It's important to take care of yourself by using strategies that help you to manage your stress levels and responses to the current state of uncertainty, change and social isolation.

### Signs of stress and anxiety

Stress and anxiety can result in a range of different physical and emotional reactions. Be aware of signs that might indicate that you're stressed or anxious, including:

- Being short-tempered or irritable
- Headaches
- An upset stomach
- Sleeping difficulties
- A lack of concentration
- Feeling run down
- Tension in your jaw, or shoulders or other parts of your body
- Fatigue or extreme tiredness
- Rumination or racing mind
- Feelings of worry, fear or unease
- Finding it difficult to relax and be calm.



### Stay updated, mindfully

In times of crisis, it's recommended that you monitor how much, and what news you're exposing yourself to, as well as when you're consuming it.

Set some boundaries around the amount of time you will dedicate to reading or watching the news, such as 30 minutes in the morning and 30 minutes in the evening. This can keep you updated with the latest information, but also put restrictions on your exposure, as consuming too much media can increase anxiety.

Avoid watching the news before sleep as this can interrupt your ability to fall asleep or sleep soundly.

It's also important that you ensure that you are getting your information from reliable sources, such as the Australian Government's health alerts or the World Health Organization.

### Keep your routine

During times of external instability and change, it's important to keep your routine the same, or as similar as possible to maintain structure in your day, which can be beneficial for your mental health. This includes when you wake up, eat, work, engage in leisurely activities, and sleep.

If you're working from home, set boundaries around the time you begin work, have breaks and finish your day. This can maintain your sense of structure and minimise your work spilling over to your personal life.

If you can, try to set up a dedicated place of work in your home to minimise noise and distractions. This can be particularly helpful if you're working from home when you have a partner, housemates, or children who are at home, which can bring its unique set of challenges.

If you're out of work, try to plan your day to maintain or rebuild a sense of purpose and structure. You can stick to your routine by scheduling your tasks for the day, such as cleaning and cooking, as well as leisure time. We also recommend staying informed about the government services that are available for people impacted by coronavirus, including financial supports.

## Stay connected

With increased social isolation, people are at greater risk of feeling lonely and isolated. Positive relationships are essential for our mental health and wellbeing, and it's important to spend time talking with friends and loved ones who will be able to provide you with connection and support.

While we are having to physically distance ourselves from others, we can maintain our relationships by using communication methods still available to us, such as the telephone, text messages, email and video conferencing. You can also spend quality time with people you live with.



## Stay active

Although, during this time we're spending more time at home, it's important to continue to exercise outdoors where possible, to benefit our mental health and keep us in touch with nature.

This could involve walking, jogging or cycling (while adhering to social distancing guidelines). It's recommended to exercise for at least 15 to 30 minutes, three days a week. If you're finding this hard, even just a 10-minute walk each day can have a positive impact on your mood and re-energise you. You could also exercise indoors by using online videos to work out, practise yoga or other types of activity.

## Practise self-care

Self-care involves looking after our physical, emotional and mental health. This means eating a healthy and balanced diet, with plenty of fresh fruit and vegetables, exercising regularly and getting restful and adequate sleep. It also includes making time to do the things you love, such as reading, writing, gardening, listening to music or spending time on a hobby.

## Rest and relaxation

Aim for seven to eight hours of sleep each night. It's important to practise sleep hygiene, particularly if you have trouble sleeping. Some useful resources on sleep are provided on the next page of this tip sheet.

Take regular work or study breaks during the day, especially in the current circumstances which may mean you're experiencing a heightened state of anxiety. Try to take 5 to 10 minute breaks each hour to switch off from screens or smart devices and do something calming and relaxing. Some relaxation exercises include meditation, mindfulness, yoga and progressive muscle relaxation.

There are less formal ways to relax, such as listening to music, going for a walk, having a gentle stretch or drinking a glass of water. There are a range of relaxation apps for smartphones that are available to download, which are listed over the page.



## Remember to keep things in perspective while in social isolation, and be kind to yourself.

During times of anxiety and stress, we're more likely to focus on the negatives and view things as worse than they really are.

Try to remind yourself that the current situation is temporary, and that by staying home, you are doing your bit in helping to slow the spread of the virus in your community.

Also remember that as a community, we are all in this together, and this new and unprecedented period might even have some benefits, such as enhanced relationships (albeit at a distance) with family, friends and neighbours.



## Useful resources

### Sleep

#### Beyond Blue - Sleeping well

<https://www.beyondblue.org.au/get-support/staying-well/sleeping-well>

#### headspace – Sleeping well for a healthy headspace

<https://headspace.org.au/young-people/sleeping-well-for-a-healthy-headspace>

### Relaxation apps

#### Smiling Mind

[www.smilingmind.com.au](http://www.smilingmind.com.au)

#### Breathe

<https://au.reachout.com/reachout-breath-app>



## Need support?

If you're feeling stressed, anxious or overwhelmed by the current situation and would like some support, our counsellors are here for you.

We're committed to supporting people throughout the coronavirus situation. We're continuing to deliver services via telephone, online and video-conferencing appointments, including through our online counselling service.

For more information or to talk to us about how we can support you:

- Visit [www.rav.org.au](http://www.rav.org.au)
- Call 1300 364 277

To learn about our typing-based online counselling service or to book an appointment, visit [onlinecounselling.rav.org.au](http://onlinecounselling.rav.org.au)

## About us

Relationships Australia Victoria (RAV) is a community-based, not-for-profit organisation with no religious affiliations. We have over 70 years' experience providing family and relationship support services across Melbourne and Victoria. Our vision is for positive, respectful, safe and fulfilling relationships for all Australians.

We provide counselling; family dispute resolution (mediation); family violence prevention, support and recovery services; relationship skills courses; mental health services; workplace services; and professional development and training, along with a diverse range of other services and programs.

Our services are for all members of the community, regardless of their religion, age, gender, sexual orientation, lifestyle choice, cultural background or economic circumstances. We are committed to ensuring that our services are relevant, inclusive and accessible.



# Parenting Support



Do you have a child under the age of 12 and need support with parenting?



Would you like to:

- Enjoy parenting more?
- Address concerns about your child's behaviour?
- Use positive parenting strategies to improve your child's behaviour?

Help is available through a **Family Support Worker** who will help you learn new skills to better manage your child's behaviour.

The **Family Support Worker** can assist families in dealing with:

- Tantrums
- Bedtime problems
- Mealtime difficulties
- Children not following instructions
- Aggression towards parents, siblings and others *or*
- Other areas of concern

## How to access the Family Support Worker

Referrals to the **Family Support Worker** can be made by contacting our Service Co-ordination team at healthAbility on **Ph 9430 9100** between 9am and 5pm Monday to Friday.



Inspiring people and communities to be healthier and inclusive

[healthability.org.au](http://healthability.org.au)