



Sacred Heart Catholic Primary School Diamond Creek

Sacred Heart Newsletter

View the Newsletter online: <https://www.shdiamondcreek.catholic.edu.au/newsletters-forms/>

Newsletter No 4 Term 2
7 May 2020

Dear Sacred Heart families and friends

Fr. Steve's Mass and Homily:

The link to last weekend's Mass can be found here:

<https://www.youtube.com/watch?v=Kcm-xy58qO4>

Communicating with our community:

Thank you to all those parents who have responded so positively to the phone calls made by me, Gina, our teachers and Learning Support Officers. All of the messages of support from us to you and vice versa clearly indicate that we all have the best interests of our students at the centre of all that we do.

One member of our community who regularly goes way beyond their normal duties to cater for the needs of our staff, student and family community is Allison Garrard. Allison is the first person that any member of our community encounters when they contact Sacred Heart and her compassionate and understanding responses to all enquiries ensures that people know that they are being listened to and never judged.

Allison is our School Administration Officer and is responsible for all reception duties, administering the financial obligations of the school through establishing and maintaining budgets and income sources, dealing with student's first aid matters and a wide range of other demands that a school encounters in its usual daily operations.

Currently Allison is undergoing intensive professional learning through the Catholic Education Commission of Victorian introducing a new administration and financial system into our school, the Integrated Catholic Online Network (ICON). As anyone who has experienced the changing of a finance and administration system in their workplace understands, this is an extremely complex and time consuming process. And this is in addition to her 'normal' duties until this system is fully implemented later this year.

Allison is taking all of this in her usual calm manner and is ensuring that especially in this time of uncertainty that whenever any member of our community contacts our school office that no matter what their questions or needs might be they are treated with respect and dignity. Thank you, Allison Garrard, the Sacred Heart community respects and appreciates you.



Student Wellbeing & P. E.

Mother's Day:

Being a mum is like no other job in the world, the job is never done. Unlike a typical 8-to-5 job, motherhood is a "career" often motivated by pure, unwavering love. While responsible for so much, often it may feel as if mums go unappreciated, or at least under-appreciated. Especially during this time mums are doing so much for us. Let's reach out to all the mums in our lives to remind them how loved and appreciated they are.

A Mother's Day Prayer

Happy Mother's Day

In the name of
JESUS CHRIST,
we lift up all
MOTHERS today.

We thank them for their sacrifices so that we can have a life of contentment. Grant them favour, Lord and may they have a wonderful place in existence in Your heart of GRACE.

bejoygenerations.com

We wish all the mothers of the Sacred Heart community a very happy Mother's Day and hope you all are spoilt by your children and grandchildren. We hope you all have a wonderful day on Sunday and our thoughts are with those people who may not have their mothers with them on this day.



Wellbeing Wednesday:

On Wednesday, 13th May, we will have a day where there will be no official Maths, Literacy, Inquiry, Religious Education sessions but rather we will celebrate the great work of the students, parents and staff and we will have a wellbeing day. Next Wednesday, has been designated as Wellbeing Wednesday - a day for staff, parents and children to collectively catch our breath after an incredibly hectic 6 week run which

began before the school holidays. As staff, we will take some time to reflect on the successes and challenges so far with our remote education program so that we can learn with and from each other for the benefit of all the children. At home, there will be optional activities to work on but no timetable for Google Meets, nor the need to submit posts to Seesaw or via Google Classroom. As far as possible, any activities the children undertake will engage them but not require input on the day from staff or parents and they will not be required to be submitted to staff - no stress for the children, parents or staff.



The poster is for Sacred Heart Primary School's Wellbeing Wednesday. It features a light pink background with red stars and cartoon illustrations of a monkey, a dog, and a bear. The text is arranged in two columns. The left column contains the school name, the event title, the date, and instructions for the day. The right column explains the purpose of the day and provides contact information for the newsletter.

SACRED HEART PRIMARY SCHOOL

WELLBEING WEDNESDAY

WEDNESDAY 13TH MAY

ON THE DAY PLEASE CHECK YOUR GOOGLE CLASSROOM FOR A SHORT VIDEO TO WATCH AND THEN A GRID OF ACTIVITIES YOU CAN SELECT FROM TO PARTICIPATE IN OR SIMPLY DO SOMETHING THAT LOOKS AFTER YOUR WELLBEING.

Wellbeing Wednesday

YOU CAN LEAVE THAT TO US!

Next Wednesday May 13, has been designated as Wellbeing Wednesday - a day for staff, parents and children to collectively catch our breath and take care of ourselves and each other.

As a staff, we will take some time to reflect on the successes and challenges so far with our remote education program so that we can learn with and from each other for the benefit of all the children.

At home, there will be activities to work on but no timetable for Google Meets, nor the need to submit posts to Seesaw or via Google. As far as possible, any activities the children undertake will engage them but not require to much input on the day from staff or parents and they will not be required to be submitted to staff - no stress.

If you would like to share your work for the newsletter or you have questions please email gmurphy@ndiamondcreek.catholic.edu.au

Recognition of Helen Pendry:

The following article was in April 23rd Leader Community News and recognises one of our amazing staff members who contributes so much to Sacred Heart but is also recognised for her contribution to St Mary's tennis club. I hope Helen is not looking for a building to be named after her at the completion of our refurbishment project!

St Mary's tennis club names court after long-time member Helen Pendry

A member who has spent 42 years with a Greensborough tennis club has been acknowledged for her hard work. And it's an honour that will live on at the club for years to come.

April 23, 2020 6:00am

Helen Pendry joined St Mary's tennis club when she was a junior in 1978.

Helen Pendry's 42-year stint at a Greensborough tennis club has been honoured, with the club naming its main court after her. Helen Pendry, who was given the honour at the opening of the St Mary's Tennis Club's resurfaced en-tout-cas courts, joined the club as a junior in 1978.

She said her mother introduced her to the sport and would often take her to the courts to have a hit with other children after school.

“I didn’t want to be put in the spotlight in such a way, but when I reflected on all that I have given to the club and how other sports acknowledge their significant members, I began to understand just how special this honour is,” she said.

“Playing sport was a large part of life in my family, my parents were great role models in how to be an active club member.”

Ms Pendry said she was always told local sports club could not function without members putting their hands up — which sparked her string of roles at the Yando St club.

“I started in subcommittees, to selection committees to committee of management,” she said.

“The club and sport has given me so much over the years, it isn’t hard giving something back.”

Pendry served on committee as social secretary in 1989, registrar in 1991-92, president from 2005-09, vice president from 2010-14 and secretary since 2015. Club president Peter Marcato said the club was extremely grateful of Ms Pendry’s contribution.



“As a committee, we wanted to come up with a unique way to recognise Helen’s many years of service to the club and community,” he said.

Mr Marcato said the process to resurface the courts was the culmination of a decade-long pursuit, including six months of construction. “As part of our strategic plan, we set out to improve the courts as they haven’t had much done to them since they were installed in the late 1970s,” he said. “We elected to stay with en-tout-cas as our surface as it’s long lasting and upgrade to environmentally-friendly LED lighting.”

Reminder Remote Education Packs Pick Up Tomorrow:

On Friday 8th May we will be asking families to pick up the second Remote Education learning packs for the students. We will use the same process as last time, with families timetabled to pick up the packs at various times throughout the day to enable us to keep with the social distancing rules. This will occur in the Parish Hall.

Below are the times allocated for collection:

- Surname A-B 9.30am - 10.00am
- Surname C-G 10.15am - 10.45am
- Surname H-J 11.00am - 11.30am
- Surname K-M 11.45am - 12.15pm
- Surname N-R 12.30pm - 1.00pm
- Surname S-Z 1.15pm - 1.45pm

For those families that have ordered Mother’s Day gifts via the pop-up stall on CDF pay, you will be able to collect these on the same day.

Building/Landscaping Update:

There are still many things happening around the school with the roof being finished, drainage pits going in, bitumen to start next week, the log fort continuing and the welcome garden to begin soon. We continue to get quotes for painting, furniture and other items that can add to our school while waiting for the final budget. It really is an exciting time for Sacred Heart and we cannot wait to have the children back to enjoy all these new spaces.



Remaining Active - e- Challenge Get active Together – Online:

Take part in this school vs. school e-challenge for the chance to WIN!

Sacred Heart Primary School has entered the e-Challenge run through RHSports. The school with the most participants and the school with the best results for both primary and secondary schools will win a NYDA sports equipment voucher each from RHSports!

It's so easy!

A link has been sent to all families via Care Monkey, now we encourage you to be physically active at home!

STUDENTS - Complete the tasks and fill in the form online to enter your results for our school! Students can complete the tasks multiple times and enter their results.

You can also enter the competition by clicking on the link below:

<https://sites.google.com/view/rhsportsfitnesschallenge/home?authuser=1>

Competition starts Monday 4th May and ends Sunday 31st May. Below are the activities that you need to do. Remember you can do this as many times as you want and enter your results.



Running/Walking

Measure your backyard.

How many metres is this?

Now just run or walk the laps for 20 minutes!

Once you are finished calculate: $Laps \times (metres) = Total\ Metres$

Jump Rope

Grab a skipping rope and find a hard surface to skip on.

How many skips can you do in 2 minutes?

You will enter number of jumps into the results sheet.

Speed Dribble

Grab a basketball or basketball size ball.

Find a hard surface to bounce on. Bend really low for this one!

Speed Dribble the ball beneath your knees.

How many bounces can you achieve in 2 minutes?

You will enter number of bounces into the results sheet.

Wall Catch

Grab a tennis ball.

Find a wall where the ball will bounce back to you.

Throw and catch the ball as many times as you can in 2 minutes.

How many catches can you achieve in 2 minutes?

You will enter number of catches into the results sheet

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. Thank you to those who have returned these. Families with students attending Government Schools I need this back to ensure your application is submitted by the due date. Families with students attending Independent and Catholic Schools will still be asked to fill out the form and return it to the office. However, if your child has been accepted into a Catholic or Independent school at this stage, if you could send an email stating what school they have been accepted into then I will not need to follow this up.

House Points:

At the conclusion of week 3 the results were as follows:

CORDNER (GREEN)	MACKILLOP (RED)	BUNJIL (BLUE)
1640	1760	1810

Riddles of the Week:

Last week's riddles and answers were:

- What can run but never walks, has a mouth but never talks, has a head but never weeps, has a bed but never sleeps?
A River
- A doctor gives you three pills and tells you to take one every half an hour. How long will the pills last?
One Hour
- What do the numbers 11, 69 and 88 all have in common?
They read the same right side up and upside down.

This week's riddles are:

- What is as light as a feather, but even the world's strongest man can't hold it for more than 10 minutes?
- Using only addition, how do you add eight 8s and get the number 1,000?
- There is a low railroad bridge in your town. One day you see a large truck waiting just before the underpass. The driver tells you that his truck is 2 inches higher than the indicated height of the gap. What can he do to get through the easiest way?

Birthdays:

Happy Birthday to the following students and staff that have a birthday next week:

Rachael Hardy, Christian Lentini & Pat Guatta.



INSIGHTS

Expect more from kids in these difficult times



Studies show that parent expectations are a powerful predictor of student success and wellbeing. As children are required to spend more time at home over the coming months, your expectations about your children's behaviour and performance are more critical than ever.

While there may be a temptation to shield children and young people from hardship during the current COVID-19 pandemic, this is unrealistic and out of step with current societal norms. Every segment of the community including children and young people is expected to both give something up and contribute more during the pandemic.

The greatest contribution kids can make is to help their family function as effectively as possible, look out for the wellbeing of family members and peers (using appropriate social distancing measures) and to quickly adapt to the new learning requirements from school.

As a parent you should expect your child or young person to:

Help at home

More time spent at home means more mess, more untidiness and more food to prepare. It's reasonable to expect kids to clean up after themselves, sweep floors, wipe benches, wash dishes or empty dishwashers and also contribute in age appropriate ways to meal preparation. Consider using a weekly jobs roster for the larger tasks and avoid linking pocket money to jobs. Linking help around the house to pocket money teaches children to think "what's in it for me?" rather than "how can I help my family out?"

Behave well

The default question for kids when living in close quarters with others should be, "How does my behaviour impact on others?" If their behaviour impacts adversely on the rights and wellbeing of others, then it's not an appropriate behaviour. A child who continually makes a noise while in close proximity to a sibling who is studying is showing little consideration. As much as possible skill kids up to resolve relationship problems with their siblings so that you're not continually policing their behaviour.

Look out for others

Encourage children to look after the wellbeing of fellow family members. Using age appropriate language, help children understand the signs of deteriorating mental health including sullenness, moodiness, spending more time alone, shortness of temper and drooping out of family activities. Encourage children to act with empathy and kindness when family members are struggling and discuss ways that they can help including giving them space, listening and having fun at appropriate times. By helping children to look out for the needs of others, you are also helping them to build skills in expressing the full range of their own emotions.

Stick to schedules

The use of structures and routines are an essential element of family functioning, particularly during times of change. It's advisable to make your family schedules mirror the schedules established by your child's school. Expect children and young people to stick to the established schedules without taking short cuts, arriving late or finishing early for online lessons. Differentiate the week by relaxing the schedule on weekends, which gives kids something to look forward to.

Show up for lessons

Expect kids to show up for school lessons with the right attitude, equipment and clothes. Wearing clothes specifically for school work helps to trigger their readiness for learning, and differentiates school time from leisure time.

Display discipline

Time spent at home requires children to self-regulate and be disciplined. I suspect that those children who do best in this time of self-isolation will be students who discipline themselves to exercise regularly, limit their use of digital devices, develop a sleep preparation routine, stick to school work routines and practise mindfulness regularly.

Expectations can be tricky to get right. Too high and children can give up. Too low and children will meet them. In these challenging times when more is asked of all of us, err on the side of the side of keeping your expectations high for your kids. They'll more than likely rise to the new challenges that social distancing measures require of them, building their confidence, character and resilience.



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.



News from the Office

SCHOOL FEES – 2ND Instalment due 01/05/2020

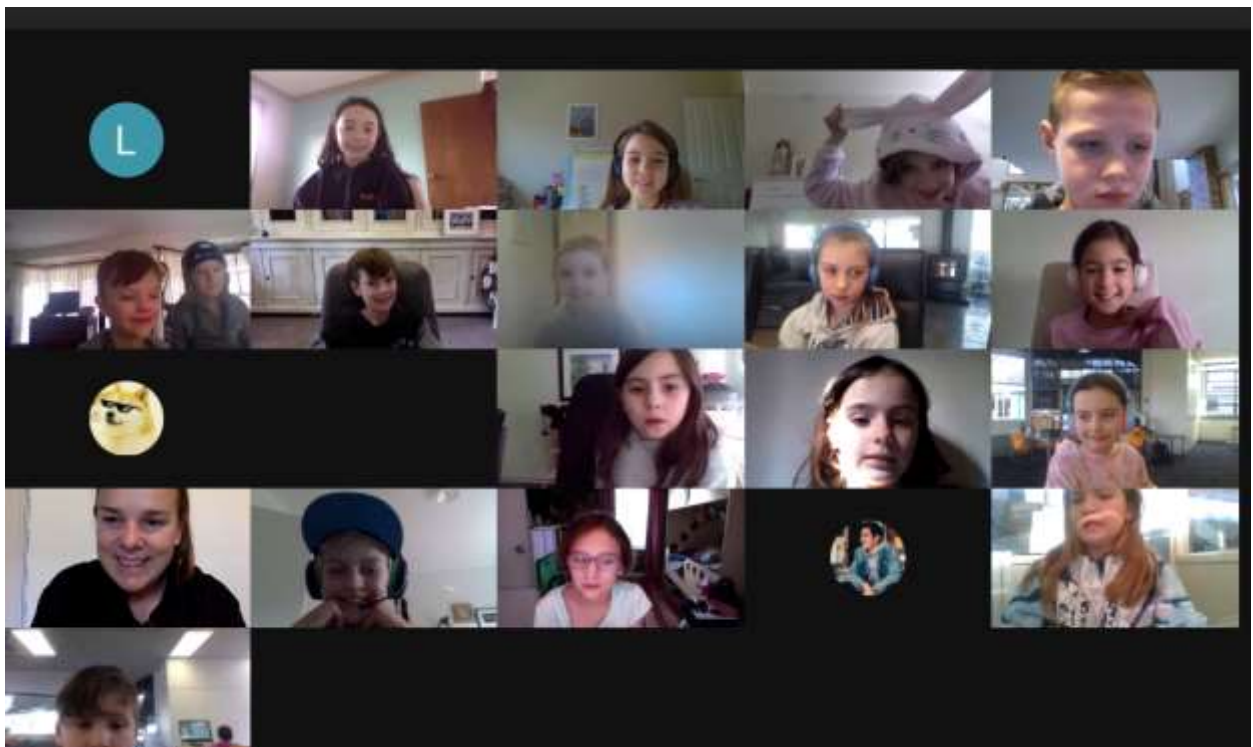
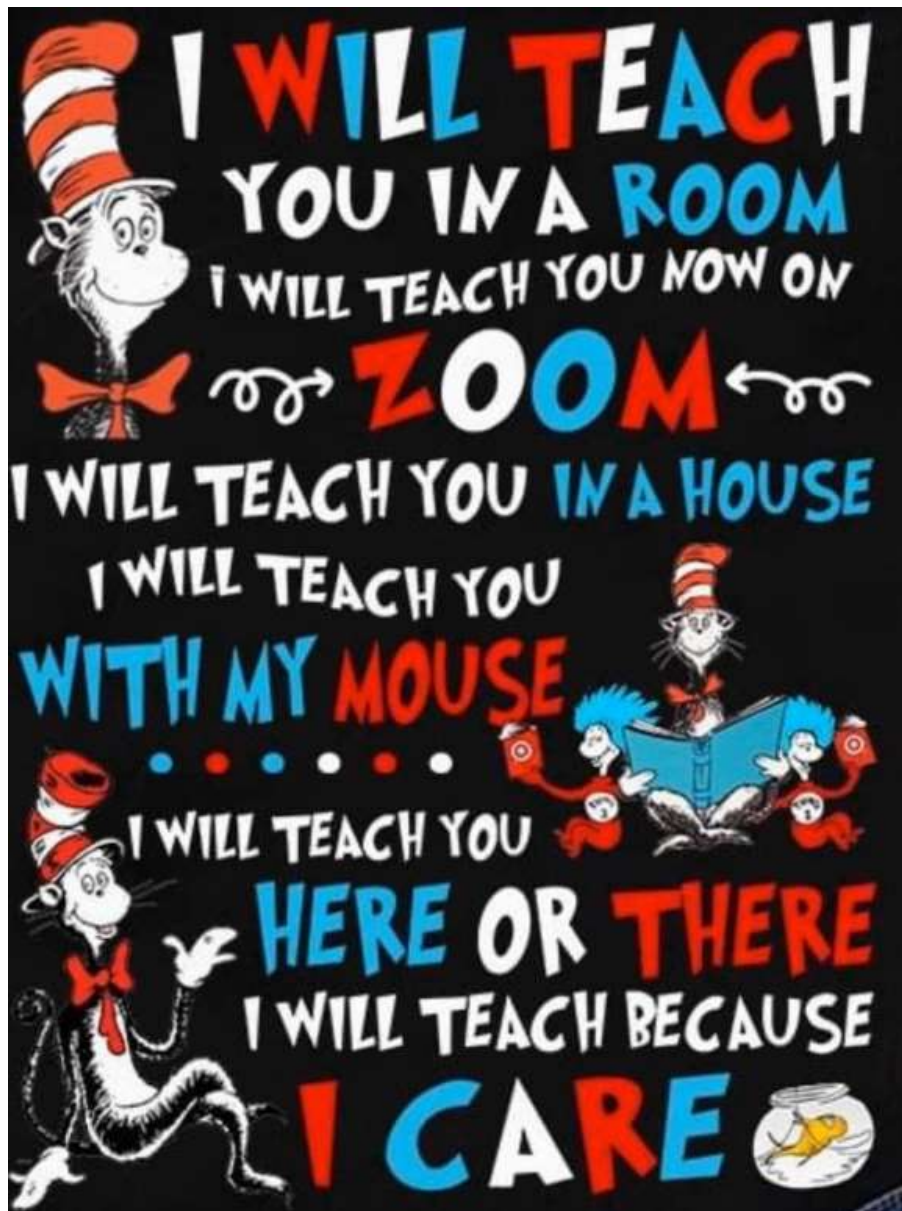
Please note, that the 2nd fee instalment of \$1105.00 was due by 1st May 2020. This can be paid via eft to the school's bank account or you can call the office to pay by credit card. This does not apply to families who have elected to pay their fees via direct debit. Account statements will be sent to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

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

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. Teacher's email addresses are listed below:

Pat Ashworth (STEM)	pashworth@shdiamondcreek.catholic.edu.au
Suzie Collins (Visual Art)	scollins@shdiamondcreek.catholic.edu.au
Jacinta Dalton	jacintad@shdiamondcreek.catholic.edu.au
Gemma Greenwood	ggreenwood@shdiamondcreek.catholic.edu.au
Norah Jacombs	njacombs@shdiamondcreek.catholic.edu.au
Helen Maxey	hmaxey@shdiamondcreek.catholic.edu.au
Rosanne Mitrovski	rosannem@shdiamondcreek.catholic.edu.au
Sandy Morgan	smorgan@shdiamondcreek.catholic.edu.au
Olivia Modine (Indonesian)	omodine@shdiamondcreek.catholic.edu.au
Claire Molina	cmolina@shdiamondcreek.catholic.edu.au
Sandy Morgan	smorgan@shdiamondcreek.catholic.edu.au
Gina Murphy (PE)	gmurphy@shdiamondcreek.catholic.edu.au
Rachel Murphy (Performing Art)	rmurphy@shdiamondcreek.catholic.edu.au
Claudia Neale	cneale@shdiamondcreek.catholic.edu.au
Kerry Neilson	kneilson@shdiamondcreek.catholic.edu.au



Year 3/4 NJ - Classroom Meet

SACRED HEART PRIMARY SCHOOL



Learning continues through Remote
Education - April Statistics



Google Classroom

664 posts created
579 by teachers
85 by students

GOOGLE MEETS

1509 Google Meets
classes, small groups, individuals
teachers, Learning Support, students, parents



SEESAW

Countless SeeSaw journal posts created by
students and commented on by teachers

GOOGLE DRIVE

1398 documents shared between teachers,
Learning Support and students



Gmail

44,393 emails sent between teachers,
students, learning support, administration and
parents

Remote Education @ Sacred Heart

Evelyn, Michelle & Rupert - Performing Arts
'I got a feeling'



Evie & Lucy's maths patterns



Harper & Lachie Murphy Meet



Nate & Sarah - PE



PE @ the O'Neills



Dom's SMART Spelling



Harry, Justine & Nana on Skype
Performing Arts Dance



Nate & Georgia - cooking lesson



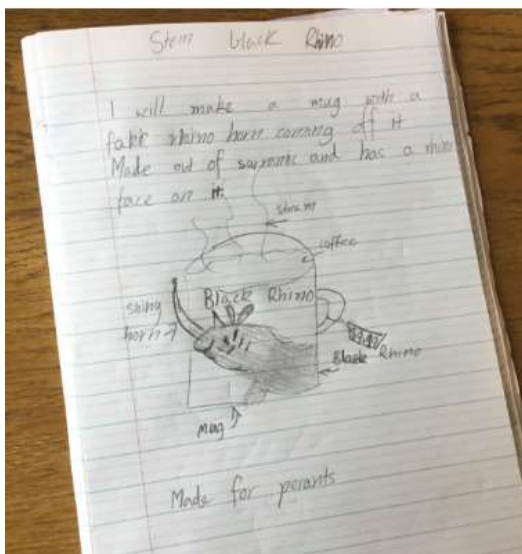
Rook & Harper
PE - Footy Kicking



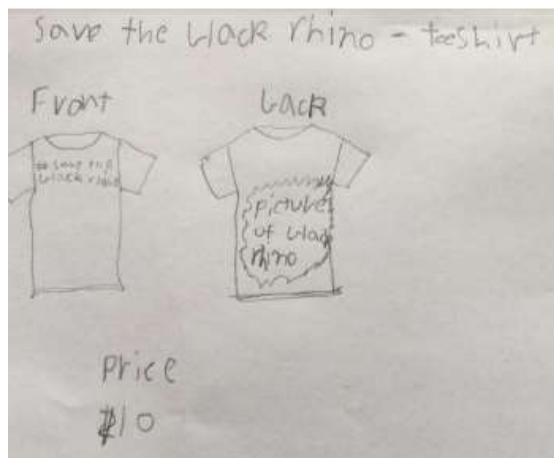
Annabelle's Indonesian



Xavier, Jacob & Isaac
Standing for the National Anthem

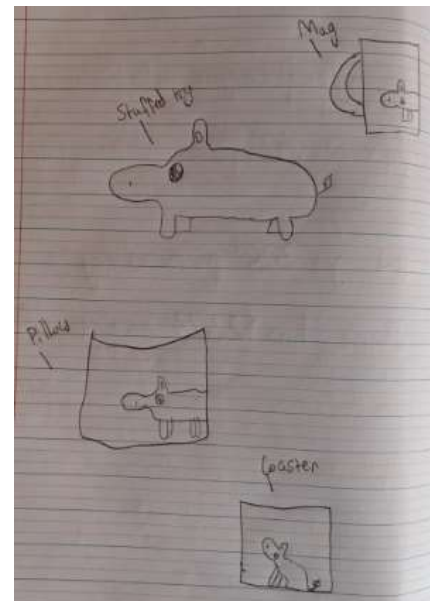


Maia

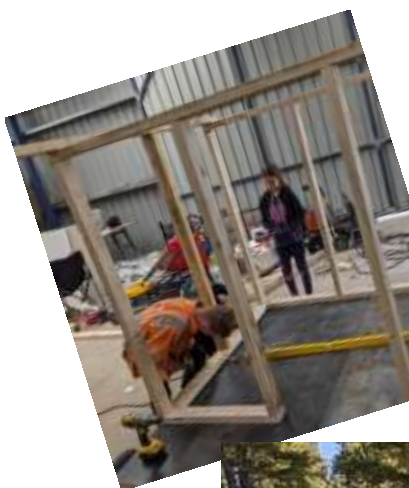


Ruby

'SAVING THE BLACK RHINO' IDEAS



Zarah

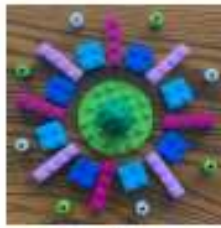


STEM Project - A New Chook House
Tadhg, Rhylee & Kadye

Remote Art @ Sacred Heart



JAKE



ALEXANDER



JAKE



CHARLOTTE



JACK



CHARLOTTE



CHARLOTTE



DANIEL



EVLIE



ALEX



AUDREY



JUSTINE



HARRY



LANNI



XAVIER



MEGAN



NATE



SARAH



NATE



JAKE

RADIAL COMPOSITIONS IN ART & PHOTOGRAPHY

PREP - 2 VISUAL ART



RUPERT



RODK



LUCY



EMILY



FINN G



TYLER

DESIGN YOUR OWN FOOD TRUCK

GRADE 5/6 VISUAL ART

Students were asked to design their own food trucks, taking into consideration who might be their target audience what design features they may use to attract customers and what other considerations they might need to consider to meet their customers' needs. They have done a wonderful job...



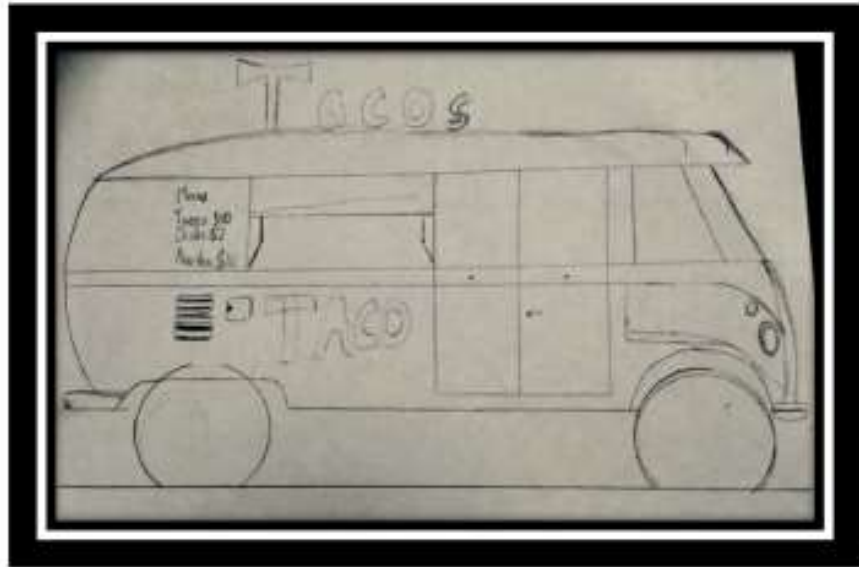
**Isabelle
Jones**



**Laila
Bruzzaniti**



**Natalia
Bruzzaniti**



**Pat
Ward**



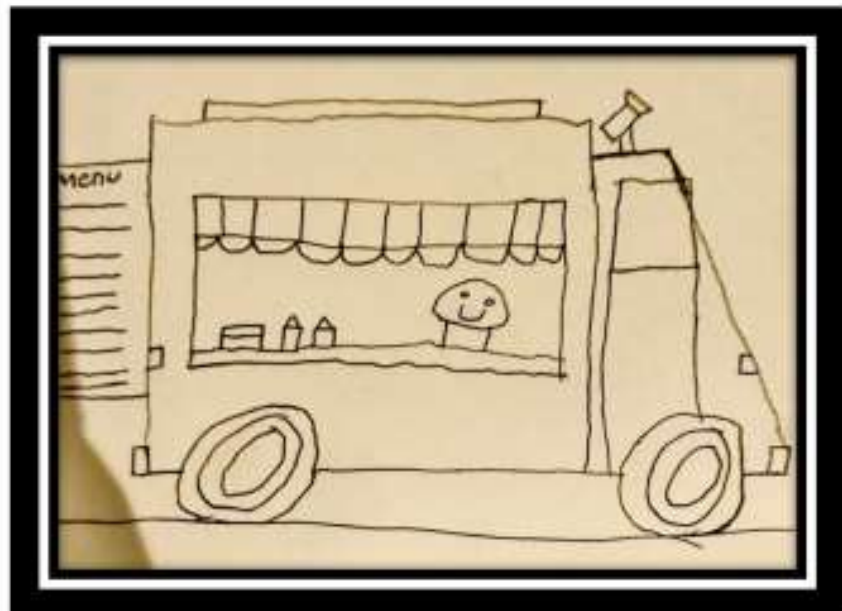
**Snehath
Perera**



**Lana
Junge**



**Evelyn
McIlroy**



**Noah
Brooks**

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



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

FOR SALE - PEARL VISION BIRCH DRUM KIT



18 x 22 Kick Drum.
12 x 9 Rack Tom.
14 x 14 Floor Tom.
14 x 5.5 Steel Snare Drum.
Single Yamaha Kick Pedal.
Yamaha Drum Stool.
Comes with mounting hardware and floor tom legs.

\$600.

Contact Oliver on 0421852686 or ollie.midson@gmail.com !



Australian Childhood Anxiety TREATMENT STUDY

Free home-based assessment and treatment for 7 to 12 year old children with fear and anxiety disorders.

Does your child become very afraid of certain situations or objects, worry about a lot of things, get very distressed, or try to avoid things they fear?

About the study

Our team at Griffith University may be able to assist you. We are conducting a nationwide study that includes the following services at no cost to families:

- A thorough assessment of your child's anxiety with a trained psychologist via the telephone;
- Your child receiving one of two kinds of home-based treatments delivered on a PC, laptop or tablet; and
- Two follow-up telephone assessments with a trained psychologist 6- and 12-months after treatment to track your child's progress.

The study aims to find out if these two treatments are as effective as each other, and which children have the best response to each kind of treatment. This will mean that there are more evidence-based treatments available for helping anxious children.

About the treatments

Each treatment involves your child completing treatment sessions at home on a PC, laptop or tablet.

Each treatment involves your child learning practical strategies to better manage anxiety.

- One treatment helps children learn to control the focus of their attention on helpful things around them.
- The other treatment helps children learn to think differently and approach things they fear.

Each treatment includes information, telephone or email support for parents in assisting their child to better manage anxiety.

Prior studies have shown that children who complete each treatment experience significant reductions in anxiety.

Contact us

This study is being funded by the National Health and Medical Research Council and is led by Professor Allison Waters and a team of experts in childhood anxiety disorders.

For more information about our study and our team, or if you would like your child to participate, please contact us:



(07) 3735 3351



cadrp@griffith.edu.au



griffith.edu.au/childhood-anxiety-treatment-study



Australian Government
National Health and
Medical Research Council

 **Griffith**
UNIVERSITY
Queensland, Australia

GU Ref No: 2019/146

