



Sacred Heart Catholic Primary School Diamond Creek

Sacred Heart Newsletter

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Newsletter No 3 Term 3
30 July 2020



Dear Sacred Heart Families and Friends,

I read an article in the Herald Sun on Tuesday, 'My Heroes are my students' written by a VCE English Teacher. The article was about how the Class of 2020 is experiencing so many challenges and upsets yet they keep getting back up, their resilience is amazing. Whether it be the VCE Class of 2020 or the Prep Class of 2020 or anywhere in between our students are coping better than we could ever have imagined and are getting as much support as we can provide for them.

But the article started me wondering about how you are going, hence the graphic at the start of the newsletter. Our students will get through this because their parents and our staff love them and are doing everything they can to help them. But sometimes we are our own harshest critics and we overthink situations.

The staff of Sacred Heart have put a lot of thought and effort into providing what we believe is the best Remote Learning program that we can provide for our families with the knowledge and resources that we currently have. We use Google Classrooms because we were advised by Catholic Education Melbourne that it is one of the safest platforms to use for online learning. Our Year 5/6 classes had already been using Google Classrooms for differentiated tasks and all of our students already had Google email accounts.

Over the past few weeks we have received a number of queries about our Remote Learning program, some suggestions as to how it might be improved and many, many compliments. One of the queries/suggestions was regarding the opportunity for our students to ask a question of the teacher outside of the Morning or Group Google Meets and without emailing. Accordingly we have implemented a Question Time Meet in all Year levels for any students who might still have a question regarding their work after the initial instruction part of each lesson. Another suggestion was the earlier release of tasks to support families in the organisation of the child/rens materials each day.

While I am still investigating other suggestions from parents, I wanted to assure you that all parent input is given serious consideration and investigated.

I also felt that it is an appropriate time to provide you with an overview of our Remote Learning program.

In order to be able to ensure that our learning and teaching activities are changed regularly, our teachers plan a 2-week cycle of lessons in all curriculum areas including online and hard copy activities that can be completed at school or at home.

This planning includes whole class and targeted differentiated teaching activities with the Classroom/Specialist or Support Teacher or Learning Support Officer. The activities/learning material that each student is provided is targeted at their level in each curriculum area identified through assessment data collected when the students were at school or through online assessments or work samples.

Each student should be able to complete these activities with minimal parent involvement, parents should mainly be required to ensure that the students read and understand the instructions and are prepared with the right materials. We can't expect everything to be perfect. It is impossible to set tasks for a whole class of children and expect that each child will take the same amount of time to complete the task, or at least to begin and give it their best. So I advise all parents to monitor their children's tasks. If any task is taking too long or is causing great frustration, then cut it short and let your child's teacher know. Having to struggle to complete a task is OK – it builds resilience and self-confidence – but becoming overly frustrated is counter-productive to learning and certainly reduces the likelihood that the experience will be positive for the child or parent. If you are finding the tasks too difficult for your child, please make contact with their class teacher to adjust the level to ensure it is achievable without stress to the child or yourself.

Typically a Remote Learning day starts with a whole class Google Classroom Morning Meet. This Meet would include greetings, saying the School Prayer, Acknowledgement of Country, Attendance Roll, News/Jokes etc. and a review of the Weekly Overview/Daily Schedule, including the times for different Group Meets and who is in them.

At the Morning Google Classroom meet all students are reminded of how they can communicate with their teacher if they are unsure of what is expected of them i.e. raise their hand in a Meet or send an email to their teacher. We have introduced a daily 'Question Time' Meet in the middle of the day for any students

who have questions for the teacher about their work requirements. This is an optional Meet to support students with their learning on the day it occurs.

Also there is a daily Wellbeing Meet for a selected group of students to monitor and maintain their emotional wellbeing and allow students to have the opportunity to express their voice in a smaller group. Each student in each class is invited to be part of one Wellbeing Meet per week.

Our Learning Support Officers are allocated individual students or small groups of students to work with each week through Google Classroom Meets. Sandy Morgan, Cinzia Egodagamage and Jessica Clark provide online academic support programs for targeted students.

There are potentially at least four occasions for our students to meet with a staff member on a Google Classroom Meet each day – Morning Meet, Focused Group Teaching Meet (Literacy and Numeracy), Question Time Meet and Wellbeing Meet plus as a result of any emailed requests.

Teachers access student's work through the completion of online activities or the uploading of photographs of hard copy material through SeeSaw, Google Classroom or students' individual drive. Teachers identify which work samples are to be used as assessment data but check and acknowledge all work submitted.

In this phase of Remote Learning we have deliberately included our Specialist classes in their 'normal' time slots to break up the day for students and their families. Students may choose to participate in their Specialist class at this time or another time, it is a family decision. We have scheduled that all lessons (Classroom) will be available online from 7.00 am each day to enable families to plan for the day ahead. Specialists will be available on each Monday at 7.00 am. Families need to review the Weekly Overview to be aware of what is expected for each day and for the week ahead. The weekly overview is a working document that has the capacity to change if there are needs throughout the week. Please be aware of this and ensure each day you work from the daily schedule.

We would like to thank all members of the Sacred Heart community for your ongoing support of the staff and your children in this challenging environment. Thank you for the recommendations and for the many positive comments that support our staff in what has and is a difficult situation for professionals that train to work with children face to face and probably never thought they would be teaching in this environment, and believe me, would prefer not to be teaching in this environment. We are all learning and teaching together.



REMOTE LEARNING

Family Reflection

Together, as a family, use the prompt questions to think, reflect and plan ways to make Remote Learning - (Take 2) a positive one.

- ★ **What will you make your priorities this time? (Personal goals / Family goals)**
- ★ **What worked well the first time round that as a family we will continue?**
- ★ **What did you like about remote learning the first time?**
- ★ **Was there anything that you will do differently this time? (personally / as a family)**

Encourage each family member to voice their feelings and set some goals.
Create a family plan and /or timetable which is visible for all family members to see.
Plan a family reward or celebration when everyone in the family achieves their goals.



CareMonkey Update:

CareMonkey is rebranding to 'Operoo'. The digital forms platform provider, CareMonkey, will be rebranding as 'Operoo' beginning Monday 3 August 2020.

How you use the service, as well as the ownership and operation of the company, will remain unchanged. You can continue using the system, and its mobile application, as usual. From Monday 3 August, emails and notifications sent from the system will start appearing under the new name 'Operoo'. You will also be automatically diverted to the new Operoo website if you go to the old CareMonkey website.

Learning Conversations and Reports:

Thank you to all families and staff that were able to contribute to the Learning Conversations yesterday. The overwhelming response to reports and Learning Conversations was positive. This is an authentic parent, student, teacher relationship this year with the learning and teaching of each child. We acknowledge and thank each and every member of our community for the contribution you have made to the learning for your child.

Wellbeing Day at Sacred Heart:



Remote Education Packs:

Reminder that tomorrow is Remote Learning pack pick up day. In the learning packs will be a yellow envelope that will contain student reflections from last term and a copy of the PMI that parents may have filled out last term.

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

House Points:

At the conclusion of week 2 the results were as follows:

BUNJIL (BLUE)	CORDNER (GREEN)	MACKILLOP (RED)
320	380	380

Riddles of the Week:

Last week's Riddles:

- Daisy is reading Charlie and the Chocolate Factory to her twin daughters. There is a power cut, but she manages to finish reading the book. How?

Daisy is blind and does not need light to read braille.

- Why can't a man who is living in Edinburgh be buried on the Isle of Wight?

Because he is alive.

- A milkman has 2 empty jugs: a 3 gallon jug and a 5 gallon jug. How can he measure exactly a gallon without wasting any milk?

The milkman fills the 3 gallon jug and then empties the contents into the 5 gallon jug. He then fills the 3 gallon jug again and continues to fill the 5 gallon jug until it is full. The milk remaining in the 3 gallon jug is precisely 1 gallon.

This week's riddles are:

- What tastes better than it smells?
- What loses its head in the morning and gets it back at night?
- What can travel around the world while staying in a corner?

Birthdays:

Happy Birthday to the following students and staff that have celebrated birthdays this week. We hope you had a great day:

Nate Fitzmaurice
Paddy Hardy
Charlotte Molinaro
Nathaniel Dovile
Mrs Mitrovski

Thanks,

Jim & Gina

Value = Confidence



Student of the Week

Prep NG

1/2 CN

1/2 PA

3/4 JD

3/4 NJ

5/6 CM

5/6 RM

LOTE

Performing Arts

Visual Arts

PE

Charlotte Molinaro

Rosie Hankinson

Megan Lamb

Ruby Vassallo

Katiya Ibrahim

Ella Burton

Makayla Davison

Will O'Keefe

Tom O'Keefe

Alexander & Xavier Hernandez

Grace Topolscanyi

INSIGHTS

Standing behind difficult decisions



Johan and Harry were both suspended from school for a day after willingly watching a schoolyard fight. Their school had a zero-tolerance policy toward fighting and believed that those who watched a fight were as complicit in the conflict as those engaged in the fighting.

The reactions of both sets of parents to the boys' suspensions differed greatly. Johan's parents supported the school's actions and made the necessary changes to their work schedules to accommodate the suspension. Privately, they thought that the suspension may have been harsh, but as they agreed with the school's zero tolerance approach to violence, they knew they had no option but to accept the suspension. They counselled their son against similar behaviour in future and made sure his time away from school was spent doing schoolwork.

Harry's parents weren't quite so supportive. Thinking that their son's suspension was unfair, they contacted the school's principal asking to have the suspension removed. The principal listened to their concerns however she didn't remove the suspension. She reminded Harry's parents of the reasons behind the school's zero tolerance approach to fighting and urged them to support of their policy. Disappointed but obviously not deterred, Harry's father took time off work to take his son on a fishing trip on the day of the suspension. This action showed little regard for the school's efforts to encourage a culture of respectful relationships, as well as scant respect for the principal's authority.

Make the most of learning moments

Both sets of parents thought that the suspension of their sons was harsh. However, only one set saw the situation as a learning experience for the son. Johan's parents discussed with their son the place that bystanders play when violence breaks out. They reinforced the message that although it may take courage to stop a fight or bring it to the attention of teachers, it's these sorts of actions that constitute positive leadership.

Harry's parents couldn't see past the injustice of the suspension and missed a great opportunity to teach their son any number of lessons. These include what he may do next time a similar incident occurs, how he might respond when he sees someone being bullied or even how to nip conflict between peers in the bud before it escalates. There are many discussions they could have had with their son due to the suspension. From an educative perspective, this was an opportunity missed.

Trust the process


Arguably, the bigger issue in this story is that just as Johan's parents did, we parents need to trust the processes that teachers put in place at school, even when we don't always agree. Family-school partnerships are strongest when parents stand behind the difficult decisions that teachers make, even though the wisdom behind them may not be immediately evident. Sometimes, we all have to stand back and trust a process that's been in place, particularly when it's been implemented after a great deal of thought and diligence.



News from the Office

SCHOOL FEES

A Statement of school fees owing has been sent to families this week. The new statements look different to previous as we have now transitioned to a new Administration & Financial System. Your statement will show a balance brought forward (from the old system), any payments made and then a TOTAL BALANCE owing. Most families choose to pay school fees via a regular payment plan and your instalments will appear as a deduction on your statement. The Statement has been sent merely for you to know where you are at. For those families that do not have a direct debit/payment arrangement in place, the 3rd fees instalment of \$1105.00 (and any other outstanding fees) is now due. Please do not hesitate to call the office if you have any questions or wish to discuss your account.



TAX INVOICE - FEE STATEMENT

School Fees Account Statement

Sacred Heart School
 25 Gipson Street
 Diamond Creek VIC 3089
 Phone: 9438 1590
 ABN: 67246256707

Account Code: _____
 Statement Date: 29/07/2020

For Tuition of: _____

DATE	DESCRIPTION	AMOUNT
	OPENING BALANCE	\$2,930.50
04/06/2020	Direct Debit 04/06/20	-\$100.00
11/06/2020	Direct Debit 11/06/20	-\$100.00
18/06/2020	Direct Debit 18/06/20	-\$100.00
25/06/2020	Direct Debit 25/06/20	-\$100.00
02/07/2020	Direct Debit 02/07/20	-\$100.00
09/07/2020	Direct Debit 09/07/20	-\$100.00
16/07/2020	Direct Debit 16/07/20	-\$100.00
23/07/2020	Direct Debit 23/07/20	-\$100.00
Account Balance		\$2,130.50
Including Total GST of		\$0.00

Please note your new School Fees Account number (top right hand corner) for any future payments.

Please detach this slip and return it with your payment and payment details completed.

Account Code: _____
 Statement Date: 29/07/2020

AMOUNT DUE
\$2,130.50
*Includes total GST \$0.00

Payment Options

Payments by Credit Card MasterCard Visa

Name on Card: _____ Card Number: _____

Signature: _____ Amount Paid: _____ Exp Date: ____ / ____

Payments by Direct Credit

Bank: BSB: 083347 Account: 672826948 Reference: _____

Payments by Cheque Please detach this slip and mail it together with cheque.

Family Name & Address

New Debtor Account Number

Balance carried over from last statement

Student name/s & class/es

Any repayments made

Bank Details for EFT Transfer/Credit Card Slip

Total Balance owing on Account (all fees due by 16/10/2020)

Remote Education 2.0 @ Sacred Heart



Alexander & Xavier



Charlotte



For Art, Prep students designed and made their own printmaking tools...



Jack

Nate



Emily





Honor



Hayley

Noah B



Pat H



Laila

Noah H



Xavier R

Pat W



Year 5/6 students learnt about the art principles PATTERN and CONTRAST and created these amazing artworks. Some printed and cut out the animal silhouettes, while others took up the challenge of drawing them themselves and did a terrific job!

Isabella



Natalia



Evelyn



Xavier S

Izzy



Lana



Tadhg



Lachie

Tom



Wellbeing Wednesday



Emily & Megan baking



Evie, Issy & Lucy @ The Grampians



Daniel B



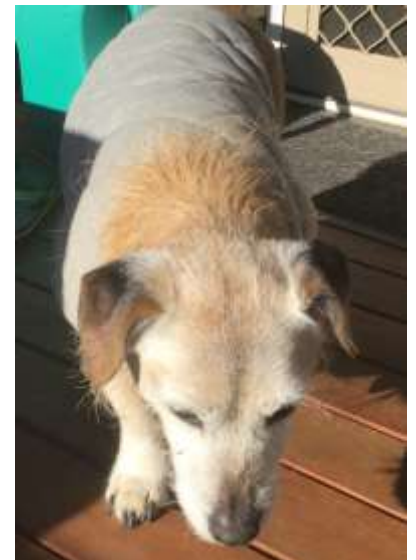
Oliver & his footy



Jacob - catching some ZZZs



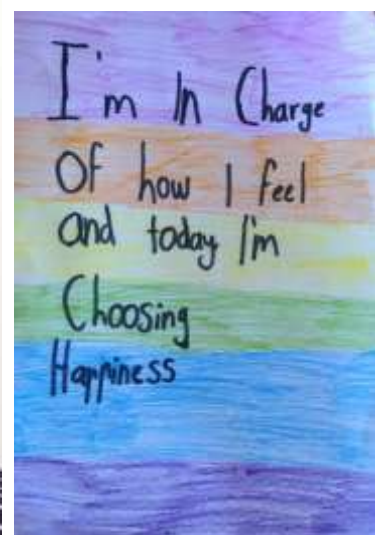
Tadhg in his happy place



Xavier R's happiness



Isabella's wise words





Sprinkler fun at the O'Neills



Brotherly love - Jacob & Isaac



Xavier & his Lego

Wall of Positivity



Georgia



Nate



Matthew's Street Art



Bec & Miller's Early Morning Walk



Marcella & Matthew



Natalia - Drawing Fun



Lana



Ally - Yummy!



Harry in his wellies



A message from Caitlin & Claire

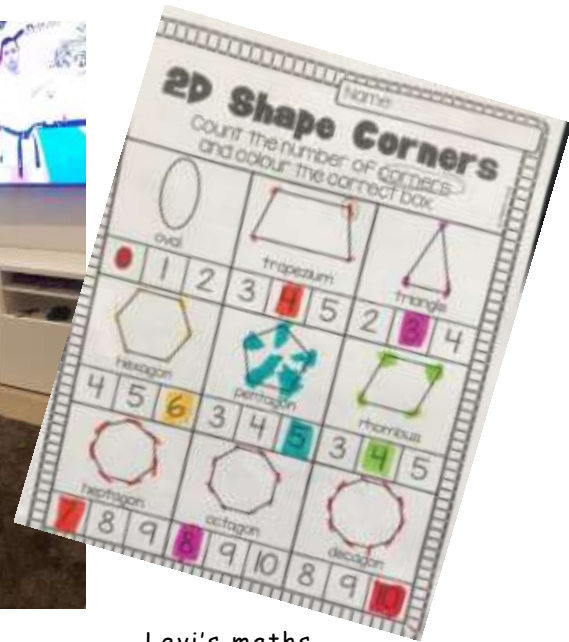
Remote Education 2.0 @ Sacred Heart



Krystal's Taco Truck Project



Jake's PE Lesson



Levi's maths



Nate's Sock Ball Snatch



Georgia's Dribble Drop Off



Annabelle & Millie

Community News



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

PARENTING THROUGH STRESS & SOCIAL ISOLATION



A FREE WEBINAR FOR
PARENTS/CARERS OF
CHILDREN 0-12 YEARS

Thursday 30 July, 7-8:30pm

Join **Bec Filliponi** (Accredited Mental Health Social Worker) in this practical **All The Feels** webinar as she takes you through simple strategies to:

- increase your ability to regulate your emotions while parenting, and dealing with stress and isolation
- support your children to understand and manage big feelings, and improve their wellbeing

JOIN US FOR THIS 90 MIN WEBINAR VIA ZOOM.
FREE. BOOKINGS ESSENTIAL.

[HTTPS://WWW.TRYBOOKING.COM/BKMQW](https://www.trybooking.com/BKMQW)



THIS WEBINAR IS SUPPORTED BY YARRA RANGES COUNCIL
& THE UPPER YARRA PARTNERSHIP'S LINKING LEARNING NETWORKS



Meet the Principal

Register now for our virtual
Question and Answer session with
Principal Mark Murphy at bit.ly/WFCTour

Applications for Year 7 2022 close October 2020.
To apply, please visit bit.ly/WFCApplication

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