

Dear Parents and Friends of Our Lady of the Rosary School

HAPPY MOTHER'S DAY



"Blessed be all mothers
Who have come into our lives
Whose kindness, care and loving
Remain with us to guide.

Your inspiration in us
Made us strive in every way
Especially to remember
Helping others makes our day.

Mothers, this little tribute
Flows directly from my heart
You are so loved and cherished
Invaluable, one and all, you are.
Susan Krame

As we continue to pray and acknowledge all mothers in our OLR community, I would like to wish all our Mothers a Very Happy Mother's Day for Sunday.



**CLEBRATING 140
YEARS AT OLR**




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Our Lady of the Rosary Parish - Fr Brendan - 9623 1962

Supporting our Children through C19

Here are some tips to support children and young people courtesy of CEDP:

- Be available to talk and reassure: Children can have big questions, and it's okay to answer them. Take cues from them and offer clear but concise answers in developmentally appropriate language. Keep the focus on what you are doing to prepare and prevention strategies that are within your control like proper handwashing and avoiding large crowds. Reassure when needed but avoid offering too frequently as this can prevent children from developing their own positive self talk. 
- Limit news exposure: Even when it seems like they're not listening, children pick up on what they hear on TV and radio. Hearing unfamiliar words like pandemic and outbreak can be fear-inducing. Opt for watching or listening to news reports when your child is in bed or choose to read news articles if possible. This may also include limiting our conversations about what we are hearing on the news.
- Stick to routines and boundaries: Children thrive with routines and boundaries, and predictability can be very comforting in anxious times. When some things feel out of control, routines can give them a sense of security. Write your daily routine on the whiteboard or make a paper schedule together and make sure that you include fun activities in your daily routine! 
- Acknowledge the worries: It's completely okay to acknowledge children's worries rather than ignoring them. Acknowledging worries won't solidify them but it will help your child understand that worry is a protective feeling that alerts us to potential danger. The smoke alarm analogy can be helpful when explaining anxiety. Smoke alarms are really helpful for alerting us to danger when there's a fire and we need to get out of the building. But sometimes smoke alarms go off even when there isn't a big danger, like when we burn toast. Anxiety does the same thing, telling us that there is a big danger, even if the situation is not that big.
- Be mindful of your own worries: It is reasonable for everyone to have some level of worry but children do pick up on our feelings and notice our anxieties, and they will take cues from us. We need to manage our own anxiety, including how we might express this in conversations with our child or others. 

Our Lady of The Rosary 2020 Educational Goals

As we transition back to school one day a week from Monday, I would like to review our school goals for 2020 and invite parents to speak to their children (at your child's level) about their current grade learning in Religious Education, Literacy and Numeracy.

- ◆ All students to be self-reflective disciples of Jesus through deep learning from Matthew's gospel.
- ◆ For students to be self - reflective learners who strive for excellence in all learning areas.

HELPING CHILDREN CROSS THE ROAD SAFELY

Children may cut it more closely than their parents realise when it comes to guessing how far cars are from an intersection or how long it takes to safely reach the other side.



Using virtual reality, researchers tested how often children might walk into oncoming traffic in real life. The results show that parents may be overestimating how careful their children are and may need to teach them safer habits. Study participants wore headsets outfitted with a 3-D display and motion sensors to detect every real step they took into virtual streets. Researchers asked the children to cross the virtual street when they thought traffic conditions were safe.

Researchers measured how many seconds the virtual cars were from hitting children when they crossed the street. Then, they put parents in the same situation and asked them when they thought their children would attempt to cross. Parents generally expected their children not to cross the street when an oncoming car was less than 4 seconds away, while the children crossed into traffic with tighter gaps of about 3 seconds. We need to be realistic about children's developmental level and not overestimate their ability to judge safe distances. A small error can result in the child being seriously injured. To keep children safe, adults need to start by setting a good example. Children learn a lot just by watching.

If parents and older children behave in dangerous ways, younger children are likely to do so also. Older children may take greater risks dashing out between cars. Pedestrian safety lessons need to start early when children have to cross busy intersections from a very young age. For toddlers, parents can talk about what safety choices they make each time they cross the street, from looking both ways to making eye contact with drivers. By the time children are 4 or 5 years old, parents can start letting children make the decision about when it's safe to cross a street, starting with residential streets with light traffic before trying busy intersections. This lets parents gently correct bad choices so children can fine-tune their instincts about when it's safe to cross.

Talking to children about why they need to follow particular rules or procedures for crossing safely is a good approach, like pointing out the good sense in walking a little further to use a pedestrian crossing rather than take a risk.

Winter Uniform

Thanks to all parents who support the school by presenting their children so beautifully in the correct uniform. From next week, as the children return one day a week, all children are required to wear the full winter uniform.

Kindergarten 2021 Enrolments

★ **ENROL NOW** ★
★ ★
Kindergarten 2021 enrolments are under way and will continue during the term. If you have a child who is ready to commence school in 2021, please collect an enrolment form from the office or download one from the school website. You can then book in an interview time to meet with Mrs Regan and myself.

Thought for the Week

Think of God often throughout the day.
Rev Julian Tenison Woods 1862

Have a Blessed Week
Michael Siciliano
PRINCIPAL

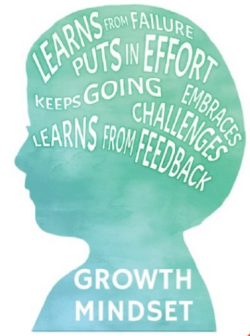




From the Assistant Principal's desk...

Welcome to my desk. In each Newsletter I will provide general information, ideas and tips for parents in all key Learning Areas. If you have a particular question or query or anything you would like more information about, please let me know.

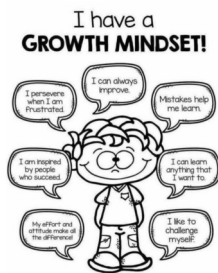
Your teachers LOVE seeing your BEST work from home.



Firstly, we are so proud of all of our students who have been working so hard at home. The teachers talk every day about the wonderful work their students are doing at home.

Distance learning is something very new for teachers, students and the parents. It is when teachers teach the curriculum to a student who is not physically at school. This has been a new challenge for all of us.

So, if we're able to cultivate a growth mindset during these difficult times, we'll be able to work on our perseverance. And this is a transferable skill - it will help us in other situations to bounce back up when we get knocked down.



There are two important things to know about mindset.

- The power of your mindset is more important than your ability
- You can choose to change your mindset.

As we use more digital tools for learning, there will definitely be obstacles and challenges!

Things will go wrong:

- You might not have access to a computer or device.
- Your login might not work.
- The Wi-Fi might be too slow.
- The computer might lose power before you can save your work, so now you have to start over and do it all again.

This is when you might start saying to yourself,

- This is too hard.
- I'm just not good at computers. I don't get this stuff!
- Why do I have to do this?

You will also have success as we continue to do distance-learning and online learning:

- You'll be trying different ways to get something to work and then **all of a sudden you figure it out.**
- Something won't work the first time so **you try again** and this time it works even though you did the exact same thing.
- You might **learn something new** – a new idea or a new trick or shortcut and it gets you wondering about what if...

This is where the magic happens because you start wondering and connecting ideas and creating new information that you didn't have before. There will always be obstacles when we use technology.

The following growth mindset strategies can help in any situation whether we're talking about online learning, distance-learning, or learning when you're physically at school.

Life is full of obstacles. So is distance-learning. So is learning in the classroom, for that matter.

A growth mindset is knowing that we can use strategies to overcome these obstacles.

It's important to remember that everything doesn't work for everybody all the time.

So, try different strategies to see what works for you, but, make sure you have a toolkit of strategies because what works now may not always work for you in the future. You have to be ready for the unknown!

In response to: Week 2 Monday - Reading



Be a self-reflective learner who looks for ways to improve.

Keep going!
Keep working hard!
Strive for excellence!
We are proud of you!

Just a reminder of the return to school plan sent out to families last week...



Our Lady of the Rosary 'Transition back to school plan'.

In the first two weeks of Term 2, learning will be delivered to students in the same way it was provided in the last weeks of Term 1. From the beginning of **Week 3 (Monday 11th May)**, there will be a phased return to school for students.

As a school, we have decided to allocate days of the week to **Alphabet surnames**. This will ensure all siblings from each family will attend on the same day. The numbers have been calculated so that there are relatively even numbers across the school on each day.

The following plan will commence on Monday May 11th and will continue until further notice. Please look at the designated day for your family and we look forward to seeing the children on this day in the coming weeks.

Monday	Tuesday	Wednesday	Thursday	Friday
A-C	D-J	K-O	P-Z	At home learning

Drop and Pick up.

We ask parents to use the Kiss and Drop and Edgar St as much as possible during this time. If you need to park and walk in, in the morning or afternoon, we ask that you leave the school grounds immediately as we cannot have parents congregating in groups.

Once again, we thank you for your support and understanding in these difficult and uncertain times. We will inform you immediately if any advice changes and adjustments need to be made to the transition plan.

We look forward to seeing the children during the week of May 11th.

HAPPY BIRTHDAY

Happy Birthday to the following children who have celebrated their birthday since the last newsletter.



Pasquina Acayo; Christina Thomas; Jeremiah Aguer; Madison Evans; Scarlett Grech; Jordana Tuliatu; Amreen Sohanpal; Mareng Agok; Yasmin Zaatini; Chase Mizzi; Gom Maout; Samuel Sabastiano; Arnav Banth; Jemma Matthews; Michelle Sudarno; Charlyn Bankler; Sehajveer Kahlon; Jacinta Dib; Ayaan Soni; Holly Blazevic; Kobe La Rosa; Castiel Ibisate; Kosta Grivas; Juliana Masaniai; Curtis Piol; Abraham Kur; Rhea Kumar; Deng Gar; Thomas Foye; Amelia Young; Nuer Quot; Dau Deng.

SCHOOL FEE RELIEF



Fee relief remains available to support families who have experienced financial hardship with the process of applying made as simple as possible.

The three ways that parents/carers can apply for fee relief are outlined on the CEDP website and a link to this page is on the school website. The page also includes a list of 'Frequently Asked Questions'

CANTEEN - The canteen will be reopening from Monday May 11 2020



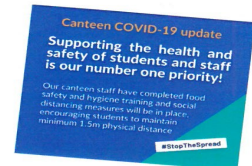
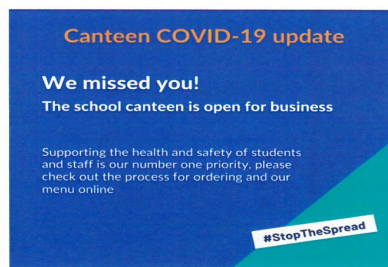
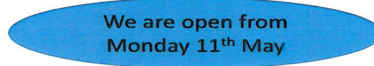
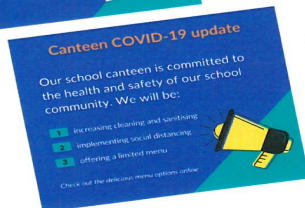
Canteen Hygiene Policy.

During the holidays, all canteen staff have completed the Covid19 Infection Control Training as well as updated their Food Handling Training. All canteen benches and surfaces are sanitized regularly during the day, staff are diligent with their hand washing procedures and gloves are worn while preparing food.

All precautions will be taken while serving the students.

For the safety of everyone, we would appreciate online orders which can be done at cashless.school

Cash will still be accepted for those who don't have an online account.



MESSAGE FROM COMMONWEALTH BANK - APRIL 2020



The health, safety and wellbeing of our communities and our people remains our highest priority. Due to the ongoing uncertainty surrounding coronavirus, the School Banking program will remain on hold. We will continue to monitor the situation and keep you informed with any updates including how we will be managing Dollarmite tokens for students.

In the meantime, here are some handy online resources for parents who wish to maintain momentum with their child's financial education:

Start Smart: these resources have been created to improve children's money management skills, and is aligned to the Australian Curriculum and the National Consumer Financial Literacy Framework.

The Beanstalk: offers videos and fun activities for children to learn about money.

Reconnect and Re-engage!

Tips for parents to support their child's return to onsite schooling following the Covid-19 Pandemic

With schools starting to return to a routine of on site learning our children can be filled with mixed emotions. It is also very normal that some children may display symptoms of separation anxiety as they anticipate this change to the routine that they had adjusted to during the pandemic, along with the natural ongoing worries that continue about Covid-19 in Australia. As parents and carers it is important for us to be prepared to respond to and support these differing emotions that arise in our children so that we can support their transition back to a school routine successfully.



Your child may be experiencing a myriad of emotions about returning to school after such a long absence from attending school during the pandemic. Some of the emotions they may be feeling include;

- Happiness -They might be happy to play and engage with their friends and recommence a more 'normal' style of play on the school grounds.
- Worry - Children may be worried about what they have missed out on by not being present at school both socially and academically. They may be concerned that their friendships have changed. When your child returns to school their closest friends or supports may not be physically present at school the same day they are and this may also cause your child to worry about returning.
- Insecure - Your child may be more concerned about the threat of COVID-19 in school and the presence of germs. School has always been a safe place for your child and with all of the changes which have occurred in the environment, that sense of security may be challenged. This may result in a reluctance to attend school.
- Excitement - Your child might be excited to leave home and return to the regular routine of face to face school, including seeing their classroom teacher.

What behaviours to expect in primary school children

Primary aged children often struggle with communicating their feelings and worries verbally to us. Their main communication tool for us to interpret what they may be experiencing is their behaviour. The following behaviours may present in children who are feeling apprehensive about returning to school after the pandemic:

Refusal or hesitation around attending school	Whinging	Difficulty sleeping, nightmares	Being unusually clingy	Teary, crying, distressed
Physical symptoms such as headaches, stomachaches, nausea	Shaking with fear	Shyness Withdrawing from others	Lacking trust in their teacher or other school staff	Refusing to speak

Strategies and practical tips

Our parenting - adults are in a challenging position as we too have mixed feelings about the 'return to normal' post pandemic, and we may be processing the numerous impacts it has had on our family. Try to be kind to yourself and monitor your own wellbeing daily so that you are aware when you may be less resilient or tolerant than usual, and can take action in the form of self care to restore some balance.

- Being available to recognise and respond with compassion to behaviours that may indicate your child is struggling with returning to school.
- Our children look to the adults in their lives for guidance on how to react, feel and behave. Remember that they are sponges that absorb from us even when we aren't aware. Try to limit their exposure to negative conversations, media messages, and anything that may add to their worries about returning to school.



Practical strategies - anytime your child has experienced separation anxiety you have probably already used a range of strategies to help them cope and adjust to being away from you. Some strategies that may help during this time include:

- If you suspect your child will struggle with the transition back to school let their teacher know as soon as you can, so that the school can be best prepared to provide consistent support when they arrive at school.
- Support your child to connect with their class teacher or another familiar staff member when they arrive at school, or even settle into a game with their familiar friends.
- Remind your child of who/when/how they are getting home from school.
- Say goodbye briefly, don't make it longer than it needs to be. Being kind but firm.
- Maintain a calm relaxed demeanour, even though it can be upsetting if your child is distressed to leave you.
- Sometimes a small familiar item from home carried by the child provides some reassurance to the child while they are away from their parents. Choose an item that isn't sentimental or too large and distracting in class. Sometimes even a family photo or a photo of their pet helps a child's sense of connection to home.
- Similarly, you could pop a note in your child's lunch box that they can look forward to.
- Some parents find that their children are reassured by drawing a heart on their child's hand, telling the child that they can touch/press it when they want to feel close to their parents/family.

If you have concerns about your child's emotional wellbeing, please do not hesitate to contact your school or classroom teacher who will consult the school counsellor for additional support to be provided to your family during these challenging times.



Written by Karina Greenfield and Jessica Austin, CEDP Wellbeing Counsellors



THE MUSIC ROOM

We bring **Music** to your Lounge Room!

ABOUT US

The Music Room is an **online** platform for music tuition, spreading the joy of learning music across Australia with our team of inspiring instructors weekly in the comfort of your own home!

Weekly live online classes are catered for group sessions which focus on engaging students in learning all elements in music from rhythm, instrument families, timbre, songwriting. You name it, we'll cover it!

Our **Private 1-1** weekly live classes are for individual instrument tuition, focussing on engaging each student on their chosen instrument.

FEATURED PACKAGES

5 X PRIVATE LESSONS

Weekly 30 minute one-on-one classes

*Instrument Required

\$190

- Keyboard
- Guitar
- Ukulele
- Drums
- Vocals
- Bass

....and more to come!

10 x GROUP LESSONS

Weekly 30 minute group classes

*No Instrument Required

\$150

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