



Term 3 Week 1

# St. Mary's Primary School Newsletter

website: [www.smswanhill.catholic.edu.au](http://www.smswanhill.catholic.edu.au)



13th July  
2020

Dear Parents and Families,

Welcome back one and all! I hope you all enjoyed the holidays and are back rested and ready for the term ahead. New to our school this term are Ellery Martins and Milan Pumpa. We wish them all the best as they commence life at St Mary's in Foundation Blue and 1C. It was lovely to hear that Miss Zoe Fuller and her fiancée Kris were married over the weekend and 2K were certainly very excited to have Mrs Morris teaching them today!

It has certainly been a rollercoaster this year and as the news continues to unfold regarding the situation in Victoria, we know that we are required to have current adjustments in place for some time yet. Advice for regional schools remains very similar to arrangements made last term, so at this stage, the changes that we have put in place at school (zoned breaks, drop off/pickups, etc) will stay in place and all hygiene and cleaning practices will remain the same. If we are notified of any new changes these will be communicated to all families. PAM remains our main form of formal communication with families, so it is important to check this and our school Facebook page regularly for any updates.

One thing I need to bring clarity to, is the question of requirements for families who have returned to regional Victoria following a stay in Melbourne or Mitchell shire. Families are able to go about their business within the bounds of the restrictions as they currently apply to regional Victoria, however, if a person has been **in contact with a known case** or they are **showing symptoms** they should be tested immediately and refrain from attending the workplace/school until results have been confirmed.



## 2021 enrolments

Due to the social restrictions that we have faced throughout Term 2, we have had to change the way we approach the enrolment process. Normally we would run Open Days and Come and Try mornings (we are still hopeful this will be the case this term) which are well supported by prospective families. While we wait for the green light to run Open Days or school tours, we have created a series of videos that showcase the school and highlight our Flying Start program, Come and try Mornings and what to expect as a Foundation family at St Mary's. These have proved very popular and are available on our school facebook page. If you know of anyone who is considering St Mary's next year could you please let them know that enrolments are open and to make contact with the school for further information.

## Get ready for school with Flying Start

We are looking forward to the commencement of the 2020 Flying Start program which begins next Friday (July 24th). It is a wonderful way for preschoolers to learn more about school life and for us to get to know many of our 2021 Foundation students before they commence school next year.

We have some spaces left in some of the 9:00 am sessions and in the 11:30 group. If you know of any families who have a preschooler and may be interested in coming along please let them know to give the office a call for more information.

This week we will post the next virtual tour of our school on Facebook. It highlights what happens at the very popular "Come and Try" mornings and I would really encourage you to look at these and share them with friends and family as *they are a great snapshot of the strengths of St Mary's.*

**St Mary's Getting Ready For School Program**  
Our free school familiarisation program for PRE-SCHOOL CHILDREN  
Starting Friday July 24th 2020

Sessions times:  
9am - 10.30am  
and  
11.30am - 1pm

Phone: 5033 2541  
for further  
information  
or to book a place

Let your child experience life at St Mary's enjoying our Phonics, Music, PE, Italian, Art and Technology Programs

**2021 ENROLMENTS ARE NOW OPEN**  
School Open Days planned for Term 3 and Individual tours available in June and July

### **Special Education and Wellbeing Staffing Update**

They are big shoes to fill as Ginny's role as Learning Diversity Leader covers many aspects of support for students. Gin is recovering well and looking to join us later in the term. In her absence, we have staff covering both the wellbeing and special needs aspects of her role and they will be in touch with families regarding PSG's, any current referrals or to follow up from any requests that arose from the Parent Conversations at the end of the term.

### **Remote Learning Survey**

A big thank you as over 120 families responded to this survey and your input provided some very valuable information which we have taken on board as we look to continue to build on the strong partnership we have with families as work together.

Here are the initial findings from the survey, which sought to draw out the positive experiences from the school closure period:

- The persistent theme was one of gratitude for support from the staff, being well informed by school leadership throughout remote learning and praise for the professionalism of our teachers.
- 104 parents said they like knowing what their children were learning from day to day and appreciated their child having regular communication with their teacher.
- 85 parents indicated they like the weekly schedules mailed each Friday as it assisted them in helping their child.
- 87 parents said the day to day posts on Seesaw helped them engage in their child's learning while 77 found Google classroom and Google Meets very useful tools to support remote learning.
- Other responses included: children liked being able to work at their own pace, less stress on family life, video conferencing better caters for working parents and the experience gave valuable insights into what my child was learning and how its being taught.
- Feedback for improvement was very constructive and if we are ever back to remote learning we will take suggestions and input on board.

The Family Engagement Team team together with the SAC and staff, will further explore the key themes from the parent survey, with a view to implementing some of the engagement strategies into school life

### **Upcoming Parent Teacher Interviews**

Our recent parent conversations were very well attended with almost 90% of families booking in a time to discuss their child's learning with their teacher and jointly set learning goals for Term 3. At this stage, Student Led Conversations are scheduled for Week 8 of this term. Having them later in the term is in response to the changing landscape in Victoria and in the hope that many of the current restrictions in place will have eased. Online bookings will be advertised via the newsletter and on our Facebook page closer to the date.

### **Assembly Prayer & SOW**

Reflecting on our term was the theme chosen by 1E for their Assembly prayer and it proved very popular with over 1200 hits on our Facebook page. If you haven't had the chance to watch it, just follow the link below <https://www.facebook.com/stmarysswanhillvictoria/videos/685278142317058/>

This week's assembly is hosted by Foundation Yellow and we will also include a digital version of SOW for parents and family to watch as we know how much our families and students enjoy celebrating when they obtain this special award.

Have a great week and stay well and safe

Kate



As our children returned to school this morning it was heartwarming to see their faces light up with excitement at again playing with their friends and being back at school learning in their classrooms. Some of the changes to the way we are currently operating has in fact have enhanced the children's independence skills. Opportunities to walk into school by themselves, unpacking and packing their own bag at school and getting to the correct gate each afternoon, have shown us how capable our children are. There is much that we can learn from giving children opportunities to develop their independence. The following thoughts are very timely from Michael Grose's very practical parenting site.

## **Raising resilient problem solvers**

Personal problem-solving is an under-rated skill shared by resilient children and adults. First, identified alongside independence, social connection and optimism by early resilience-researchers in the US, the ability to solve your own problems is the basis of a child's autonomy and self-efficacy.

When parents solve all children's problems we not only increase their dependency on adults, we also teach kids to be afraid of making mistakes and to blame themselves for not being good enough. As I noted in my book *Anxious Kids*, this is fertile ground for anxiousness and depressive illness.

So how can we raise kids to be courageous problem-solvers rather than self-critical, low risk-takers? Here are six practical ideas to get you started:

### **Turn requests for help into problems for kids to solve**

Kids get used to bringing their problems to parents to solve. If you keep solving them, they'll keep bringing them. "Mum, Sarah's annoying me" "Dad, can you ask my teacher to pick me for the team?" "Hey, I can't find my socks!" It's tempting if you are in a time-poor family to simply jump in and help kids out. Alternatively, you can take a problem-solving approach, cuing them to resolve their own problems and take responsibility for their concerns. "What can you do to make her stop annoying you?" "What's the best approach to take with your teacher?" "Socks, smocks! Where might they be?"

### **Ask good questions to prompt problem-solving**

A problem-solving approach relies on asking good questions, which can be challenging if you are used to solving your child's problems. The first question when a child brings you a problem should be: "Can you handle this on your own?" Next should be, "What do you want me to do to help you solve the problem?" These questions are not meant to deter children from coming to you. Rather to encourage and teach them to start working through their own concerns themselves.

### **Coach them through problems and concerns**

Imagine your child feels they were unfairly left out of a school sports team by a teacher and asks you to get involved. The easiest solution may be to meet with the teacher and find out what's going on. You may or not resolve the problem but in doing so you are teaching a child to become dependent on you. Alternatively, you could coach your child to speak to the teacher themselves and find out why they were left out. Obviously, there are times when children need their parents to be advocates for them such as when they are being bullied, but we need to make the most of the opportunities for children to speak for themselves. Better to help your children find the right words to use and discuss the best way to approach another person when they have problems. These are great skills to take into adulthood.

### **Prepare kids for problems and contingencies**

You may coach your child to be independent – walk to school, spend some time alone at home (when old enough), catch a train with friends – but do they know what to do in an emergency? What happens if they come home after school and the house is locked? Who do they go to? Discuss different scenarios with children whenever they enter new or potentially risky situations so that they won't fall apart when things don't go their way. Remember, the Boy Scouts motto – "Be Prepared!"

### **Show a little faith**

Sometimes you've got to show faith in children. We can easily trip them up with our negative expectations such as saying "Don't spill it!" to a child who is carrying a glass filled with water. Of course, your child doesn't want to spill it but you've just conveyed your expectations with that statement. We need to be careful that we don't sabotage children's efforts to be independent problem-solvers with comments such as, "Now don't stuff it up!", "You'll be okay, won't you?", "You're not very good at looking after yourself!"

### **Applaud mistakes and stuff ups**

Would a child who accidentally breaks a plate in your family while emptying the dishwasher be met with a 'that's really annoying, you can be clumsy sometimes' response or a 'it doesn't matter, thanks for your help' type of response? Hopefully it won't be the first response, because nothing shuts down a child's natural tendencies to extend themselves quicker than an adult who can't abide mistakes. If you have a low risk-taking, perfectionist child, consider throwing a little party rather than making a fuss when they make errors so they can learn that mistakes don't reflect on them personally, and that the sun will still shine even if they break a plate, tell a joke that falls flat or doesn't get a perfect exam score.

As I've often said your job as a parent is to make yourself redundant (which is different to being irrelevant) at the earliest possible age. The ability to sort and solve your own problems, rather than step back and expect others to resolve them, is usually developed in childhood. With repetition and practice problem-solving becomes a valuable life-pattern, to be used in the workplace, in the community and in family relationships.

### Curriculum News with Mrs Hall

Next week your child will bring home a copy of their Term 3 curriculum newsletter that outlines the key learning and that will take place in our school environment this term, both within the classroom and our four specialist areas.

To find out more about your child's everyday school life, you might like to try one of these conversation starters:

- Can you tell me an example of kindness you saw/showed today?
- Did you tell anyone "thank you?" How did that make you feel?
- What made you laugh? What made you smile?
- Did you learn something you didn't understand?
- Who inspired you today? How could you inspire others?
- What was your least favorite part of the day?
- What is something you heard that surprised you?
- What is something you saw that made you think?
- Who did you play with today?
- Tell me something you know today that you didn't know yesterday.
- What is something that challenged you?
- How did someone fill your bucket today? Whose bucket did you fill?
- What did you do that was creative?
- What is the most popular game during recess?
- How did you show you were 'Being Your Best' today?
- What was the hardest rule to follow today?
- Teach me something I don't know.
- If you could change one thing about your day, what would it be?



### RE News with Mrs Davies St Vinnies Winter Appeal 2020

A huge thank you to all of our families who sent in non perishable food items to support our annual St Vinnies Winter Appeal at the end of last term. The SRC ended up sorting the items into 70 assorted food boxes to help support local families in need this Winter. I know the children all looked very cosy in their winter pyjamas on the last day of school!



## Key Dates

**Monday 13th July**  
First day of Term 3

**Monday 20th July**  
Come and Try Morning

**Friday 24th July**  
Flying Start Session 1

**Tuesday 28th July**  
St Mary MacKillop  
Transition Day

**Wednesday 29th July**  
Come and Try Morning

**Monday 10th August**  
Come and Try Morning

## Administration News

### **CDF pay - For Canteen Orders**

**Attached to today's newsletter is instructions for families to download the app.** If you have any queries or require assistance in setting up the app please contact the office and we will be happy to assist.

### **School In Action Tours**

Personalised tours are available at any time during Term 3. Please contact the office 50332541 to arrange a tour today.

### **Come and Try Mornings**

A chance for your child to come in and join a Foundation class for the morning and see our school in action in real time.

**Monday 20th July 9:30-11:00**

**Wednesday 29th July 9:30-11:00**

**Monday 10th August 9:30-11:00**

### **Flying Start - A school familiarisation program for Preschool Children**

There are still some places available so don't forget to contact the school to confirm a place for your preschooler. They love the chance to experience sessions of Phonics, Music, Italian, Physical Education, Art and Technology and to meet many of our teachers along the way. Flying Start starts next Friday morning with sessions at 9:00, 10:30 or 11:30 –1:00 for all interested families.



## ABSENCES

### **Absence Notification**

#### **PAM is our preferred form of notifications for absences**

**To use PAM-** Log onto your PAM account, directly under your student's name is a box "Parent Notified Absence" click here to enter or alternatively use the three line (hamburger) in the top right hand corner to go to "Parent Notified Absence".

Alternatively : Message: 0409968162, Email: [office@smswanhill.catholic.edu.au](mailto:office@smswanhill.catholic.edu.au), Phone: 50332541 from 8.30 am.

### **Health**

A reminder that, in order to do our best to protect our community from contracting any virus, it is important to ensure that any unwell staff and students remain at home. If a child presents to the office expressing that they are unwell, or if their teacher feels that a child is displaying unwell symptoms, parents/carers will be called to collect them from school. It is important that in this current climate we are vigilant with the health of the community and take measures to make good decisions.

**reminder**



**Student of the Week - Week 11 Term 2**

<b>6O</b>	Milla N	Jed Y
<b>6P</b>	Judd T	Jessica L
<b>6Q</b>	Issy C	Tynan P Mitch B
<b>5R</b>	Milli L	Tara F
<b>5S</b>	Jasmine H	Nirvana JJ
<b>5T</b>	Olly A	Taeissa T Angus W
<b>5U</b>	Sarah V	Patrick E
<b>4A</b>	April G	Abhijeet B
<b>4B</b>	Zaidee A	Sara C
<b>4W</b>	Indiana H	Jovi P
<b>4Y</b>	Charlie B	Emmy B
<b>3G</b>	Tyler P	Keland P Indigo P
<b>3H</b>	Rueben C	Mici M
<b>3I</b>	Ella C	Oscar E
<b>3J</b>	Lola R	Gurjot S
<b>2K</b>	All of 2K	
<b>2L</b>	John Ken N	Luke P
<b>2M</b>	Scarlett F	Jesse C
<b>2N</b>	Zach R	Madison M
<b>1C</b>	All of 1C	
<b>1D</b>	Brady C	Caleb M
<b>1E</b>	Julian P	Noah O
<b>1F</b>	Mia H	Jakobe T
<b>F Blue</b>	Kaylynn F	Kaleila O
<b>F Green</b>	Georgie M	Max G
<b>F Yellow</b>	Kenzie C	Benjamin C
<b>F Purple</b>	Kalena G	Beau H
<b>Music</b>	All of 2N Jett GD	Amelie R Benji A
<b>Italian</b>	Mitchell A Judd T	Adi B Judd O
<b>PE</b>	6Q Nirvana JJ	Audrey D Louis R

<b>Art</b>	Max M Owen U	Andi M April T
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# Happy Birthday

JULY 13TH - CHELSEA T

JULY 15TH - HEIDI H, LAINE M

JULY 16TH - JACK K

JULY 17TH - SEBASTIAN C

JULY 18TH - KALI O, MILLA W

JULY 19TH - CALEB M,

MATILDA R & BODHI S







# St Mary's Primary School

## Flying Start Program



*Flying Start was a fantastic program and provided Willow with the chance to become familiar with the school grounds, make connections with her teachers and with other children who may be in her class the following year. She loved participating in the specialist subjects and it really assisted her with developing confidence and a sense of belonging.*

*Amy Cadd & Willow*

*The Flying Start Program helped Maya with the transitions from kinder to school. She really enjoyed the different sessions and meeting all the teachers. It really increased her confidence with starting school.*

*Anna Steicke with Maya*



*The Flying Start sessions were great for our son as they helped prepare him for the transition to school. Beau was made to feel very welcome and felt comfortable going into 'big school'. He was able to socialise with different children and got to meet some of the staff. This all helped make the start to Foundation a very smooth one for Beau.*

*Tamika Hogan & Beau*

At St Mary's

## **“Every Child Matters Every Day”**



**Flying Start, St Mary's free school familiarisation program for PRE- SCHOOL CHILDREN starts Friday 24th July 2020. Phone 50332541 for further information or to book a place.**

## 2N

We are going to share with you some of the things we have created since we have been back at school in Term 2. In RE, we created our very own a Kindness Tree and also made Cloud Rainbows. We enjoyed writing qualities on some our class member's strips of paper to form their rainbow. It was lovely to read the qualities that other class member's notice us displaying. In Inquiry, we made Japanese Fish Kite's after researching and learning about the country Japan.



For our new Inquiry Unit 'Healthy Eating', Miss Forster organised a Zoom Meeting with Kristi, a local Dietician, from Swan Hill District Health. We learnt the importance of eating a variety of foods and got to ask questions from our KWL Chart.

### The best thing about being back at school is...

getting back into routine- Isla  
seeing my friends- Mac  
playing with my friends- Domi  
seeing my beautiful teacher and playing with my friends- Evie  
doing writing- Ana  
seeing my friends- Banu  
doing Maths- Zavier  
seeing my teacher every day- Ruby  
playing with my friends- Tahlia  
being with my friends- Maddie  
playing with my friends- Agamjot  
playing with my friends and finishing home learning- Shantel  
I can finally sit next to my table buddy and learn new things- Ellainie  
playing with my friends- Bailey  
finishing home learning- Madison  
seeing my friends- Jagger  
seeing my friends- Max  
seeing my teacher- Tomika  
working on my handwriting- Zach  
playing with my friends and seeing my teacher- Foley  
seeing my friends- Jax  
playing with my friends and seeing the teacher- Pacey  
PE- Ryder