



Term 3 - 30 July 2020

NEWSLETTER

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Faith
Hope
Love



Dear Parents, Caregivers and Children,

I have just watched the press conference given by our Premier, where he revealed that the number of new coronavirus cases has hit an all-time high of 723. I am absolutely horrified at these numbers and I'm sure you are as well. To hear that another 13 Victorians have lost their lives is a shattering figure.

I began this morning thinking that I would not refer to coronavirus as I feel that occasionally we need a break from the harsh reality of these staggering figures. This morning's numbers altered that position. We need 'down time' from coronavirus, but I also feel that I have a sense of responsibility to reinforce that we are all affected, even members of our local community. I met a person at the front door of the school this week who wondered what all the 'fuss' was about. He asked me if I even *knew* a person who had the virus. Sadly, I do.

I have not communicated this to you before, but we have families in our school community who are presently dealing with the frightening reality of a family member being Covid-19 positive. I share this fact only because without knowing the reality of our broader situation, we might feel that our school is in a 'bubble'. I sadly can assure you that we are not. We all need to be vigilant and I can assure you at school, we are doing everything possible to keep our students, staff and parents safe.

We have not had to close the school to date because we have not had notification of a Covid-19 positive person being on the school premises. Each day I go home grateful that we have not had to close. Many of my Principal colleagues are not in this position and I feel deeply for those schools. Yesterday there were roughly 60 schools across Melbourne who were closed for deep-cleaning. I hope this further illustrates why I do not allow adults on the site, apart from school staff who are here to allow onsite learning supervision for our small cohort of students. Most of our staff are working remotely and there is a daily group of staff who come to the school to supervise the learning of children whose parents are either *Essential Services* workers, or children who need specific support. I thank the staff who take on this important work.

My last point for today regarding our present situation is that I am concerned at the number of children I speak to, who know far too much and have seen far too much in relation to the pandemic. The facts and images are becoming commonplace but I urge you to filter the stories and images that are being presented to your family via the media. I don't think it is necessary for young children to be exposed to the nightly news at the moment. I strongly believe it is up to adults to learn about the virus and make decisions to keep family members safe, but also to protect children from horrific scenes that are presently happening in either aged-care or other countries. Please try and match the right amount of information to the age of your child.

I am grateful to those members of our community who work tirelessly in hospitals and health care facilities to look after those who are affected by Covid-19. I pray that all Victorians will be spared the effects of this terrible virus.

Semester One Reports

You will have seen correspondence from Mrs Tulloch about retrieving your child's Semester One report. If you have any challenges when downloading your child's report on the 'nforma' site, please let us know. Please be patient, as the majority of staff are working off-site and it takes a bit of time for communication to filter across the staff to the right person. Your child's current report will be available from 10:00am tomorrow.

From Mrs Tulloch:

You will receive an email from no-reply@nforma.com.au tomorrow morning when the 2020 reports are ready to view. This email will include your username and password to access. You might need to check your spam folder if you do not receive this email.

If you have not received the email by 12.30pm Friday afternoon, please ring the school office.



Staff News: Introducing Ms Anderson

It is my pleasure to introduce a new staff member to you. Ms Penelope (Penny) Anderson has joined us for the remainder of the school year. Until the end of 2019, Penny was teaching at St Bede's in Balwyn North. Like many young teachers, Penny had a strong desire to experience teaching in the United Kingdom. She left St Bede's in December to begin an overseas adventure. Unfortunately Covid-19 put a stop to her plans.

We are delighted to welcome Penny on Board. This term she will work in 5M for six weeks, covering Mrs Mifsud's Long Service Leave.



In other staff news, it is my pleasure to announce to the community that 6K will be taken by Miss Janet Dobson (Mon-Thu) and Ms Assouad (Fri) for the remainder of the year. Miss Dobson has been working as an emergency-teacher since she formally retired and we warmly welcome her back. Ms Assouad is currently on Maternity Leave and it is wonderful to have her back for one day per week.

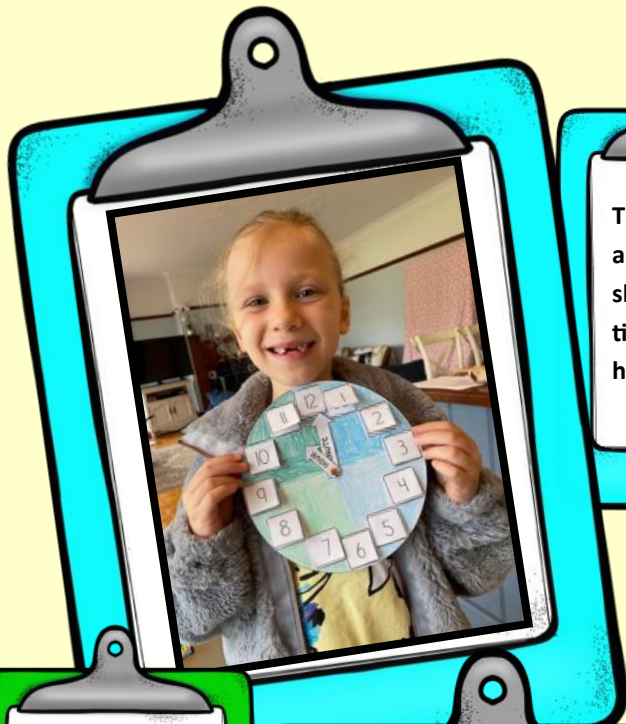
Yours sincerely,

Peter Moore

Principal

P.S. Some new outdoor furniture has arrived! It's presently located in the Middle Yard (for safety) but a couple of these units will head to the Senior Yard and maybe a few will find other homes nearby.





The Year 2 students are extending their skills at telling the time. What great home made clocks!



Max loves his Science. He made a lava lamp to show what makes up the Sun and how the gases react with each other.



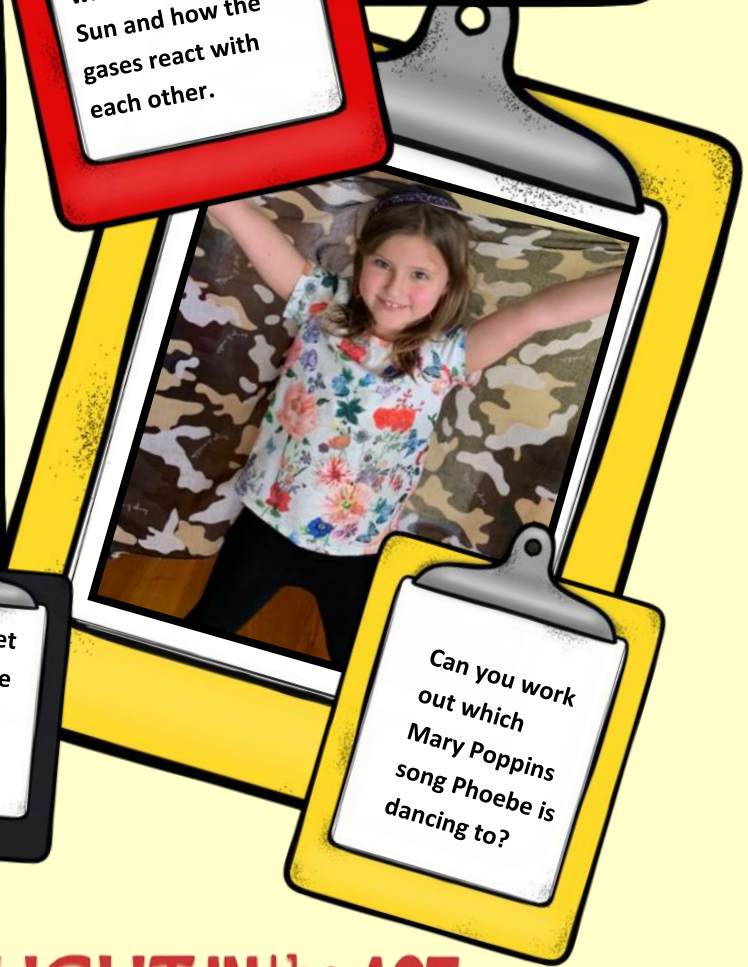
In Health, the Foundation students loved making a craft skeleton!



Did you post your special letter this week?

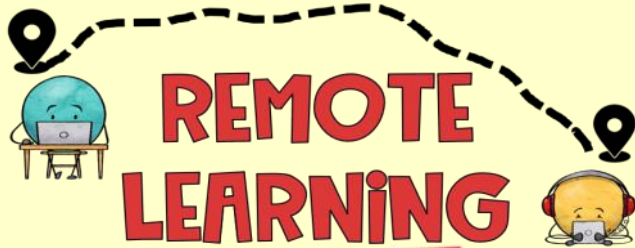


Don't forget to complete 30 minutes of Physical Activity!



Can you work out which Mary Poppins song Phoebe is dancing to?

CAUGHT IN THE ACT



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Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the student's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child's work and learning plans) helps the school to understand and meet your child's needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).

Wellbeing comes from physical, mental and emotional health

For children and young people, there are many things that build positive wellbeing. Wellbeing can come from:

- Understanding and managing their emotions
- Having good relationships
- Experiencing a sense of accomplishment
- Using our strengths
- Taking part in healthy activities, getting lots of sleep and eating well.

There are a range of things you can do at home to help build and sustain your child's wellbeing.

Praise, encouragement and positive attention

Praise helps your child feel good about themselves, which boosts self-esteem and confidence. It can also encourage good behaviour.

You can:

- Give your child praise when they behave in ways that you want to encourage
- Give your child attention. Play a game with them, do an activity together, send them a friendly text message, ask about their interests
- Praise your teenager for their strengths
- Let your child know you are proud of them.

Positive self-talk

Self-talk is the way we talk to ourselves with our inner voice. Positive self-talk is when we say positive things to ourselves. Self-talk has big impact on how we feel and what we do.

Encouraging your child to talk to themselves in a kind and positive way can help improve their wellbeing and help them manage stress. When you hear them speaking about themselves that isn't kind, you can:

- Draw it to their attention
- Ask them if what they are saying is true
- Get them to think of a more helpful thought
- Encourage your child to 'speak' to themselves the way they would speak to a best friend
- Regularly remind your child of their strengths and accomplishments.

Maintain good relationships

A positive relationship with your child is critical to supporting wellbeing.

- Share family memories and stories together
- Try to eat a meal together each night
- Establish and maintain family rituals and routines
- Social connections are vital for your child's wellbeing. Helping your child stay connected to friends is important.



Take notice or being mindful

Mindfulness is paying attention to how you feel and what you see, hear, taste and smell. It is the opposite of rushing and multitasking. Mindfulness is being in the present rather than thinking about the future or the past.

It can make us more aware of our thoughts and feelings and can help reduce stress and anxiety. Mindfulness can help us slow down and promotes rest and healing.

For more information about mindfulness with children and young people, see: [Smiling Minds](#).

Practice kindness and gratitude

Gratitude is about taking some time recognise and celebrate the people and things we love and are thankful for. Being grateful can have a big impact on wellbeing as it strengthens relationships and makes us more optimistic.

You can help your child practice gratitude by talking to them about:

- Things that make them happy
- Things that inspire them
- People and things that nurture them
- Experiences and thoughts they would like more of
- Helping them notice small pleasures like a cool breeze or a warm smile.

Being kind to others also supports wellbeing. It promotes feelings of gratitude as well as compassion and empathy. Kindness helps to build a sense of community and reduces stress.

With your child, make a list of all the ways they can be kind to family, friends and your community. Together, chose a few things to practice being kind.

Promote help seeking

It can be hard to ask for help but it is important that your child knows that it is okay. Encourage help seeking in your child by:

- Asking how things are going
- Letting them know it's okay if they are feeling sad or frustrated
- Listening without judgement when they seek out your support
- Providing teenagers with a range of information about where to get help if they need it.

For more information, see: [Looking after your child's mental health](#)

Set rules and boundaries

Clear rules and boundaries help children and young people feel safe.

Involve your child in making the rules and they will be more likely to stick to them. Negotiating rules is a way of showing you respect their growing maturity.

For more information, see [Raising Children Network](#)

Getting support about your child

If you are concerned about your child's wellbeing, contact your child's school. Start with their classroom teacher, year level coordinator or the Wellbeing leader.

You can also contact [Parentline](#) 13 22 89 – a phone service for parents and carers of children from birth to 18 years old. Offers confidential and anonymous counselling and support for parenting issues.

