



Term 1 Week 10
Wednesday 1st April 2020
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DIARY DATES

TERM 1	2020
Thursday 9th April	Term 1 Concludes
TERM 2	2020
Monday 27th April	Term 2 Commences
Monday 4th May	Staff Development Day "Pupil Free Day"
Tuesday 5th May	Mother's Day Gift Wrapping 3:30pm
Wednesday 6th May	Mother's Day Stall
Friday 8th May	Mother's Day Breakfast 8:00am Mother's Day Liturgy 9:00am
Saturday 16th May	Enrolment for Reconciliation 5:30pm Mass
Sunday 17th May	Enrolment for Reconciliation 9:30am Mass
Tuesday 26th May	P&F Meeting 7:00pm
Wednesday 27th May	Stage 3 Girls Soccer Gala Day - POSTPONED
Saturday 30th May	Prep Session for Reconciliation 3:30 - 6:30pm
Tuesday 2nd June	Athletics Carnival

SPECIAL NOTE

We have added the Diary Dates to the Newsletter but please note that until the COVID-19 situation is resolved, all items are either postponed or put on hold at this time.

PRINCIPALS MESSAGE

LESSONS FOR CORONAVIRUS

The causes of stress fit into the acronym NUTS: novelty, unpredictability, threat (or perceived threat), sense of control. Pandemic viruses hit on all of those stressors, more so for the young, for whom the novelty is higher and a sense of control lower. Neuroscience shows that it is adversity in life, dealing with tolerable challenges, that wires the brain for resilience.

So, while ideally we will be spared the worst of the crisis, there's also an opportunity to use it to help our children. Make a plan ... and a Plan B. Visualising how to navigate a situation activates neural pathways in ways similar to actually doing the thing. This is why airlines give the same instructions to passenger's time after time. Anticipate difficulties and make multiple plans to navigate them. It can be paralysing to feel you have only one route and that is blocked, so make a Plan B too. Make a list. Putting plans, thoughts and concerns on paper can increase a sense of control, lower the power of those concerns and free up cognitive resources. Assign children something to do. Parents want to make children feel safe but it's better if we make them feel brave and give them a sense of control. Teach children where to get help. Talk about what they should do if they feel ill or afraid. Show them where emergency supplies are kept. Share your plans. That helps engage their pre-frontal cortex and its problem-solving faculties, calming their amygdala (the stress response) and strengthening the connections between the two. Teach children what to do. When they can see washing hands as something that helps others and not just themselves, it increases their sense of control. Hygiene becomes a superpower!

Spread calm. When family members are alarmed or panicking, calmly say, "Do I look worried? This is manageable." Take the long view. We can remind ourselves of the difficulties we and our families have weathered in the past. It engages our coping skills, helping us better figure out how we will get through this challenge if it comes our way. Talk back against your own fear in front of your children. "It is scary that so many people are sick, but the news doesn't talk about the fact that everyone else is doing fine, or all the people who are only a little sick. We have a good plan and other people looking out for us." It is the sense of control that can be the source of future resilience. After this virus has run its course, not only will we have a greater herd immunity to the virus, we may also have greater herd immunity to the stress. And if we handle it properly, our children will, too.

Acknowledgement: Ned Johnson, March 2020

Peace and best wishes.
Richard Blissenden - PRINCIPAL

SPORTING NEWS

Congratulations to Kiara (Year 5) who was recently selected in the Parramatta Hockey Team. We look forward to hearing when these games will be played later in the year.

COVID-19

Mental health and wellbeing during the Coronavirus COVID-19 outbreak.

This resource, published by Lifeline, provides tips and strategies to continue looking after ourselves and each other during these difficult times.

SUPPORTING CHILDREN DURING THE CORONAVIRUS (COVID-19) OUTBREAK

With recent news and media coverage about the Coronavirus (COVID-19), following on from a difficult bushfire season, it is normal for both children and adults to feel overwhelmed and stressed during this time.

This curated selection of resources will assist parents and carers to best support their children and reduce worry and distress. It contains a video, fact sheets and tips about what you can expect and how you can help children cope.

PEDESTRIAN SAFETY

Pedestrian Safety around the school - despite these challenging times work continues to improve our facilities. I recently wrote to Parramatta Council requesting the widening of the footpath outside the school near the office. Council has agreed to widen the footpath, with work due to be completed in the next financial year. I also wrote to Transport for NSW requesting a Crossing Supervisor. Unfortunately, our school does not fit the criteria for a Crossing Supervisor, but the assessor did comment on the excellent behaviour of drivers and pedestrians during his assessment of the site for the purpose of determining if we qualified for a supervisor.

BIRTHDAY CELEBRATIONS

April 1	Eddie A John R
April 2	Emmeline M Luca N
April 4	Giorgia T
April 6	Michael K
April 9	Matias H Adeline T
April 10	Ava A Sophie C
April 13	Andriana S
April 16	Veer D
April 17	Dominic H
April 19	Hayden A Lucinda B
April 23	Jordan W Elizabeth S
April 24	Jack L
April 26	Finn N
April 27	Amelia M
April 28	Avril L
April 29	Levi L Grace B
May 3	Xianjin B Claudia A Ahmani Y
May 4	Aurelia R
May 5	Siena C Nicholas S Isabelle C

We would like to wish all of these children a very happy birthday!!

YOU CAN DO IT

Recently the staff undertook a full day of Professional Learning on the You Can Do It Programme. You Can Do It Schools provides research based best practices in promoting positive outcomes for students, parents and teachers. Research studies show that YCDI! Education leads to improvements in wellbeing, achievement and behaviour. Following the training teachers began introducing the programme with students and in the coming weeks videos and other resources will be shared as part of our iLearn@Home programme. Parents will also be able to watch the videos. Once we return to school, we will begin in earnest the programme with all our students.

iLEARN@HOME...

Below are a few samples from our Year 5 cohort of some of the wonderful work they have been doing from home....

Wednesday 25th Persuasive writing: Everyone should learn to swim

By Luca B 5K

In my opinion, it is essential that everyone should definitely learn how to swim. You want to know why? I'll tell you. First an enormous amount of people drown, second, it's fun and healthy and third, there is a chance of a boat to tip.

SPLASH! Oh, sorry I am just swimming because I'm smart and I have learnt to swim. Everyone should learn to swim because some people drown from not knowing how to swim. Did you know that about 320,000 people drown yearly because they can't swim? If you don't want to be one of these people, swimming lessons start at 5.

In addition, swimming is soooooo fun and soooooo healthy. If you swim at least half an hour a day it is 3X as healthy as going for a jog/run for half an hour a day. Swimming is fun. 100% fun. If you don't have a pool in your backyard, I suggest you get one.

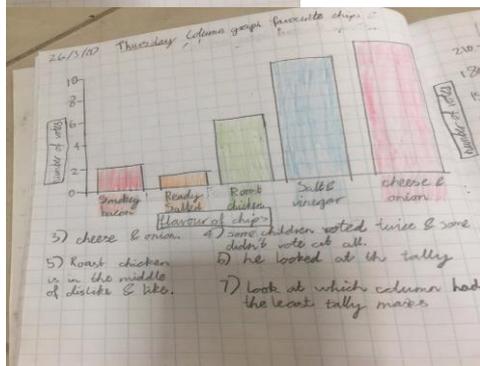
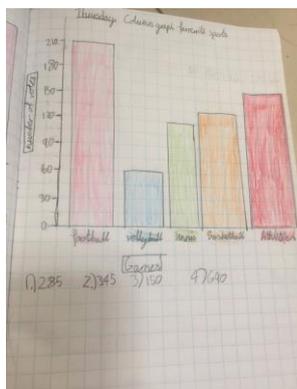
And finally, swimming is important because if you are on a fishing boat and there is a giant wave, how are you going to survive? You will need to be able to swim. As I told you in my first argument, swimming lessons start at 5!

To conclude, it is essential that EVERYONE should learn to swim. I am leaving now, I've got a pool to jump into.

SPLASH!

Thursday Column Graph Favourite Chips and Column Graph- Favourite Sports

By Charlotte L 5K



The Agony in the Garden

By Ava L 5K



iLEARN @HOME...

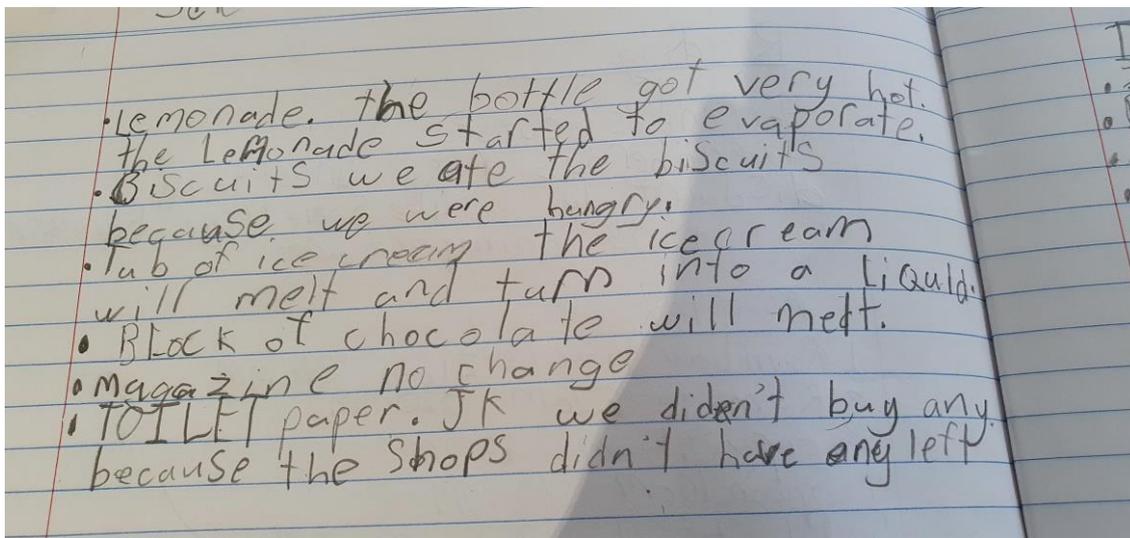
Here is a sample of Year 3 Science work that gave us all a laugh - in a good way!

THE TASK - SCIENCE

by Heidi W 3G

Imagine it is a hot summer day and you had just been shopping. You bought some lemonade, a packet of biscuits, a tub of ice cream, a block of chocolate and a magazine. On your way home you got stuck in traffic.

Describe what would happen to each item if you were stuck in traffic for an hour.



Here is a sample of work from Sanderson K in Year 6. He was asked to create an image in Religion that symbolised Trust.

