



St Andrew's Parish

## **CORPUS CHRISTI PRIMARY SCHOOL**

29 RUSSELL STREET, WERRIBEE VIC. 3030

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### **NEWSLETTER 6 Wednesday 24th June 2020 WEEK 11, TERM 2**

Available on our School App, Website, CC Parent Portal

For **STUDENT ABSENCES** [ccschooloffice@ccwerribee.catholic.edu.au](mailto:ccschooloffice@ccwerribee.catholic.edu.au) OR 9741 8440 by 9:30am

*Dear Parents /Carers,*

*It is difficult to believe that Friday 26<sup>th</sup> June marks the end of Term 2, 2020 and what a term it has been!!*

We will need to have a staggered finish to the Term on Friday, as we do on normal days.

*Families with a surname starting from A – K will finish at 12.45pm*

*Families with a surname finishing with L – Z will finish at 1.00pm*

Afterschool Care will operate in the MFR from 1.00pm – 6.00pm on Friday for those families who need it. You will need to register as normal with Quantin Binnah if you need to access this service. Just a reminder that After School Care is still free at the moment as per the Government arrangements

**All children return to school on Monday 13<sup>th</sup> July**

**We will continue all practices currently in place in relation to staggered Arrival times and Dismissal times when we return.**

*All our arrangements and practices will be carefully monitored and adapted as necessary in line with advice from Health, Education and Government bodies. I will ensure regular updates are communicated to all families, but please do not hesitate to contact me if you have any questions or concerns.*

*Thank you to everyone in our school community for the way you have contributed so remarkably and positively to making this term as successful a term as it could be, given the unique conditions we found ourselves in.*

### **SEMESTER 1, 2020 STUDENT ACHIEVEMENT REPORTS AND LEARNING JOURNEYS**

Your child's Student Achievement Report will be available through the Parent Portal on Thursday 25<sup>th</sup> June from 5.00pm. (Should you require support in logging into the Parent Portal please contact Mrs Anne Walton on [anne@ccwerribee.catholic.edu.au](mailto:anne@ccwerribee.catholic.edu.au)). This semester our Student Achievement Reports will look very different from usual due to the extraordinary period of Remote Learning we experienced this Semester.

In addition, given the current circumstances, Parent/Teacher/Child Learning Conversations (PTCLCs) will not be held this term as usual. However, if you would like to have a conversation regarding your child's transition back to school or their wellbeing, please make arrangements with your home group teacher and they will organise a phone call or Zoom session at any time from now and during the first weeks of Term 3. We aim to have formal PTCLCs to report on student achievement in Term 3, on 24<sup>th</sup> and 25<sup>th</sup> August.

The end of year Student Achievement Report in December will provide a more comprehensive view of the year's learning across all curriculum areas.

## ***Message from Mrs Anne Walton***

All parents and carers have been issued with an IDAM Username and temporary password to login to the Parent Portal. You need to be able to login to gain access to your child's Student Achievement Report. If you are having any difficulties logging in, can you please email me at [annew@ccwerribee.catholic.edu.au](mailto:annew@ccwerribee.catholic.edu.au) with your full name and your child's full name please.

Semester One Student Achievement Reports will be available from 5:00pm on Thursday 25th June. Emails for the link to your child's Term 2 Learning Journey will also be sent on Thursday afternoon. Please be on the lookout for an email from Evidence For Learning (formally The TeacherCloud) on behalf of Corpus Christi.

### ***Annual Report to the School Community***

The Corpus Christi Annual Report to the School Community is available on the school website – [www.ccwerribee.catholic.edu.au](http://www.ccwerribee.catholic.edu.au). This is a report on all that took place at Corpus Christi in 2019. Please feel free to visit the website and any feedback would be appreciated.

### ***Condolences***

Our thoughts and prayers are with the Magro Family (Charlotte Mid HD, Louise Fnd KW, Madelyn Jnr RT) on the passing of their much loved Grandmother . May God's blessings and peace be with you at this sad time.

***Wishing everyone a happy, safe and restful holiday.  
From all the Staff at Corpus Christi Primary School.***

***Go gently and stay well!***

***With kind regards,  
Linda***

# Foundation Unit News

Our Foundation students have had a wonderful transition back to school from remote learning. They are practicing school routines and continuing to explore their roles and responsibilities as community members in Foundation, as well as students at Corpus Christi.

In the last couple of weeks, we have begun reading workshops where students are reading books and practicing reading and writing high frequency words. We have also been learning to write sentences with capital letters, finger spaces, using phonics and including full stops. In Mathematics, we have been representing numbers in different ways for example; using number lines, using tally marks, tens frames and hundreds charts. In Religion, we have continued learning about God's creation and students have made a promise to care for the environment. In Inquiry we have continued learning how living things grow and change. Specifically, we have focused on the life cycle of plants, frogs and human beings. Lastly, in Wellbeing we have been practising mindfulness through guided meditation, yoga, drawing and mindful colouring. We have had a very busy few weeks back at school!

We thank our families for their ongoing support and allowing for a smooth transition back to school. We hope you have a safe and happy holiday and we will see you back at school in Term 3.

Yours in partnership,  
The Foundation Team.

# Junior Unit News

The Junior Team was so excited to begin face to face learning this Term. We were met with familiar cheeky smiles and happy children. It was so nice to see each other again!

The Junior Students settled really well into learning and were excited to see their friends again. We have begun each day with Discovery, where the children explore, investigate and create things that interest them. Their imaginations ran wild because we had a doctor's surgery, children looking after their dolls, writing code with the Beebots and so much more!

We took the time to revise the learning that we did at home, such as shape and place value, and the children showed us how much they had learned at home with the help of their families! We also reflected on our Remote Learning experiences and created small presentations to share with our peers.

During Inquiry we have continued to grow as Global Citizens and learnt all about the continents and the oceans. We will continue this in Term 3 when we explore different habitats around the world. The children have been sharing their prayers of gratitude in the mornings, as well as singing songs and learning about the Creation story.

Thank you to all of our families who supported the students (and teachers!) throughout the Remote Learning experience!

Yours in partnership,  
The Junior Team



# Middle Unit News

The teachers of the Middle Community extend a very warm welcome to all students and families after the period of remote learning. Students have been very eager to return to school and get back into the "normal" routines and reconnect with their teacher and friends. The transition back has been smooth with all engaged and participating in the transitioning back to school activities.

Teachers presented all the students with a small gift pack as a token of expressing their excitement to welcome back and reconnect with all students.



We would like to thank all parents for their enthusiasm and willingness to engage in the remote learning process. It was wonderful to connect with parents and students via zoom, email and use our digital technology as a means of communication to enhance the learning for our children. This just proves that when we work together we are better together!!

We wish you and your family a very enjoyable and well deserved holiday.

**The Middle Team** - Helen Drezga, Naomi Meilak, Eugene Volkwyn, Stephanie Mobilio, Mark Warren, Karen Pacifici & Jenai Harrington

# Senior Unit News

This term, we welcomed back our students from Remote Learning. We would personally like to thank and congratulate all of our families for their effort and commitment throughout this time. We understand that it has been extremely difficult for our students and our families and are thankful for the work that was completed at home. It was fantastic seeing the students return, socialising with their friends and engaging in conversation.

The last couple of weeks for this term, the seniors have been recapping multiplication, division and angles. Students investigated a range of different strategies to solve a multiplication or division problem, as well as using their understanding of multiplication and division to solve problems. Students investigated unknown angles, using their knowledge to calculate what they might be.

In Literacy, students continued to look at Information Texts. Using the information they have researched on a range of different animals and their environments to create an Information Text on a specific animal's adaptations.

In Inquiry, students used their knowledge collected in Literacy on animals and their adaptations to create a Pop Up Art Piece, demonstrating the animal, its habitat as well as its adaptations.

We would like to wish all of our families the very best, and have a safe and healthy holiday. Our thoughts and prayers are with you all.

The Senior Team

# Learning and Teaching

As we come to the end of a very different Term 2 we would like to thank all families, carers and others for their hard work and the support you have shown to your children and our staff.

Since the return of all our students we have seen growth in their knowledge and independence. We have seen this through their high engagement in remote learning work. Students have continued a positive attitude to work and enjoyed seeing their friends and reconnecting with staff.

During this time we have all learned different ways of working, which we will continue in some areas of Literacy and Numeracy both here at school and for you at home.

More information about our new ways of working will be sent out to all soon.

We hope all families have a great holiday and relax and enjoy the time together.

Peta Cesarec & Mark Warren  
Literacy and Numeracy  
Learning and Teaching



## End of Term Prayer

*We thank you Lord, for this term. For the challenges, the successes, and the mistakes from which we have learnt. Be with us as we spend our time with family and friends. Give us strength and courage to do what is right; to be witnesses of our faith. Help us to be true disciples these holidays, to appreciate what others do for us, to give time and effort to help others, to be peacemakers in our family. Keep us safe in our activities; give us good rest and good fun. Bring us back refreshed and ready for a new term. We thank you for our classmates, teachers, parents and a community that cares for us. May we always be conscious of you in our lives.*

*Amen*



# Education in Faith

## EDUCATION IN FAITH

We've had quite a term for Education in Faith! A very different type of term indeed. Thank you for your ongoing support in your child's faith journey. It was wonderful seeing the different ways families have created prayer spaces, celebrating liturgies in their homes as well as the rich learning in RE!



## CORPUS CHRISTI FEAST DAY

It was a different way of celebrating as a school but we all came together to celebrate being the Body of Christ in our classroom communities with a liturgy then shared a special afternoon together watching a movie with some treats.



**We are the Body of Christ and we each have a part to play**

### **St. Vincent de Paul Winter Appeal**

Every year we come together as a school to support St. Vincent de Paul's annual winter appeal. Thank you for all your generous donations.

We thank all our families who got involved to help in whatever way we can to those in our local community. If you would like to continue to get involved please view <https://www.vinnies.org.au/page/Contacts/VIC/> to see the many ways you and your family can support St. Vincent de Paul who continue to assist people in need across Australia.

### **Congratulations to all students!**

Well Done ! 'Free Dress' day raised a total of **\$471.20** for 'St Vincent De Paul's.

**Miss Richelle Mendoza**, Religious Education Leader

## **St Andrew's Parish News**



Here is the latest news from our parish about celebrating masses:

We will continue our Eucharistic Celebrations in our church, with you our parishioners.

We will have a Mass on Saturday at 5.00pm which will be our live streaming and recording Mass as well.

On Sunday, we will have Masses at 9.00am, 11.30am and 4.00pm.

*At each of these Masses we will have TWENTY participants.*

*As we have more than 6000 families and to give opportunity to as many families as possible, we will have ONLY TWO MEMBERS from each family.*

*Families which attended Mass already should abstain from booking.*

In celebrating these liturgies we will strictly follow the instructions given by the Government and the Church for the safety of all.

### **HOW TO PARTICIPATE?**

You may book to participate at any of the Masses by phone or e-mail to our parish office or going to Try booking <https://www.trybooking.com/BJXDQ>, whichever is convenient for you.

Please give your name, contact number, email, date and time of the Mass you want to participate. Please remember only two people from a family.

*If you have cough, cold or fever please remain home for your safety and the safety of others.*

### **Sacrament news**

At this stage we are awaiting news from the Archdiocese about directions for when sacraments (Confirmation and First Eucharist) are to be celebrated this year. Please wait for further information regarding these matters.



## Life and Learning after Covid-19

What a whirlwind this term has been! Teachers and parents are beginning to notice changes in some children's behaviours at school and home. It has been a time of serious uncertainty, requiring flexibility, perseverance and resilience as we shifted to online learning and then back again, as well as changes to home life and social restrictions. While heading back to campus may have been a welcome relief, it's normal to feel a little unsettled.

So what can parents do?

- Try to protect children from news and social media which can escalate fear and anxiety
- Ask your child what they know about coronavirus or recently publicised protests
- Provide information that is age-appropriate – sometimes simple answers are best
- Be conscious of your own feelings and modelling behaviour – they are watching and learning
- Maintain routines – routines and predictability increase feelings of safety and security
- Discuss changes openly – open and honest conversations provide a degree of predictability and build trust between adults and children.

Have you paused for a Wellbeing Check-in?

- What is the feeling I'm feeling right now?
- Why might I be feeling this way?
- Do I need to take action? Can I let it go or can I do something to shift this feeling?



What comes next?

School holidays are just around the corner, and there has never been a better (or more deserved) time to reset and look to the future. There are plenty of ways to make the most of your break.

- Pack up the car for a road trip with family or friends, changing your environment will leave you and your children feeling recharged
- Switch off from school and catch up with friends and family
- Spend time on a hobby or new skill
- Make time to connect with people face-to-face – while gaming is a popular entertainment option, face-to-face contact is important for wellbeing and connection
- Rug up and get outside! Green space (time outside) is vital for wellbeing, energy and growth!

Wishing all students and families a happy and safe holiday!

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## School Counselling update

We wish to advise our school community that our school counsellor, Tom Watson, will not be returning to Corpus Christi this year. We will miss him and wish him well in his future endeavours. We are pleased to welcome Sian Toney to Corpus Christi. Sian is a psychologist, employed by our school, to provide one-on-one counselling sessions for students. Sian is transitioning Tom's clients and will be able to take new clients soon. If you have concerns about your child's mental health or wellbeing, please speak to your teacher or email Mrs Elissa Ardizzon to discuss our referral process.



16 June 2020

# Raising resilient problem solvers



by Michael Grose

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 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.



### **Michael Grose**

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

## 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](#).