

A COVID19  
thought for  
the day!



## St Theresa's Primary School

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Be Happy, Be Safe, Be Caring, Be Ready to Learn at home!



T2 W5

'20

14/5

MY MOM  
ALWAYS TOLD ME I  
WOULDN'T ACCOMPLISH  
ANYTHING BY LAYING  
IN THE BED ALL DAY  
BUT LOOK AT ME NOW  
I'M SAVING THE  
WORLD.

...COVID19 newsletter

*Hi Everyone and congratulations...we've been learning at home for almost 5 weeks now and everyone is surviving and doing a great job....we're nearly halfway through Term 2 which is hard to believe. The good news that we received earlier this week, is that the end is in sight and **the Prep, Years 1 and 2 will be returning to school on TUESDAY 26<sup>th</sup> MAY with Years 3, 4, 5 and 6 returning on TUESDAY 9<sup>th</sup> JUNE.***

*As you would imagine, there will have to be some serious planning and procedures set in place for the children to return safely to school. Rob will keep you up to date with everything you need to know, so watch out for his emails.*

This poem was recently shared with me and in turn, I'd like to share it with our St Theresa's families. It was written recently by a former school teacher and chaplain from Wisconsin and she wrote it to cope with the stress of the pandemic. It imagines people, using self-isolation to read, listen, rest, pray, meditate, dance and make art and to emerge regenerated and healed.

### And the people stayed home by Kitty O'Meara

And the people stayed home

And read books, and listened, and rested,  
and exercised, and made art, and played games,  
and learned new ways of being, and were still.

And listened more deeply.

Some meditated, some prayed, some danced.

Some met their shadows.

And the people began to think differently.

And the people healed.

And, in the absence of people living in ignorant,  
dangerous, mindless, and heartless ways,  
the earth began to heal.

And when the danger passed, and the people joined together again,  
they grieved their losses, and made new choices, and dreamed new images,  
and created new ways to live and heal the earth fully,  
as they had been healed.

*The work that surrounds the poem are examples of home learning completed by Jade Quach, The Rep Family, Archer Kung and Kathleen Kansal.*



## A message from Helen regarding the teaching of Literacy.....

Dear parents and families,

Here is some information to let you know how your child's literacy needs are being met, during our remote learning phase. Your child will participate in a **Shared Reading** session. This is how we start most of our literacy teaching at school. A text (book, website, picture, article, video etc) will be selected by the teacher to use with the whole class. There is some value for all students being exposed to the same material - we have a shared experience and together we build vocabulary. The teacher introduces or reinforces a concept for **all** the children. Often, the text chosen for Shared Reading will be linked to our topic for Inquiry learning. At school, rich discussion accompanies Shared Reading, but online we might ask students to just read or listen to the text, or complete a short task.

**Small focus group** teaching follows our Shared Reading. In these sessions, the teacher works with students who have a similar ability, during this moment in time. Groups change, as the needs and skills of the students change. Teachers set explicit learning intentions for the students in these groups. So far, our online small groups are working well.

Modelled Writing involves the teacher showing students how good writers go about crafting their texts. Modelling writing is a bit more challenging for us online. You will find that often your child's teacher will use the Shared Reading text as a model for writing.

**Independent Writing time** follows our modelled writing. In class, teachers might work with a group or an individual, guiding their writing in real time. It usually (but not always) involves students using paper and pencil. During our online learning time, students are all asked to be a bit more independent with their writing and to engage with writing online. Writing tasks are set and students work within their ability range. As teachers know their students well, they know what to expect from the students' writing output. The same task may be set, but the expectations of each student differs.

**Reading, Writing, Viewing, Listening and Speaking experiences** also occur across all other areas of the curriculum. Our students are constantly being exposed to online texts, which require a different reading pathway, so there is much new learning going on, as well as the consolidation of skills and strategies taught at school. Many of the students' activities have voice over, where teachers have recorded lessons, books, instructions etc. This is a new experience for our students and you can see how it works by [clicking here](#).

All the very best,

Helen

Literacy Leader

### ENROLMENTS FOR CHILDREN COMMENCING SCHOOL IN 2021 ARE NOW OPEN

Check the **'Enrolment'** page on our website for more details on **2021 Prep Enrolment Procedures** or email [office@stalbion.catholic.edu.au](mailto:office@stalbion.catholic.edu.au) for an enrolment form or to be added to our mailing list for updates.

Unfortunately, we have had to cancel the **Prep Enrolment Information Night** and our **'See us in action' Tours**. We are hoping to reschedule them for later this term or provide an alternative.



### CONGRATULATIONS to the AZZOPARDI FAMILY...

on the safe arrival of  
Alannah's little sister  
"Gianna".  
She was born on 28/4/20  
and weighed in at  
4.25kgs. Alana tells us  
that she's perfect!



## Expect more from kids in these difficult times

By Michael Grose

(EDUCATION / LEARNING : POSITIVE PARENTING)

Studies show that parent expectations are a powerful predictor of student success and wellbeing. As children are required to spend more time at home over the coming months, your expectations about your children's behaviour and performance are more critical than ever.

While there may be a temptation to shield children and young people from hardship during the current COVID-19 pandemic, this is unrealistic and out of step with current societal norms. Every segment of the community including children and young people is expected to both give something up and contribute more during the pandemic.

The greatest contribution kids can make is to help their family function as effectively as possible, look out for the wellbeing of family members and peers (using appropriate social distancing measures) and to quickly adapt to the new learning requirements from school.

As a parent you should expect your child or young person to:

### **Help at home**

More time spent at home means more mess, more untidiness and more food to prepare. It's reasonable to expect kids to clean up after themselves, sweep floors, wipe benches, wash dishes or empty dishwashers and also contribute in age appropriate ways to meal preparation. Consider using a weekly jobs roster for the larger tasks

and avoid linking pocket money to jobs. Linking help around the house to pocket money teaches children to think "what's in it for me?" rather than "how can I help my family out?"

### **Behave well**

The default question for kids when living in close quarters with others should be, "How does my behaviour impact on others?" If their behaviour impacts adversely on the rights and wellbeing of others, then it's not an appropriate behaviour. A child who continually makes a noise while in close proximity to a sibling who is studying is showing little consideration. As much as possible skill kids up to resolve relationship problems with their siblings so that you're not continually policing their behaviour.

### **Look out for others**

Encourage children to look after the wellbeing of fellow family members. Using age appropriate language, help children understand the signs of deteriorating mental health including sullenness, moodiness, spending more time alone, shortness of temper and drooping out of family activities. Encourage children to act with empathy and kindness when family members are struggling and discuss ways that they can help including giving them space, listening and having fun at appropriate times. By helping children to look out for the needs of others, you are also helping them to build skills in expressing the full range of their own emotions.

## ***Stick to schedules***

The use of structures and routines are an essential element of family functioning, particularly during times of change. It's advisable to make your family schedules mirror the schedules established by your child's school. Expect children and young people to stick to the established schedules without taking short cuts, arriving late or finishing early for online lessons.

Differentiate the week by relaxing the schedule on weekends, which gives kids something to look forward to.

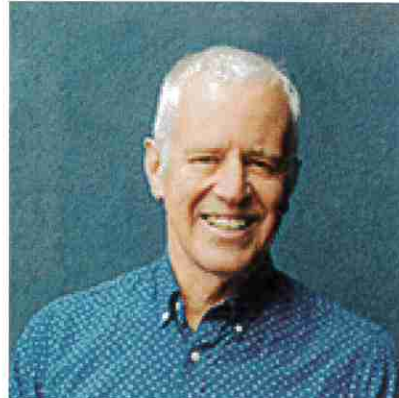
## ***Show up for lessons***

Expect kids to show up for school lessons with the right attitude, equipment and clothes. Wearing clothes specifically for school work helps to trigger their readiness for learning, and differentiates school time from leisure time.

## ***Display discipline***

Time spent at home requires children to self-regulate and be disciplined. I suspect that those children who do best in this time of self-isolation will be students who discipline themselves to exercise regularly, limit their use of digital devices, develop a sleep preparation routine, stick to school work routines and practise mindfulness regularly.

Expectations can be tricky to get right. Too high and children can give up. Too low and children will meet them. In these challenging times when more is asked of all of us, err on the side of the side of keeping your expectations high for your kids. They'll more than likely rise to the new challenges that social distancing measures require of them, building their confidence, character and resilience.



*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.