

SCHOOL NEWSLETTER

Term 3 Week 4 2020
Tuesday 11th August

Rosary Park Catholic School

Station Street, Branxton NSW 2335

P: (02) 4938 1541 E: admin@branxton.catholic.edu.au

Website: www.branxton.catholic.edu.au

Password BRX2335

Built on Faith, Knowledge, Respect

We acknowledge the Wonnarua people-the first custodians of this land

IMPORTANT DATES

Weekly Mass Times: 6pm Saturday Branxton; 8am Sunday Greta.

- Interrelate 'Growing into the Teenage Years' for year 6 (held at school) Thursday 10 September
- Father's Day stall (at school) Tuesday 1 September
- PUPIL FREE day Tuesday 24 November. **Please note change of date.**

OOSH care available at Rosary Park. Call 0448 751 549

Principal's Message

Dear Parents/Carers

Every child is held in God's infinitive tenderness and God is present in each of their lives.

May God welcome and call us, opening us to continual renewal.

May God confront us, daring us to see the world through a child's eyes.

May God affirm us, towards deeper trust of the child and of ourselves.

May God hold us, encircling us in very uncertain times.

May God bless us, with hope and encouragement.

May God awaken us to all things, all people, and all moments.

AMEN.

COVID -19

ILLNESS

The increase in confirmed cases of coronavirus locally is cause for a renewed commitment to processes that help to keep us all safe. Please remain vigilant with hygiene and cleaning/sanitising protocols, and physical distancing.

During Winter, many of us may experience cold and/or flu symptoms. NSW Health guidelines provide the following information on symptoms of coronavirus.

- fever (37.5 ° or higher)
- cough
- shortness of breath
- sore throat
- loss of taste
- loss of smell

Other reported symptoms of COVID-19 include fatigue, runny nose, muscle pain, joint pain, diarrhoea, nausea/vomiting and loss of appetite.

If you or your children have been in contact with a confirmed case, or have travelled to an area that has been identified as a hotspot by NSW Health and have a cold or flu-like symptoms, you are urged to get tested, and remain in self-isolation until the results are available.

If this is not the case, yet you remain concerned, you should seek medical advice and keep your children at home.

As per NSW Government guidelines, there is no requirement that children are to wear masks. This is entirely at Parents' discretion. As it is not compulsory to wear them, teachers are not responsible for ensuring that children wear the mask correctly.

CANCELLATIONS & RESTRICTIONS

As we face this pandemic globally and the situation changes so rapidly, it is pertinent that I share with you now the decisions already made by the Diocese in relation to upcoming large -scale events. Such directives have been made to safeguard the school and wider community:

- **SCHOOL MASSES & LITURGIES -Cancelled**

Schools are directed by the Diocese not to attend the church given the current concerns about infection and the connected requirements regarding church cleaning.

- **END OF YEAR LITURGIES, CELEBRATIONS & GRADUATIONS**

The Diocesan Liturgy Office and Council, and the CSO RE and Spirituality Team has sadly advised that all planned large formal liturgical gatherings are suspended. This includes the farewell of our Year 6 students with Graduation celebrations and the End of Year Mass. See letter from our Director attached to today's newsletter.

Our school will work to reimagine the way in which we recognise this rite of passage for our Year 6 children.

- **FATHERS' DAY BREAKFAST – Cancelled.** The school will have a Father's Day stall for the children which has already been advertised by the P & F. Parents are able to pay for a gift through the QKR app and the children are able to choose an item at the Father's Day stall on 1 September.

- GRANDPARENTS' DAY is cancelled. We will explore other options for celebrating these special people in our lives.
- KINDERGARTEN 2021 ORIENTATION-- Further information to follow as to how this will work on the nominated dates.
- END OF YEAR AWARDS- Awaiting further information, although unlikely to proceed as a whole school community coming together. Again, we need to re-imagine how we will celebrate our children's achievements and share this with you this year.

External Providers

Allied health providers, wellbeing and case management professionals (including NDIS suppliers) are now able to return to conduct individual sessions on the school site. External providers are required to demonstrate compliance with health and safety requirements and will be expected to complete and sign specific documentation. There will be a limit to the number of providers on site at any one time.

Well Being Week

In two weeks', we will be in week 6 of Term 3. This means there is no homework or meetings set at Rosary Park. We hope you will take the opportunity during this week to spend some more time together- go out for dinner, watch a movie, play a game, *turn off the technology*, have dinner together and talk! Enjoy precious time with your loved ones.

In order to focus on our social and emotional health as a family and school community, Week 6 of each term (so this term that is **Monday 24th-Friday 28th August**) will be nominated as 'Being kind to yourself'. Statistics show that this 'middle week' of the term has the most absences due to illness. If we take things a little easier in this week and spend time with each other, all of us are re-charged for the latter part of the term.

There will be no school meetings for staff or parents before and after school during this week, and **NO Homework set.**

As there is no homework set for this week, what can you as a family do together?

Here are some ideas.....

***Remove the fuse!** (Pretend blackout at home) – get take away and have candle lit dinner and talk for hours

***Screen free** time – play board games, twister, go to the park

***Watch** videos, go to the movies midweek

***Invite** friends over to encourage friendship skills

***Encourage** kids who are 'anxious' to be spontaneous by having a mystery night or surprise outing

Child Protection

As a staff our duty of care is always to maintain the safety and wellbeing of our children. If as a parent, you are sending another person to pick up your child early from school (who is not listed on our records as an emergency contact) please notify the office staff beforehand that this is happening. If we do not have this information, our office staff will need to call the parent to verify this person's identity. Thank you in anticipation for your cooperation with this to maintain our children's safety and wellbeing.

Student Leadership Policy

As a staff, we have recently reviewed our student leadership policy, as a continuation of the process we began in 2019. The main changes to this policy are:

-As of 2020, we will no longer elect Year 2 student leaders. This was initially started at Rosary Park to involve the infants' children following the amalgamation of the two schools (infants and primary) back in 2011, however given we are now a K-6 school, it is timely that we only elect senior students to formal leadership roles.

-In order to encourage a more shared approach to leadership and service amongst our senior (year 6) children, the new policy will require that year 6 children join one of four teams. This will not be compulsory for all students however it will be for those who wish to run for election as a school leader. Throughout 2021, they will meet as a team with the school executive/teacher in charge of this team, to discuss issues and organise school initiatives.

-Students elected as leaders of these four teams, following the delivery of a speech and voting by children in grades 2-5, would form the leadership team at Rosary Park. The process of election and speech preparation will follow the same process as last year. That is, all students wishing to run for a school leadership position will prepare their one-minute speech at school with support and input from stage 3 teachers, to ensure a fair and equitable process.

-Election of sports leaders remains the same, where students running for this position deliver a speech to their house colour peers and children in Years 2-5 vote. Students may wish to run for a formal student leader role and a sport leader role. Their success as a student leader would take precedence over the sport leader role.

-School and sports leaders are announced at the end of year Mass.

School Fees

School Fee statements were sent out in week 2 of this term. Any parent/carer who is finding it difficult to pay their fees are asked to contact the school and make an appointment to discuss this matter. COVID fee relief was granted for families that had a reduced income due to COVID-19 in Term 2. If COVID continues to impact on your financial situation you need to complete a fee reduction application by accessing the CSO website.

We are here to work with families who are finding financial circumstances difficult. All meetings of this nature are discussed with the Principal and strict confidentiality is maintained.

School Band

If your child is in year 3 or above and they are interested in learning a wind instrument, Mr Howard Ward takes lessons at Rosary Park every Friday afternoon. Howard has been a band leader in schools throughout Newcastle and the Hunter for almost 30 years.

Cost is \$20 per student per weekly lesson. Howard's company does all repairs and replacements on instruments and these are hired from him at a cost of \$38.50 per month. This amount comes off the final purchase price. You are welcome to contact Howard directly on 0419 663 389 if you would like more information.

Important dates in Term 4 for your diary: -

Tuesday 24 November PUPIL FREE DAY- Please note change of date

Kind regards,

Sallyanne Stanbridge (Principal)

Assistant Principal Message

In Week 2 all staff attended a professional development day which focused on developing vocabulary Kinder to Year 6 and applying strategies to support vocabulary in the classroom and at home. This day was a wonderful day of learning and staff are focusing on creating word walls in our classrooms and increased opportunities across all Key learning Areas to increase vocabulary to support and extend reading and writing opportunities for all students.

Vocabulary

Vocabulary is vital for a child to become a proficient reader. They need to be able to decode words on the page and attach a meaning to the word. A student who has been exposed to a rich vocabulary home environment brings this knowledge to school and they share their rich vocabulary and use it in their writing. The staff at rosary park recently participated in a pupil free day which was focused on developing rich vocabulary learning environments for our students.

According to Stephen Parsons and Anna Branagan (2014) the interaction between children and their families is the foundation for developing learning and reading skills.

Vocabulary is important to your child's learning and it is just as important as reading and writing. Children need to be able to understand words to enable them to develop an understanding of reading.

Children are good at learning words and at school we are focusing on increasing our student's vocabulary to enable increased fluency and comprehension when reading.

At home you can really support by following these 3 steps-

1. Have lots of fun with words-play word games with interest words and strengthen your child's word learning skills.
2. Talking with your child and then writing. Children expand their vocabulary by hearing and reading new words and then they can orally construct an interesting sentence and then write it.
3. When talking about words use comments more than questions. Use words in sentences and expand on the vocabulary, what other word might mean the same. Use this word in a new sentence and encourage daily discussion and oral language as it is very important to promote writing and reading.

Help your child to learn new words.

Talk to your child and use varied vocabulary at home to promote increased vocabulary. When talking with your child use varied words and explain its meaning so that then children can use it in the right context and decode the word when they read it.

Play word games.

Simple games to start with-

Treasure Hunt-

Collect objects that could be described by a particular word-amazing, gorgeous, shriveled

Categories of things that they are interested in-trucks, insects, sport

I went shopping...

Have a word of the day at home-write it, use it in different sentences and questions.

Developing vocabulary and oral language with your child increases skills in oral language, reading and writing.

Enjoy these great activities to support your child's learning and have a wonderful week

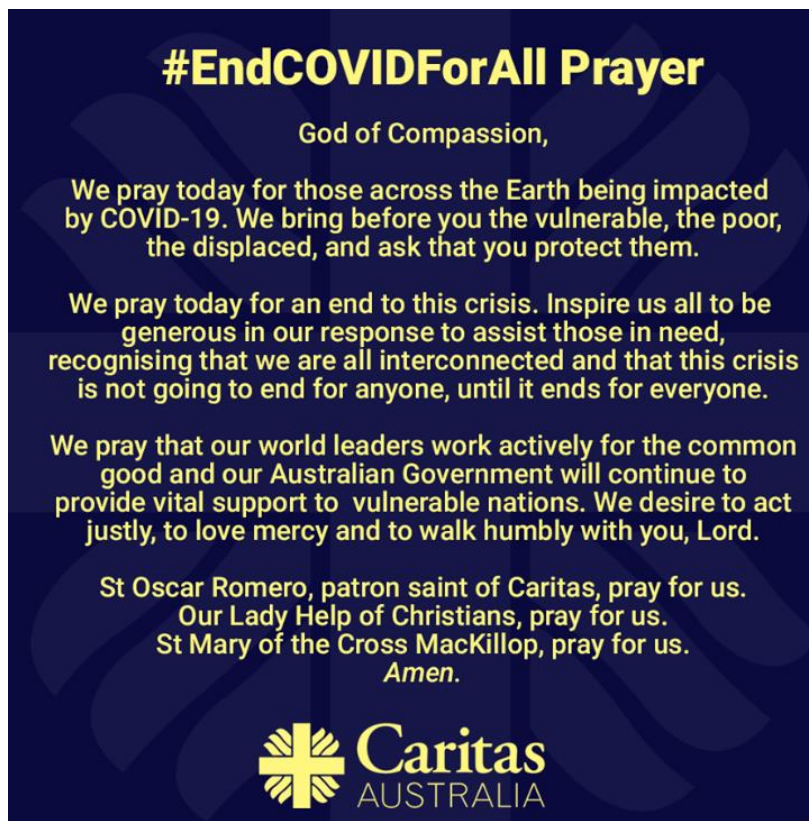
Louise Kevin

Assistant Principal

Religious Education Coordinator's Message

Let us pray together:

It seems appropriate as COVID-19 comes closer that we pray this prayer together.



Feast of St Mary of the Cross:

The Feast of St Mary of the Cross, is on the 8th August. The children of Rosary Park acknowledge her at the end of their daily school prayer. Mary MacKillop is not only the first Australian to be recognised by the Church as a Saint, she is truly a very Australian saint. She characterises the spirit of the Australian mythology. She was a hard worker who put the needs of others before herself. She exhibited something of the larrikin spirit: constantly in dispute with authority but pressing on, regardless. She used the strengths of others but also didn't tolerate those who were not genuine. Her commitment to the schooling of children from poor and rural communities established a model of Catholic education that continues to today. A Saint for and of Australia.

Mass at St Brigid's 6pm Saturday evening:

The Parish Office will be operating at normal hours Tuesday to Friday, 9am-3pm each day. Please phone or email your name and contact phone number to register for Mass by 12pm Friday.

Rose Garden Expertise:

Is there is a parent or grandparent with any expertise in planting and growing yellow roses? Please could you get in contact with me via the office? We are keen to develop a yellow rose garden in honour of Catherine McAulay, the founder of the Mercy sisters to complement our school's tradition. In you have knowledge with roses, please let me know.

Blessings to you and your families,

Kate Levido

Acting Religious Education Coordinator

Primary Coordinator's Message

Anti-Bullying Policy and PBL Framework

At Rosary Park we have recently reviewed and updated our Anti Bullying Handbook and Policy. Understanding what constitutes 'Bullying' is the first step towards combating bullying behaviours. Following are some of the main ideas contained within the document.

Understanding Bullying

These guidelines are based on the widely accepted definitions of bullying behaviour that emphasise the following characteristics:

- Bullying is deliberate – there is an intention to cause physical and/or psychological pain or discomfort to another person.
- Bullying involves the intentional misuse of power in a relationship – there is an actual or perceived unequal relationship that may be based on physical size, age, gender, social status or digital capability and access.
- Bullying is ongoing and repeated – bullying behaviour is usually not one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety. Repeated acts of bullying may involve single acts with different targets, as well as multiple acts with the same individual.
- Bullying involves behaviours that can cause harm – there is short or long-term physical or psychological harm on those involved, including bystanders.

Conflicts or fights between equals, or single incidents are not defined as bullying. These matters are dealt with according to the Wellbeing and Pastoral Care Policy, Conditions of Enrolment and the School Community Code of Conduct.

Bullying behaviour is not:

- Children not getting along well
- A situation of mutual conflict such as teasing or disagreement
- Single episodes of hurtful words or actions, or random acts of aggression or intimidation.

Guidance for Students¹

What can I do if I'm being bullied?

- Tell the student who is bullying to stop. State quite clearly that the behaviour is against school values/rules and is offensive.
- Ignore them and walk away.
- Seek help. Talk about it to someone you trust. Tell a teacher or another adult at school. Feel confident that an incident can be solved.
- Tell your family.
- Take a friend with you if you are worried to tell someone by yourself.
- Keep telling people until someone listens.
- Don't blame yourself for what has happened.
- Do not retaliate with physical or verbal abuse.
- If you are experiencing bullying on the way to or from school, tell someone and walk home with a friend.

If bullying happens on the phone or internet

- Don't respond to the message.
- Tell your parents/carers, a family member, a grandparent, teacher, friend or someone else who can help you work out what to do. Advice for parents and carers is available on <https://www.esafety.gov.au/>.

What can I do if I see someone being bullied?

If you see bullying and feel confident enough to take safe action, there's a bigger chance that the bullying will stop. You can use words or actions to help someone who is being bullied (be an 'upstander'). A group of students standing up to bullying together helps everyone to stay safe.

- Tell the person to stop bullying.
- Be a friend to the person being bullied.
- Encourage the person being bullied to inform someone.
- Seek help. You can decide to do something about it and help to protect others.
- Write a description of the event and give it to a teacher.
- Tell someone, talk it over with the teacher, your parents/carers or someone in your family.
- Include them in your group and introduce them to your friends.
- Suggest safe places for them to go.
- Show them how to set their privacy settings on social networking sites and mobile devices.
- Avoid joining in. Don't:
- Reinforce the bullying behaviour by encouraging, cheering and laughing, even if it is from a distance or when you hear about it later.
- Resend or respond to messages or photos that may be offensive or upsetting to someone.
- Harass, tease or spread gossip about others either in person or via social media or other forums.

Guidance for Parents and Carers

What can parents/carers do?

- Be aware of signs of distress in your child, e.g. unwillingness to attend school, a pattern of illness, missing equipment, requests for extra money, damaged equipment or clothing.
- Inform the school of any cases of suspected bullying even if your child is not directly involved or affected.
- Take an active interest in your child's social life and acquaintances.
- Assist your child to discuss any incidence of bullying with a teacher. If possible, allow your child to report and deal with the situation. Your child can gain respect and confidence through taking the initiative and dealing with the problem without direct parental involvement.

- If your child is being bullied, discourage any planned retaliation, either physical or verbal, by discussing positive strategies they can use.
- Be positive about your child's qualities and encourage your child to be tolerant and caring.
- Be willing to attend interviews if your child is involved in an incident of bullying, and work cooperatively with the school.
- Do not deal directly with the other children or their parents/carers but work through and with the school.
- Discuss the school's expectations about behaviour and how best to deal with bullying

Our School's Approach to Preventing Bullying Behaviour

PROMOTING A POSITIVE SCHOOL CULTURE







All members of our school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour. Our school Positive Behaviour for Learning (PBL) framework is the focus for positive behaviour throughout the school. The following are ways we promote and reward positive behaviours throughout the school:

- Weekly Class Awards including at least one "Making Jesus Real" positive behaviour award
- Gotcha reward system – teacher given rewards collected by children and traded for rewards based on a list formulated by staff and students.
- Classroom shout outs – given by children to others for positive behaviours they notice
- "Spirit Cup" a tally of Gotchas for the colour house with a reward given the winning colour house each term.

At Rosary Park, positive break times for ALL children is a priority. Teachers and Learning Support Assistants are involved in providing many options and alternatives to playing on the playground. Teacher led and closely monitored games are provided outside, while quieter activities such as STEM and coding, choir, and wellbeing (reading, art/craft) are also offered throughout the week at break times. This helps to ensure all children can find a space or activity that suits their interests, needs and abilities.

PBL – Positive Behaviour for Learning

All the rules at Rosary Park are classified under one of 3 areas. Children are asked to be safe, respectful and active learners.

<div><p>ROSARY PARK At Rosary Park Catholic Primary School IN FAITH we remember to...</p></div>	I am an active learner	I am respectful	I am safe
All areas and at all times	 Always try my best	 Kind words and actions	 Be in the right place at the right time
	 Be prepared to learn and let others learn	 Accept self and others	 Be sun smart
	 Active listener	 Care for our environment	 Think and act safely

There is a focus rule set each week throughout the school. The set rule for the week is announced at the whole school assembly on Monday morning. This rule is then specifically taught in EVERY classroom straight after this assembly.

The idea behind PBL is that a positive focus on behaviour, specifically teaching the expected behaviours along with acknowledging and rewarding students for displaying positive behaviours, will result in fewer incidents of negative behaviours throughout the school.

If you have any questions regarding our PBL or Anti Bullying policy or procedures, please do not hesitate to contact your child's classroom teacher, myself or a member of the executive for clarification.

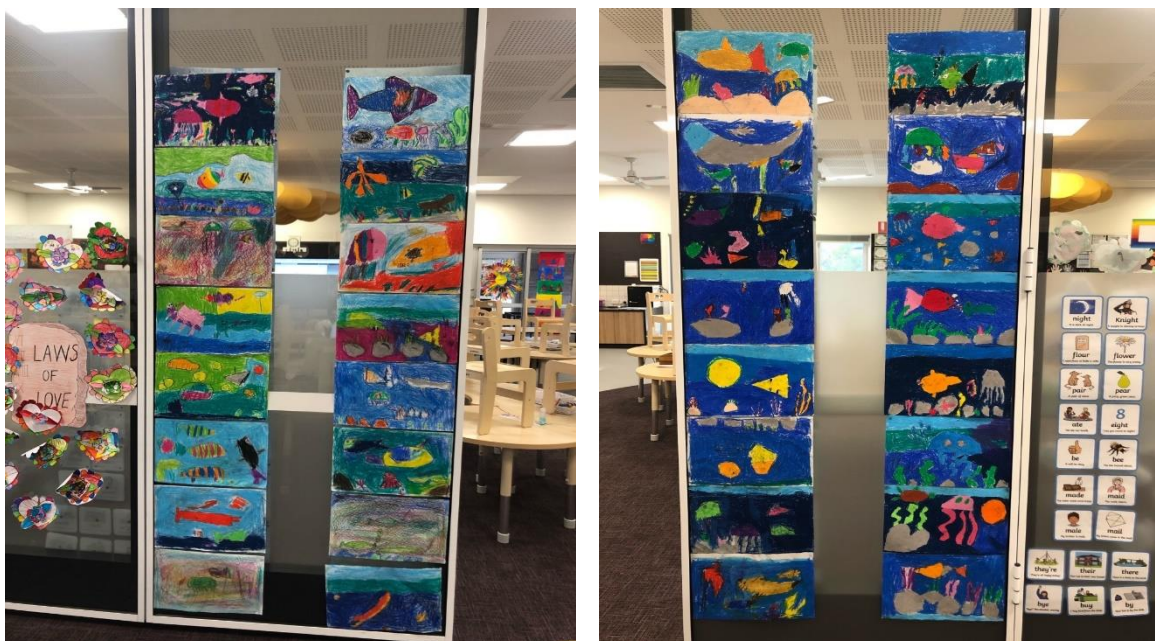
Janelle Dixon

Acting Primary Coordinator

Year 1 News

Towards the end of last term when school returned to normality, Year 1 looked at the story "There's a sea in my bedroom" by Margaret Wild. The children looked at ways in which the movement of water was depicted through a picture using various lines and colours.

After discussions about the different sights, sounds and smells of the sea, the children experimented with their own underwater picture using oil pastels. They were very happy with how they turned out.



This term the children have started looking at informative texts in English. Migaloo the White Whale has been one of the core texts thus far. The children were very interested to learn that Migaloo is the only all white Humpback Whale on the East Coast of Australia. We will continue looking at other animals and learning more about their diets, habitat, appearance and other interesting facts.

Students have also been trying to expand their vocabulary in order to write more interesting sentences. We have started doing this by getting the children to think about an answer to our 'Hink Pink' riddles (2 word answer that has the same amount of syllables and must rhyme).

What is a Hink Pink for a sick medicine? (answer below)

In Mathematics we have been learning about money. The children have become experts in recognising the different notes and coins and adding up multiple amounts. They are determined not to be ripped off by their older brother or sisters again!

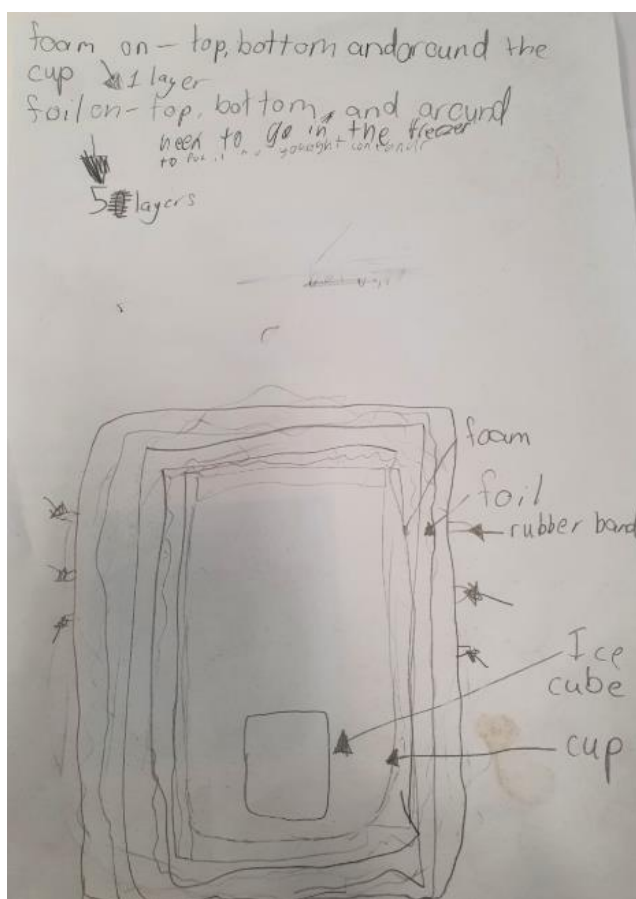


Hink Pink Answer: Ill Pill

Year 3 Science Experiments

In Term 2, Year 3 focused on the topic 'Changes of State'. This involved our students identifying and investigating solids, liquids and gases as states of matter. The children loved being able to explore this topic through investigations and experiments, particularly enjoying the following two experiments.

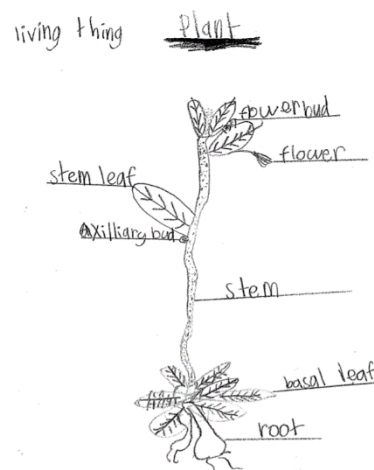
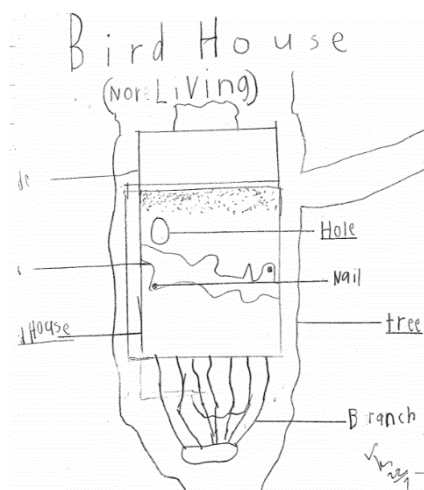
Firstly, the children worked in groups of four, called Terrific Teams, to design and produce a container that would prevent an ice cube from melting. The children had to consider the effectiveness of their design in terms of extending the life of the ice cube. Each group produced an annotated plan and then set to work using foam, tape, cardboard, cotton wool, foil and plastic wrap to create their design. The results were impressive, with one group extending the life of their ice cube for as long as 3 hours! Interesting discussion occurred over the course of the experiment and it was wonderful to hear children talking about insulation, the improvements they could make and they were quite competitive in seeing how long an ice cube could be exposed before melting.





The second experiment focused on describing the movement of gases and conducting a fair test. It had to be conducted outside because vinegar and sodium bicarbonate were funnelled into a drink container. It was exciting to see the Bicarbonate Soda interact with the vinegar causing the balloon that was placed over the opening of the drink container to slowly inflate. The children's squeals of delight as each balloon inflated was wonderful to hear! Hopefully there are many motivated Scientists in Year 3 and who would perhaps like to conduct some more experiments at home!

This term's Science topic investigates living and non-living things. The children have been learning about scientific drawings and the specific requirements needed, such as labelling on straight lines, using pencil and keeping the diagram in greyscale. Here are a couple of examples from Year 3 budding scientists:



Weekly Awards

Congratulations to those children who have received awards this past fortnight.

Week ending 31 July, 2020

Class	Class Award One	Class Award Two	MJR Award
Kinder Blue	Hunter Bondin	Joseph Alston	Jaxon Brown
Kinder White	Hudson Wyatt	Evelina O'Nions	
Year 1 Blue	Aleah Dilley	Cruz Grant	Chase Roberts
Year 1 White	Sam Jacka	Jesse Olsen	Isla Francis
Year 2 Blue	Charlie Bush	Madeleine Parkes	Ella-Grace Walpole
Year 2 White	Hunter Gately	Sienna Marr	Phoebe Cole
Year 3 Blue	Macy Dun	Lacey Norton	Aurora Lane
Year 3 White	Jamie Russell	Sienna Como	Lisa Olive
Year 4 Blue	Sahara Adamthwaite	Zoe Kendall	India O'Nions
Year 4 White	Tia Killick	Jayden Grant	Harper Shuttleworth
Year 5/6 Blue	Sophie Murrell	Abigail Parkes	Johanna O'Nions
Year 5/6 White	Maddie Smith	Jed Ayscough	Fletcher Knodler
Year 5/6 Gold	Ashton Johansen	Alana Moss	Maddison Cavanagh

Week ending 7 August, 2020

Class	Class Award One	Class Award Two	MJR Award
Kinder Blue	Levi Cousins	Evie Corry	Anika Fuller
Kinder White	Lucy Smith	Kade Dodd	Jaiden Xuereb
Year 1 Blue	Nevaeh Diebert	Samantha Foote	Eyden Grieve
Year 1 White	Lola Murray	Hudson O'Connor	Charli Newman
Year 2 Blue	Cameron Dobos	Lewis Chard	Peppa McLaren
Year 2 White	Alice King	Allen Doyle	Aden Pople
Year 3 Blue	Will Ledingham	Cohan Young	Robert Campbell
Year 3 White	Chelsea Simmons	Emily-Rose Ayton	Archer Kowalski
Year 4 Blue	Sasha Collier	Ethan Wright	Oriella Samaras
Year 4 White	Tex Engel	Michael Hardy	Teresa Le
Year 5/6 Blue	Ruby Costello	Charli Issanchon	Haylee Ellison
Year 5/6 White	Kane Standon	Benji Matt	Jed Ayscough Troy Jackson
Year 5/6 Gold	Claire Fisher	Hannah Norton	Eddie Walters

Principal's Awards

Congratulations to those children who have received Principal's Awards this past fortnight.

Week ending 31 July, 2020

Aria Brenton

Week ending 7 August, 2020

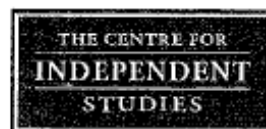


Harper Shuttleworth, Jayden Slomka, Zane Slomka, Sophia Hedger, Layla Hedger

Home Reading **PAUSE PROMPT PRAISE**



www.fivefromfive.org.au



www.cis.org.au

Practice in reading aloud is very important for literacy development. Reading with a parent or carer is a great opportunity to do this, but parents often do not get good advice about how to help their child. The Pause, Prompt, Praise method is research-based and effective. When your child is a **Beginning Reader** and has difficulty with a word the following has been shown to be the best way to help them:

1. **PAUSE** for around 3-5 seconds—this is important because children can often self-correct if given the time. They read more slowly than we do and need the time to work it out. If we jump in too quickly, not only do we make them reliant on us to help them, but we undermine their self-confidence.
2. **PROMPT**—if the child cannot self-correct, we can offer them a phonic prompt.
 - a. The first prompt should be a phonic prompt. “What’s the first sound in that word?”
 - b. If they still can’t get it, sound the word for them with a slight pause between each sound
e.g. f...r...o...g. Encourage your child to sound out and then blend all through the word.
 - c. You could also identify the first sound and encourage them to sound out the rest or break the word into its syllables. It may be useful to cover the word and reveal it slowly, looking at the sounds or the sections of the word.
 - d. If they still have difficulty, tell them the word—and move on.
3. **PRAISE** is an important part of reading and you should give specific praise when they have corrected an error or read the word correctly after a prompt. Praise should be specific, e.g. “You figured that out by yourself” or “You worked that out with only a little bit of help.”

For **Older Students** who might misread a word and continue, wait until they get to the end of the sentence before stopping them. Sometimes the reader will realise their mistake because it doesn’t make sense—and then self-correct—but they often need to get to the end of the sentence to realise this. We want readers to be able to read for meaning, and it’s an important skill for them to develop. If we immediately stop and correct them again we undermine the development of this process.

1. If they read on into the next sentence you may then want to ask them: “did that make sense?”
2. If they think it made sense, then ask them to read the sentence again. Sometimes they get it correct because they read more carefully this time.
3. If they have misread a word for the second time, go back to the word and ask them to have a close look at it. If they recognise their mistake, read the sentence again with the correct word.
4. If they cannot read the word, help them to break it up using the strategies above.
5. If they still have trouble, provide the word and move on—but make a note of the word and have a look at it later on. Talk about the meaning of the word, perhaps it’s a new word for them, there’s an unfamiliar part of the word, or they don’t know how to pronounce it.



Find us on Facebook



Follow us on Twitter

Coping with uncertainty during COVID-19

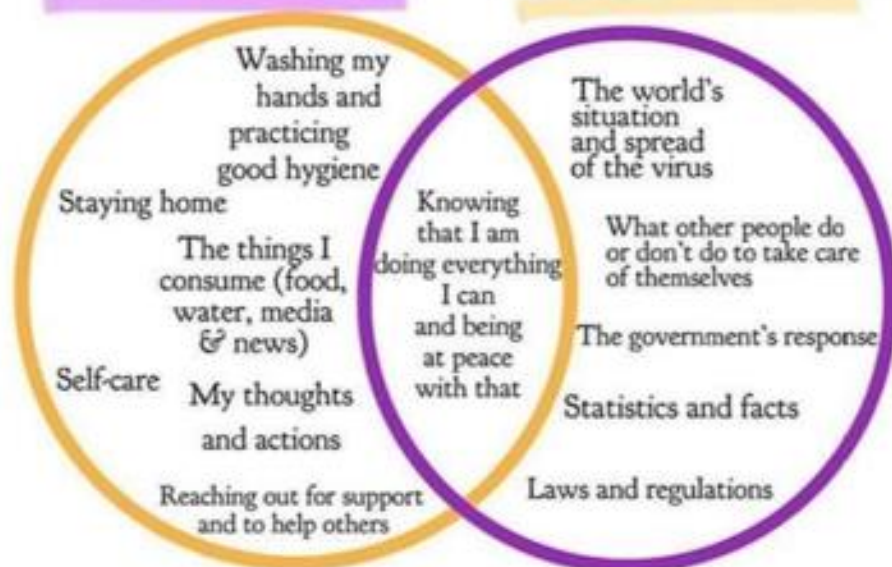
As our local communities have been impacted again by Covid-19, it continues to rapidly alter the way we live, work, study and socialise. For all of us, and especially those who have been directly affected, it is normal to feel worried and unsettled by all this uncertainty. There are however ways that you and your children can equip yourself to help cope with and respond to these changes.



Our anxiety during COVID-19 comes from the reality that decisions are out of our hands and feeling like we're not in control. Figuring out precisely what you can and can't control will help you to maintain a sense of stability and reduce fear or anxiety.

THINGS I CAN CONTROL

THINGS I CAN'T CONTROL



How Can Parents and Carer's help their children and/or young person/s during times of uncertainty?



Stay
Calm



REACH
OUT



LISTEN

It is important to listen, acknowledge, and normalise your child and/or young person's experience. Provide opportunities for them to express their concerns. Try not to dismiss their feelings, or rush to reassure them, but instead, listen first.



Stay Calm

Be a Calm Role Model. When children and/or young people experience situations outside of their control, it is normal to experience emotional distress such as worry, stress, and anxiety. One of the most useful things we can do to reduce their worry is to be calm ourselves. Our children and young people take cues from us about how to react, and they learn how to handle challenging situations by watching and listening to what we say. Think about what you want your child or young person to learn from you during this pandemic, as showing your child or young person how you positively handle your worry, can be very beneficial.

REACH OUT

Reach Out to your School if your child or young person needs additional support. These are unprecedented times and your School is here to support you. Contact your Classroom Teacher, Year Advisor, or Wellbeing Coordinator for support. There are a number of links and resources below which have tips and strategies whilst facing these challenges.

Macquarie University – COVID-19: We've Got this Covered!

<https://www.mq.edu.au/research/research-centres-groups-and-facilities/healthy-people/centres/centre-for-emotional-health/covid-19-weve-got-this-covered/>

ReachOut

[Practical tools, support and moderated forums to help youth get through everything from everyday issues to tough times.](#)

Youth Beyond Blue

<https://www.beyondblue.org.au/the-facts/looking-after-your-mental-health-during-the-coronavirus-outbreak>

Kids Helpline

[1800 55 1800 24/7 phone and online counselling for youth \(5-25yrs\).](#)

Headspace

[Headspace internet chat, email or phone support for young people \(12-25yrs\) with a range of issues.](#)

GP Appointment - Ask your GP for a referral to a Psychologist

What to do when you're feeling worried about COVID-19

Make sure that you rely on verified sources of information such as NSW and Hunter New England Health.

Limit access to social media to prevent feeling overwhelmed

Give your thought patterns a 'reality check'. Think about something else or reassure yourself

Know that it is normal and OK to feel concerned

Remind yourself to be in the present moment (anxiety is often focused on the future on 'what if's')

Look after yourself

Stay connected with family and friends

Seek support if needed



St Nicholas Early Education's newest service is

now open at Branxton!

St Nick's Branxton offers a range of natural and man-made play spaces, purposefully designed so children can experience, explore, discover, take risks, derive meaning and solve problems.

Some of Branxton's key features include its immersive natural outdoor play spaces with large sandstone sandpits, mud kitchen, bicycle tracks and garden beds; open-plan classrooms with plenty of natural light and well-equipped to cater to children of all different interests; and co-location with Rosary Park Primary School, offering a convenient one-stop drop-off and pick-up for parents with children attending both services.

In line with St Nicholas' commitment to supporting working parents, the service also offers long daycare hours (6am – 6pm), with meals, snacks, nappies and cot linen all included with daily care.

We'd love to give you a personalised tour to share more about how we can help support your family needs, and hear your thoughts.

Call 0491 200 578 or email
branxton@stnicholasmn.org.au
 to book in your tour.


St Nicholas Early Education
 DIOCESE OF MAITLAND-NEWCASTLE


www.stnicholasmn.org.au

Unless otherwise stated, the advertisements placed in this newsletter are placed by independent third parties who have no legal relationship with The Diocese of Maitland-Newcastle. The activities or services of the advertisers are not supervised or controlled in any way by the Diocese. The Diocese is not in a position to endorse the advertisers or the services provided and makes no representation about these matters. Accordingly, the Diocese cannot accept any responsibility for the advertisers or the activities or services that are subject of these advertisements