



# St Patrick's School

Ovens St, Wangaratta, Vic 3677 Phone: (03) 5721 5795 Fax: (03) 5721 9604  
Email: [principal@spwangaratta.catholic.edu.au](mailto:principal@spwangaratta.catholic.edu.au)

St Patrick's Primary School, Wangaratta, would like to acknowledge the Yorta Yorta Nation, whose clans include Bangerang (Pangerang) Kaitheban, Wollithiga, Moira, Ulupna, Kwat Kwat, Yalaba Yalaba and Ngurai-illiam-wurrung, as the Traditional Custodians of the land on which our school is situated.

This school supports the CHILD Safe Standards (Ministerial Order 870) and actively seeks to ensure that all students are kept safe from all forms of harm at all times.

## ST. PATRICK'S SCHOOL NEWSLETTER

20<sup>th</sup> May, 2020

### Spare a thought for the Poor!

The Coronavirus hasn't been all "doom and gloom". There certainly are some very sad aspects such as the enormous amount of deaths that it has generated. Nothing can take away from that sadness.

For me, though, having my son home and working remotely has been a bright spot in an otherwise sad time. He moved out years ago and it's nice to have him home and spend some time with him again. I think he's enjoying the home cooked meals and being fussed over by his parents too!

I am grateful to live in a country that took this pandemic so seriously and to see that both sides of politics can come together for the greater good. I do see our local member Dr Helen Haines working extremely hard and ensuring that we are included in the thought processes occurring through this pandemic. The economy is taking a "beating" but our sense of community has gotten stronger in my view. We've seen so many acts of kindness and care. It's heartening to live where there is such generosity of spirit and kindness. I hope that we can see people back at work and the economy recovering quickly. That's not the same around the world though.

I saw on the news last night, the plight of the poor in India. With everything locked down (including public transport) and landlords kicking them out for non-payment of rent, they are forced to walk home to their villages, sometimes hundreds of kilometres, or face certain starvation. Many have expressed a preference to die in their villages than to die alone in a big city. These people earn about \$4.00 per day (not even enough to buy your first coffee for the day let alone support a family). I wonder where God is for these forgotten people. We have no idea, living in Australia, what these people must go through.

My thoughts and prayers are with these people as they struggle to survive. I also pray that the many charitable institutions (such as Caritas and the Red Cross) continue to be the hands of God at work in our world and can relieve some of their suffering.

Dear Parents,

NEXT MONDAY, 25<sup>th</sup> May is a gazetted **PUPIL FREE DAY**. This has been granted by Premier Dan Andrews and Minister James Merlino, to allow teachers time to prepare for onsite learning. No students will attend school on this day and there is no expectation that students will engage in remote learning at home.

## Years Prep to Two Return next Tuesday

Students in Years Prep to Two are expected back at school next Tuesday, 26<sup>th</sup> May

The Years Three to Six students will return on Tuesday, 9<sup>th</sup> June at 9.00am

We will need to maintain safe social distancing practices and hygiene practices have been upgraded. We are fortunate to have installed our new drinking taps which have attached bottle fillers. The drinking taps themselves will be off limits for some time to come and children will be expected to bring along a water bottle (most do already) which can now be filled at our new taps.

All students will be required to attend school with their own drink bottle (clearly marked with the student's name).

## SCHOOL PHOTOS – rescheduled

Our school photos which were scheduled for the 11<sup>th</sup> June have now been postponed to Friday, 7<sup>th</sup> August.



## Next Week's Attendance Survey for Years 3 to 6

The attendance survey for NEXT WEEK has been emailed out on Monday. It only includes Years Three to Six as the Junior classes are back at school on Tuesday. If you are an essential service worker that has indicated that you need your child to attend school on any day of the week or if you have special dispensation due to family hardship, then you would have received the email.

REMEMBER, that you need to fill out a form for each child in the appropriate Year Level survey. We need accurate data to ensure that I have enough staff attending to meet our ratios. If you have trouble filling out the survey, then please contact the school and we are only too happy to assist you.

## PARENTS – School “No Go” Zones

Currently, parents are not permitted to enter the school grounds. This is in compliance with the government regulations. Parents wishing to come into the school must do so through the school office (whilst complying with safe social distancing).

We are trying to minimise the number of people entering the school in order to maintain as safe an environment as possible. If your child is a little anxious coming into school (the younger students especially), then you may escort them in but please do not enter the classroom, just drop them off at the door. We will have a staff member at both entrances until further notice to provide assistance and support.

THANK YOU ALPINE GRANGE DEVELOPMENTS FOR SUPPORTING OUR SCHOOL

## Enrolments for 2021

If you have a child starting school next year, can you let the office know to make sure we have our existing families covered.

Also, if you are aware of other families considering St Patrick's as an option for their child for next year, then encourage them to contact the school to secure their place.

## Reports

Staff have agreed on a proforma for the mid-year reports for this year which takes into account the remote learning elements of the first Semester. Clearly, with the lack of face to face contact, it is difficult to accurately assess progress. However, it is very important to maintain the home/school relationship and inform parents of progress to the best of our abilities. These reports comply with Education Department and Catholic Education Office advice.

## St. Patrick's PS APP REMIND

If you want to keep up with what's happening around the school, you can join REMIND.

It can be downloaded from the app stores to your devices using either of these links:

Apple - <https://goo.gl/IHQHGn> or Android - <https://goo.gl/FJWEv>

You will need to join our "Class" after you install and sign up - @spatwang, or St Patrick's Primary School Wangaratta



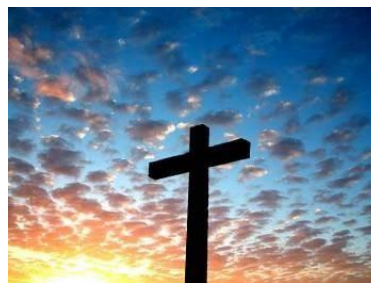
## Newsletter

Our newsletter can be accessed on our website and our Facebook page. Annette (in the Office) also has a mailing list that she is happy to include you on.

Simply email Annette on: [abeitzel@spwangaratta.catholic.edu.au](mailto:abeitzel@spwangaratta.catholic.edu.au) or phone the office (0357215795) and Annette will put you on the list. If all else fails, you can request a hard copy from the office.

## Mass Times

- \* ~~Saturday 6.00pm St Patrick's~~
- \* ~~Sunday 8.00am St Patrick's~~
- \* ~~Sunday 9.00am Our Lady's~~
- \* ~~Sunday 10.30am St Patrick's~~
- \* ~~Sunday 10.00am Moyhu~~
- \* ~~Sunday 10.30am Whitfield (1st Sunday)~~



On hold until further notice. Mass can be viewed through the Parish website.

<https://www.catholicwangaratta.org.au/>

*Terry*

THANK YOU DYSON'S WANGARATTA FOR SUPPORTING OUR SCHOOL

# DATES TO REMEMBER

MAY	25 <sup>th</sup>	-	PUPIL FREE PLANNING DAY
	26 <sup>th</sup>	-	Yr P-2 Return to School
JUNE	8 <sup>th</sup>	-	Queen's Birthday Holiday
	9 <sup>th</sup>	-	Yr 3 – 6 Return to School
	26 <sup>th</sup>	-	2.30pm End of Term 2
JULY	13 <sup>th</sup>	-	9.00am Term 3 Commences
AUGUST	7 <sup>th</sup>	-	School Photos

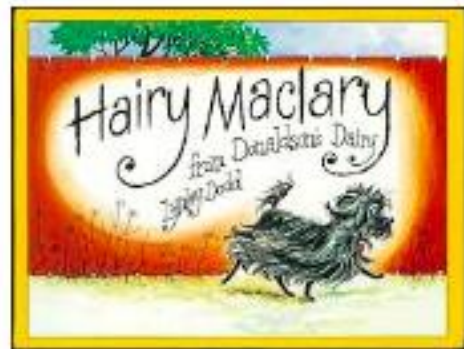
## CHATTER MATTERS

### Phonological Knowledge

Building knowledge of rhyme takes time, children usually find it easier to recognise rhyme (which words rhyme? Cat bat tree?) before they can produce rhyming words (tell me a word that rhymes with 'rough'? ). When reading/singing rhyming books and songs, pause slightly before the second rhyming word. This helps your child to think about and even guess what the rhyming word could be. For example, "wine....dine... they rhyme! They both have the same sounds at the end of the word (ine)."

Here are a few fabulous books that you might want to find/borrow to read with your child.

- Hairy Maclary, by Lynley Dodd
- The Wonky Donkey, by Craig Smith
- The Dr Seuss Books
- Noisy Nora, by Rosemary Wells
- Room on a broom, by Julia Donaldson



# PAT ON THE BACK

- Foundation**  
Mrs Levesque Congratulations to *MILA ROMAN* for all her work, creativity, design and imagination used to create a Lego house and Café.
- Foundation**  
Mrs Shaw Congratulations to *LINCOLN HAWKIN* for all the wonderful work he has been doing during remote learning. Well done!
- Year 1/2**  
Bray/Cornish A big pat on the back to *OLIVER NICOLL* for the way he has approached his remote learning. Oliver, we are so proud of the way you have taken on extra challenges with your learning and the dedication to the presentation of your tasks. It has been so enjoyable and rewarding to see all of your Seesaw posts!
- Year 1/2**  
Cassidy/Barry Congratulations to *MASON DAVERN* for being such a super star with his remote learning. He has consistently tackled home tasks and has continued to share his new learning with us all. We are all so proud of you, Mason!
- Year 1/2**  
Ms Rinaldi Congratulations to *RAFF LYSTER* for demonstrating creativity and initiative in the remote learning tasks he has completed. Raff has taken the opportunity to submit work responses that go beyond the expectations. Great job, Raff!
- Year 1/2**  
Mr Capper Congratulations to *JACK TONKIN* for the absolutely, positive efforts he has been putting in to make his remote learning such a positive experience.
- Year 3/4**  
Mrs Nicoll Congratulations to *MAKYBE AUGER* for planning and composing a very creative short story about an abandoned cat, as part of our narrative writing unit. Makybe demonstrated effective use of language to engage her audience.
- Year 3/4**  
Miss Sirianni Congratulations to *HARRY MATHESON* for the outstanding work he has submitted during remote schooling. He completes his work on paper to a superb standard before uploading pictures to our Google Classroom. He has done particularly well with our Math's Noggle Extension tasks.
- Year 3/4**  
Mrs Rizzo A big pat on the back to *EVA KELLY* for being an enthusiastic learner and demonstrating a positive mindset with all of her work. You are a quiet achiever, Eva! Love it! Well done!
- Year 3/4**  
Ms Whitehead Congratulations to *LUCA SOLIMO* for the effort he has been putting into remote learning. Luca has been persisting with tasks even when he finds them challenging. Keep up the great work, Luca. I can't wait to have you back at school soon!
- Year 5/6**  
Mrs O'Connor Congratulations to *HARVEY LYSTER* for his fantastic reflections, amazing work ethic and ability to problem-solve. Great job, Harvey!
- Year 5/6**  
Mrs Ackerly Congratulations to *LACHLAN MURTAGH* for the fantastic effort he has put into home learning. He has been completing tasks to a good standard and has shown commitment to improvement. Keep up the great work!
- Year 5/6**  
Mrs Rickard A big pat on the back to *JORDAN MOIR & KOEN EYKENBOOM* for their amazing creations as part of our Junior Masterchef Challenge at home. Your dishes looked delicious and your families certainly scored you very high. Well done to both of you for your creativity and fun with our cooking challenge!

# **WHAT'S HAPPENING IN THE CLASSROOM**

## **FOUNDATION – Caz & Trish**

Wow!

Well done everyone on your efforts during this unusual time, you have been exceptional in hanging in there and doing the absolute best you can with assisting your child with their learning. Congratulations!

**Well the time has finally arrived, Foundation students will all be back at school on Tuesday the 26th of May - Week 7 of Term 2 at 9.00am.**

**PLEASE NOTE - Monday the 25th is a PUPIL FREE Day. This day is for teachers only.**

**IMPORTANT - We ask that parents leave their children at the gate. There will be a teacher at the gate to gather your child and make sure they reach their classroom safely.**

**If we all abide by these measures, we can all stay well and safe.**

**Thank you for your cooperation on this matter.**

We are truly looking forward to seeing all of you all bright-eyed and bushy-tailed! We teachers are also very keen to get back to normal and it will be full steam ahead with ascertaining where the children are and addressing their individual needs. It is going to be a busy but wonderful learning time too.

Please enjoy the last couple of days of this week with your children and find time to go out and enjoy God's Creation. It is starting to get a little busier, in general, in the streets and more people moving around, so try and enjoy the last of the slower paced life.

REMINDERS-

**Sport days** are on MONDAY and THURSDAY unless we find we have Bluearth on another day (usually Friday). We will let you know if this is the case ASAP.

**School Photos** will now be in Term 3 - Friday, August 7<sup>th</sup>.

We thank you all again for your continued support and cooperation during the lock-down period. We are really looking forward to seeing you all again next week.

Carolyn and Trish

## **YEAR ONE/TWO – Janina, Amanda, Elise, David, Karen & Leah**

Welcome to the final week of remote learning! What a ride it has been! I know we have said it every week, but again, thank you for all your efforts in supporting the remote learning program. It has brought us so much joy to see our beautiful students engaged in their learning, being loved and academically supported. For this, we are extremely grateful.

Although the return to school will be somewhat different to what we are used to, we are excited to have the students back in the classroom and engaging in the curriculum.

We are all aware that teacher and parent contact will be different as well, so for this reason, please contact us via email should you need to get in touch.

Given that it is the last week of remote learning, we felt it best to list a few reminders prior to the students' return rather than our usual description of the current curriculum.

**THANK YOU GABBY – HANDMADE RESIN JEWELLERY FOR SUPPORTING OUR SCHOOL**

Please note the following:

- Could all readers please be returned by Friday this week, to allow us to clean them and have them ready for next Tuesday.
- If your child has a library book (borrowed last term), could they please be returned on Tuesday.
- Any iPads or other equipment borrowed from the school, must be returned next Tuesday to be sanitised, ready for use in the classroom. iPads are to be wiped clean and have the images in the camera roll deleted. All applications should be closed.
- Remote learning workbooks and packs can be returned to school, to allow us to see the work achieved during this period.
- Students are not required to wear hats during terms two and three, but they may continue to do so, if they wish.

Thank you for your support with these requests – it makes for a seamless return to school.

We look forward to seeing the students next Tuesday 26<sup>th</sup>. Please note that Monday 25<sup>th</sup> is a student free day and there will be no work tasks assigned for this day. Students (and parents!) can have a well-earned rest!

THANK YOU, EVERYONE!!!

### **YEAR THREE/FOUR – Karen, Nara, Ellie & Jess**

Many thanks to everyone for the positivity with which you are approaching home learning. Please remember to carefully read and follow the daily message provided by your child's teacher. This outlines the structure of the home learning day and the tasks that are to be submitted. Whilst children should be given the responsibility of completing the daily allocated tasks, it is important for parents to guide this learning. Managing our time and taking on the responsibility of ensuring that tasks are submitted on time, are important skills that initially require lots of scaffolding by an adult. Whilst it can be challenging to start with, children do get the hang of this. Keep up the great effort!

#### **Literacy:**

This week the children are continuing to write their narratives (stories) which they started last week. At present our students are all at various stages of composing their stories but they will be required to complete them by the end of this week. There are some very entertaining stories currently being produced.

\*\*\*The spelling focus this week is the digraph 'aw' (as in draw, fawn, awful).

#### **Maths:**

In Maths this week, the students will be working on tasks related to the unit, '3D Objects'. Each day, as outlined on the slides, the learning begins with 20 minutes of Study Ladder PODs. These activities are related to the concept covered in the main part of the daily Maths tasks. The following 40 minutes will incorporate tasks related to developing an understanding of 3D Objects.

#### **Religion:**

This week students are finishing off answering questions about Confirmation and the Eucharist. They have also listened to the story, "The Quiltmaker's Gift" by Jeff Brumbeau and identified Fruits or Gifts of the Holy Spirit that were displayed in the story. Students were asked to reflect on Gifts and Fruits they could see in themselves.

THANK YOU ANITA HAMILTON HAIRDRESSING FOR SUPPORTING OUR SCHOOL

### **Inquiry:**

In Inquiry the children are completing their research on Australian Symbols. This week they are learning and writing facts about the **Wattle**, the **Slouch Hat**, the **Rising Sun badge** and the **Boomerang**.

### **YEAR FIVE/SIX – Andrea, Helen, Sharyn & James**

The students have continued to amaze us with how well they have settled into remote learning as we begin Week 6. The students have taken responsibility for their learning and are demonstrating growth mindsets in their learning tasks. We are almost there!

### **Upcoming Dates:**

**Monday May 25<sup>th</sup> - Pupil Free Day.** Teachers will be involved in a curriculum planning day. Students are not required to complete online/remote learning on this day or come to school.

**Tuesday May 26<sup>th</sup> - All Teachers and P/1/2 students return to school.** Years 3-6 will continue learning remotely.

**Monday June 8<sup>th</sup> – Queen’s Birthday Holiday (No school)**

**Tuesday June 9<sup>th</sup> - Students Yr 3-6 return to school to commence learning as usual.**

### **Technology Protocols:**

Under the school’s Acceptable Users Policy, students have been reminded of the following:

1. Emails outside of the ‘spwangeratta’ domain are NOT permitted.
2. Gmail accounts are to be used for learning only.
3. Conversations within Google Hangouts are NOT permitted.
4. Students are NOT to be unattended by a teacher within the Meeting Room.

### **Remote learning strategies:**

We encourage students to be independent learners and problem solvers (great practise for secondary school) by implementing some of the following daily strategies:

1. **Set a Timer:** Set a timer at the beginning of a task to go off when the task time is completed. Do not go over time on tasks if it means impacting on health and wellbeing.
2. **Make Independent Choices:** Make a choice about your learning, if the task is not working out for you the way it has been suggested by the teacher, change it to suit. As long as you spend the allocated time and are working on learning the same skill, that is the most important thing.
3. **Hand In Work The Best Way you Can:** Unless specified by your teacher, hand in evidence of your work the way that works best for you, this may be via email, Google Classroom or Seesaw. We are willing to be flexible as long as we can see evidence of learning.
4. **Work on Habits of Mind:** Whilst we are all trying to do our best it is important that we work on developing our **healthy habits of mind**. For example, ‘*Striving for Accuracy*’ do less (if you need to) and do it better; ‘*Managing Impulsivity*’ - when you feel like you are getting frustrated, take a breath or a break and come back to it later; ‘*Thinking Flexibly*’ - if something is not working one way, try it a different way.



5. **Keep a 'To Do' List:** If you don't finish tasks by the time the timer goes off, write it on the 'To Do' list. You can always go back when you have some time to work on those tasks.

### **Mathematics:**

Students are continuing with the measurement and geometry focus. We have started work on our assignment project which involves the students applying the knowledge and understanding they gained through the learning tasks to the real-life context of calculating the costs of re-carpeting and painting their bedrooms. The students are using spreadsheets to enter data to calculate measurements and costs.

### **Literacy:**

The students are studying historical fiction and non-fiction texts in both reading and writing. This topic links in with the 5/6 Museums in Motion Inquiry and the set literacy tasks will form a part of the Museums in Motion Inquiry assignment. Students are also practising establishing opinions and writing persuasive pieces.

### **RE:**

The students are looking at Sacred Stories in RE, this topic requires the students to understand how the Bible is constructed, identify different text types and to present their understandings in a board game.

Finally, please keep up the communication with us. We are here to help as best we can.

Helen, Andrea & Sharyn

## **MAYFAIR SHOWBAGS**



WANTED PLEASE –

McDonald's Toys (in the wrappers),  
COLES Minis,  
SAFEWAY Lion King Ooshies,  
Keyrings, Lanyards  
Woolworths Tiles (in wrappers) for  
Mayfair 2021 showbags.

Please deliver to the office, thank you.



THANK YOU **BERTSY & CO** FOR SUPPORTING OUR SCHOOL

## 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](#).