



Sacred Heart School Vision:

Nurtures the dignity and value of each person;
 Develops a relationship with Jesus as central to
 how we live and love;
 Our choices and actions reflect awareness, compassion
 and commitment to others;
 Creates learning that is purposeful and innovative;
 Parents, students and staff work collaboratively to create
 a safe, supportive and stimulating learning environment

Sacred Heart School is a PBIS school

SAFE
RESPONSIBLE
RESPECTFUL LEARNERS

From the Principal,

I was reading some poetry by the Irish wordsmith, John O'Donohue, last Sunday evening and I came across this little gem. This verse is part of a larger poem titled "*For your Birthday*".

"Blessed be the gifts you never notice,
 your health, eyes to behold the world,
 thoughts to countenance the unknown,
 memory to harvest vanished days,
 your heart to feel the world's waves,
 your breath to breathe the nourishment
 of distance made intimate by earth."

The words resonated with me. I rarely remember to '*stop and smell the roses*', with so much going on. I came into school to try to help set Fr. Junjun and Br. Dominic up in the church so they could live stream the Sunday Mass. As I was leaving the church to head into school, Fr Junjun reminded me it was a Sunday and that work could wait.

I laughed and headed into school to continue with my day in "the office". As I sat there, working and listening to Father celebrate Mass, I was overcome with sadness. I was guilty of being a hypocrite and I knew it.

After telling my staff and my school community that we all need to look after our wellbeing... I hadn't done it for myself. Yes, we have been enormously busy, but I need to remind myself that within that "busyness", I must take time for myself and my family to do some of the things that we enjoy doing.

I got myself out of the office, leaving papers ALL over the desk; Mr O'Riley would have a conniption if he had seen it. I purchased sausages and packed the kids into the Hilux and headed to the Nugent's property in Khancoban. Whilst we were there, the kids, David and I, collected fallen sticks and logs to burn when they dry.

Addie and I went fungi foraging and we cooked the snags on the open fire, with a biscuit tray.

Those 5 hours were some of the most rewarding hours I have had in many weeks.

Big thanks must go to Fr Junjun for reminding me that work can wait, for even God rested on Sunday.

Remote Learning Observations

As I write this to you there is no change in the Health recommendations from the Victorian Government about when students will come back to school. We await May 11th with baited breath, to see if there are any changes to Victorian Schools.

At this stage at Sacred Heart School we are looking towards the adages of "Better to be safe than sorry" and "Fail to prepare, then you better be prepared to fail"

And we are running with the assumption that we will be continuing remote learning until the end of Term 2. When I let the teachers know this the other day there was a collective of holding of the breath and the feeling of frustration at not being able to see their children.

As educators, we are at our best when we have our children with us and can quickly and effectively modify work, pick up mistakes or winnings that are occurring in a child's learning.

Feedback for teachers is key. Learning remotely removes many of a teacher's senses, in essence it is the same as asking a blind person to guess what colour card we are holding up. When at school, we rely on body language, verbal and visual from the students consistently so we can jump in early to modify a task.

The feedback from remote learning is minimal and hence why we rely on the parents. I am sure by now you have seen the multitude of memes and online learning.

At the moment there are times a teacher asks if everyone is ok and all you hear is the crickets chirping. If you are noticing your child is not coping with the workload or a task or if it is too easy for your child, please speak up and let the teacher know. Their email addresses are within the remote learning book sent to all parent/ carers at the beginning of Term 2. Without feedback, improvement is impossible.

Traffic Light Work Capacity:

During remote learning, from Years Two to Six there is a focus on consolidation of the skills students have touched on in their educational journey thus far.

When teachers are planning work for students they will be looking at the Zones of Cognitive and Physical Load.

A number of schools in the Sandhurst Diocese are beginning to use a system by which these 'Loads' are linked with a traffic light colour.

In a neurotypical child (individuals of typical developmental, intellectual, and cognitive abilities), the traffic light system would be:

- **Green** = **Easy Zone** - Independent work
- **Yellow** = **Stretch Zone** - 85-90% independent work
- **Red** = **Challenge Zone** - Adult assistance required (although this may be for fine / gross motor/ executive function reasons - rather than the cognitive load).

Remember that some of our students are on alternate programs or modified work in the classroom. The same can occur at home, please feedback to the teachers any areas of interest and concern.

The social and emotional challenges of having limited peer contact are evident in all of our students, I again remind you of the option to connect your children outside of school through private phone calls, Facetime etc.

Teacher Feedback on Student Work via Seesaw:

Feedback is essential for children to grow as learners: to know where they are at and where to go next. Teachers spend many hours reviewing student work which is submitted. Teachers are providing feedback to students via their work submitted on Seesaw, you can access this feedback on your child's journal.

It is important that students review their journal daily so that they are able to attend to any changes required to tasks or submitted work.

On an activity returned to a student by a teacher for additional work/review:

The student checks their "journal" and the work that requires further adjustments/work presents with a yellow bar above the title with the words Draft and a pencil with 'edit' in Seesaw.



Resources:

- We have hard copies of the resources for parents with limited internet or printing facilities.

Mother's Day on Sunday 10th April, if there has been any year where parents deserve appreciation, it is this year!

If you need inspiration for Mother's Day gifts, check out the Rochelle Toni website for Mother's Day Bath Bombs at <https://www.rochelletoni.com.au/kooka-kooka-activities>

Thank you: To Murray Goulburn Trading for donating eight pairs of gardening gloves.

In other news:

Monday 18th May 2020: Is a school Pupil Free/Remote Learning Free day: Staff will be completing their practical component of First Aid.

With blessings,
Zoe

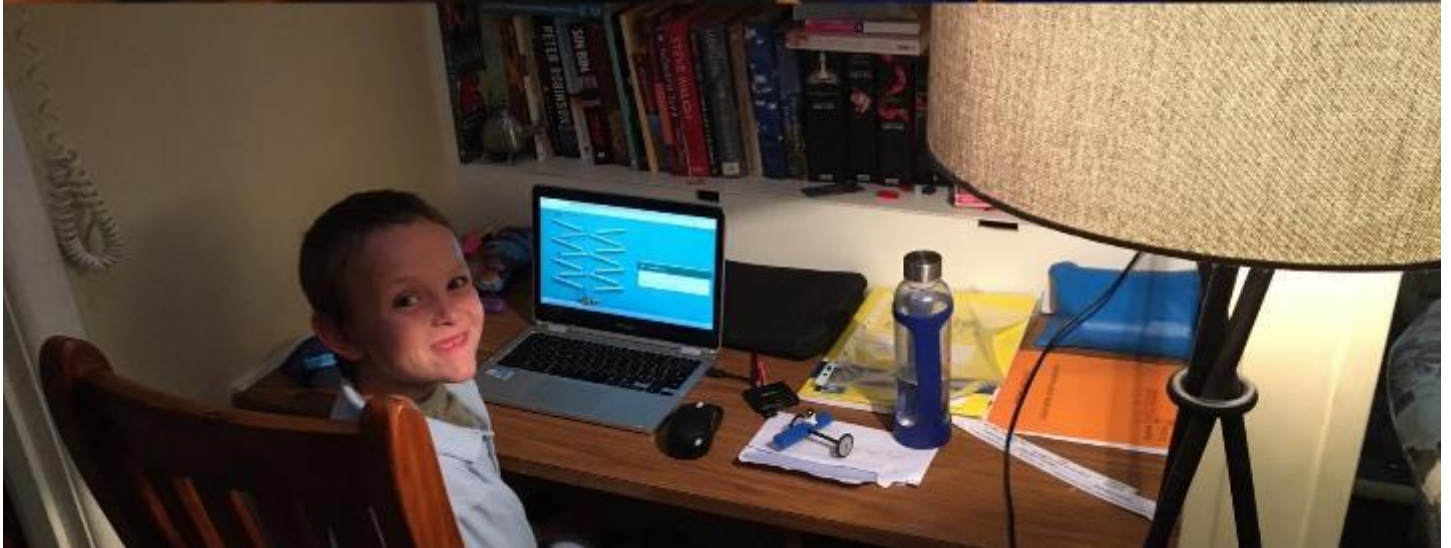
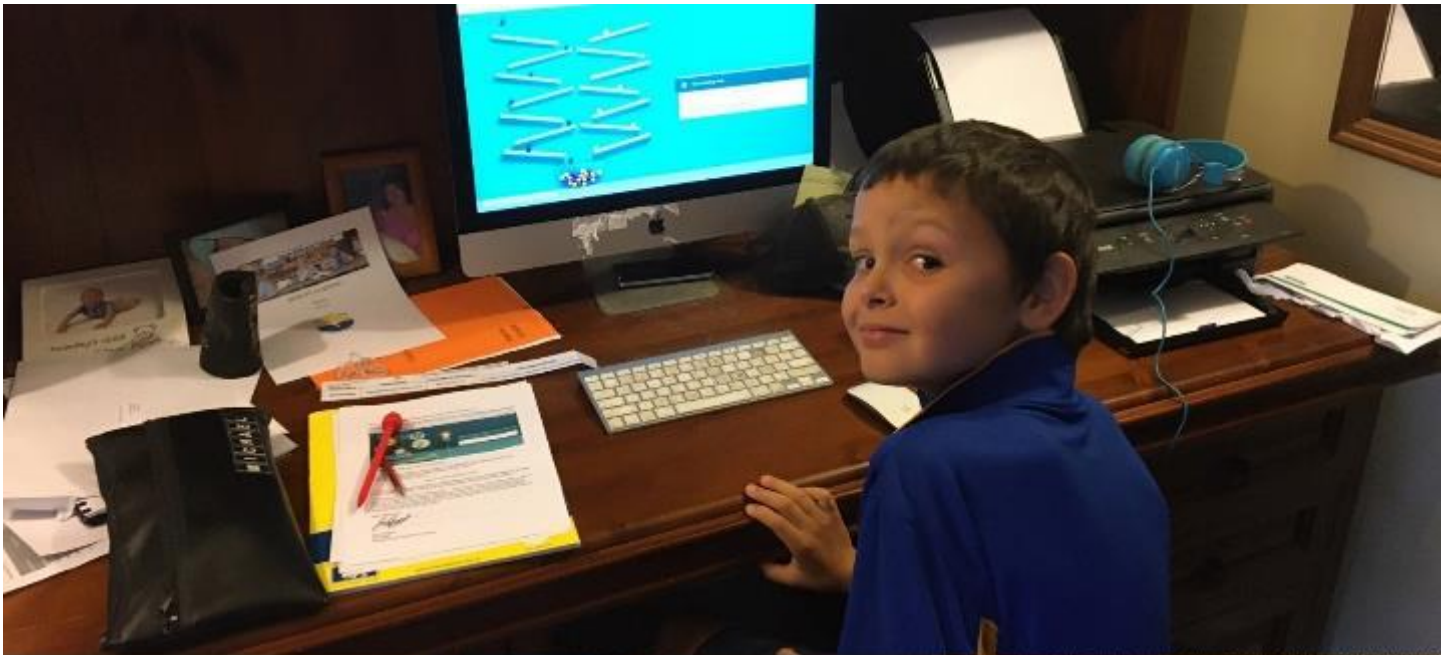
REMOTE LEARNING PHOTOS SUBMITTED BY PARENTS.



Above: Declan and Pippa.



Above: Rory and Lewis.



Above: Michael in our back room of our house. Has his very own fire place to keep warm. He is working on an apple desktop. Lachlan has the privilege of working from Daddy's work laptop in the lounge room where he has access to many books! Allison



Above: Ava



Above: Here is a photo of Ava in Nana and Papa's office. She is being spoilt rotten there. Lucky girl.



Hahaha, here is Blake as a handsome tradesman. Brie



Above: Amy and Lewis

The kitchen has been a big learning place for our kids, yes, they have a learning spot for the laptops, but we love the kitchen learning too! It's not at all related to the fact that Mum is a trained Home Ec teacher. Rochelle





Above: Brock and Chace. Here is our work/class station set up. Sarah.



Above: Ethan



Above: Rhys



Above: Phoebe



Above: Will

Recipe:

Simply melted chocolate and peanut butter mixed with fried noodles, then fridge for an hour.