



St Brendan's Primary School 1581

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Newsletter No 14 May, 21

Foundation, Year 1 and Year 2 return to school - TUESDAY, 26TH MAY

School Drop Off Arrangements:

- Students with surname beginning with letters A- L begin school at 8.45am (**Arrival time 8.30 – 8.45am**) and students with surname beginning with letters M – Z begin school at 9.00am (**Arrival time 8.45am – 9.00am**).
- Students in Foundation and their siblings are to be brought into school and dropped at the Foundation classroom. Parents are to use the top car park and are not allowed to linger or congregate at school.
- All other students must be dropped at the school carline drop off, unless they are walking to school or catching a bus. Please note a staff member will be on duty at carline.

School Pick Up Arrangements:

- Families with surname beginning with letters A –L will pick their children up from carline from 3.00pm- 3.15pm.
- Families with surname beginning with letters M–Z will pick their children up from carline from 3.15pm.
- Students who walk from school or catch buses will operate under the normal circumstances when school finishes at 3.15pm.

Uniform: Winter Dress Uniform

*Don't forget to bring your **remote learning packs** and a **water bottle** (no bubble taps).*

Year 3 - 6 Assessment Interviews

26th, 27th, 28th & 29th of May between 9.00am –3.15pm

Parent please drop off children at the office at their appointment time and pick them up 50 minutes later. Parents must leave the school premises during this time. Social distancing rules will be enforced during drop off and pick up.

School Computers

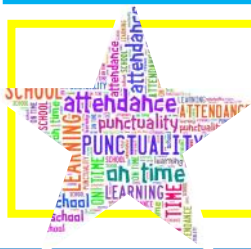
If your child has borrowed a computer for Remote Learning, **it is important that it is returned on their first day back at school.** Please return computer and charger cord in the bag supplied clearly marked with your child's name. The computers will then be inspected upon return.



On-site School Intention for Year 3-6

If you require your child to attend school in week 7, please register your intention on the SkoolBag App under **EFORMS-on-site School Intentions Form**. Intentions should be in **before 3pm Friday, 22nd May**, so staffing arrangements can be organised. **Supervision may not be guaranteed with late intentions.**

All students who can learn from home, must learn from home.



Years 3 -6 Don't forget to send in your *daily*

Remote Schooling Attendance form each school *day* before 10am (not the day before, *not* the day after, *on* the day). Thank You

Dates for the Calendar

| MAY | |
|----------------|---|
| Monday 25th | PUPIL FREE DAY—No school, No Remote Learning Week 7 |
| Tuesday 26th | Years Foundation, 1 and 2 return to school Arrival time 8.30-8.45am (Student with surname beginning with letters A - L) Arrival time 8.45-9.00am (Students with surname beginning with letters M - Z) 9.00– 3.15 Assessment interviews for Years 3-6 |
| Wednesday 27th | National Reconciliation Week Arrival time 8.30-8.45am (Student with surname beginning with letters A - L) Arrival time 8.45-9.00am (Students with surname beginning with letters M - Z) 9.00– 3.15 Assessment interviews for Years 3-6 |
| Thursday 28th | Arrival time 8.30-8.45am (Student with surname beginning with letters A - L) Arrival time 8.45-9.00am (Students with surname beginning with letters M - Z) 9.00– 3.15 Assessment interviews for Years 3-6 |
| Friday 29th | Arrival time 8.30-8.45am (Student with surname beginning with letters A - L) Arrival time 8.45-9.00am (Students with surname beginning with letters M - Z) 9.00– 3.15 Assessment interviews for Years 3-6 |
| JUNE | |
| Monday 8th | Queen’s Birthday—No School, No Remote Learning Week 9 |
| Tuesday 9th | Year 3—6 return to school |
| Friday 26th | GHC Presentations in class 2.15 School Finishes - End of Term 2 Week 11 |
| JULY | |
| Monday 13th | Term 3 commences Week 1 |

CatholicCare Telephone Counselling Service Available

Therese Kearney from CatholicCare is available by phone on Tuesdays and Wednesdays for any parents who might need someone to talk to. Whether be it about themselves or about their children. If they are anxious or worried about the effect that the Corona Virus is having on their lives, the bushfires or anything else that may be a worry to them.

Please take advantage of this offer, for anyone in need.

Telephone **Therese Kearney** on **0400783342 any Tuesday or Wednesday**

Nationally Consistent Collection of Data (NCCD) and Students with Disability (SWD)

All schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year, in August. 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.

Previously Catholic schools in Victoria accessed additional funding for their students with disability through the Catholic Education Commission of Victoria (CECV) *Students with Disability (SWD) program*. The NCCD has replaced this program and will ensure consistency across the country, from state to state and from sector to sector.

ST BRENDAN'S SCHOOL UNIFORM

Students return to school in full winter uniform. Please see list below. On Wednesday to Friday students must present wearing tracksuit pants with shorts underneath, should they choose to do so.



UNIFORM ITEMS - Available from Nick's in Bairnsdale Most items are regulation, meaning that the school has determined the style or manufacture.

Regulation Winter Uniform:

Girls

- Winter Tunic (Year F,1,2,3)
- Winter Skirt (Year 4/5/6)
- Blue long sleeve blouse
- Bomber Jacket (with emblem)
- Polar Fleece Jacket (with emblem)
- Navy tights/white school ankle socks (foldover style) or long white (no logos)
- Black Leather School Shoes – buckle/lace-up/T-bar
- Navy 'Midford' Pants (New Addition)

Boys

- Sky blue long/short sleeve shirt
- Grey trousers
- Bomber Jacket (with emblem)
- Polar Fleece /Jacket (with emblem)
- Short grey socks/long grey socks
- Black leather school shoes/boots

Boys and Girls

- Blue polo shirt with emblem (Short Sleeve)
- Navy trackpants without logos
- Black Basketball shorts (sport)
- Bomber jacket Polar Fleece Jacket (with emblem)
- Predominately white sports socks – below ankle footlet style not acceptable.
- Running shoes (not skate or fashion shoes)

Please remember to name your child's uniform. We have lots and lots of jumpers in the Lost Property without names.



Year F, 1, 2 & 3



Year 4, 5 & 6

JEWELLERY is restricted to the following - a wrist watch, no more than **one** matching pair of studs or sleepers, a religious medallion on a chain to be worn under clothing. Fashion jewellery, make-up and nail polish are

HAIR is to be kept neat and tidy at all times. Hair longer than collar length is to be tied back from the face. Headband, hair ties, ribbons, scrunchies and clips must be blue, black and brown.

[It is not appropriate for children to come to school with dyed or inappropriate hair styles as deemed by the Principal.](#)



Uniform Days

Winter Dress Uniform Monday & Tuesday Sports Uniform Wednesday, Thursday & Friday


DID YOU KNOW?

- Social media is not suitable for children
- No one under 13 is allowed to create an account or use the services
- Lying online is still lying

Tik Tok -- Rethink

- Must be 13+
- Your child has access to over 800 million users content.
- Sexual content
- Explicit language
- Drug references
- Alcohol use





CYBER SAFETY


RAISING KIDS IN A DIGITAL WORLD

Carley & Martin will be sharing all of their insights - to support parents to be informed, empowered and minimise risk when it comes to managing connected devices.


Minimising conflict around digital devices
Keeping safe online
Managing devices in the home

Unsafe apps & social media
Cyberbullying
Current trends in child/teen online behaviour

Keys to parent-child communication
Balancing screen time
Where to find helpful information




Carley McGauran
Psychologist & Mother of Three



Martin McGauran
Education Consultant & Primary School Teacher

PARENT WEBINAR

THURSDAY MAY 14th
8:00pm - 9.30pm




Includes:

- Live Q & A
- Exclusive access to all of our slides, links and resources
- BONUS: A4 Family Cyber Safety poster + 'Green Time' family template for printing at home
- Video of the webinar will be available until May 25th (via the same link)- watch when you like!


HOW TO ACCESS THE WEBINAR:

www.informandempower.com.au/may14

Password: parents2020



Inform & Empower
Cyber Safety Education
www.informandempower.com.au



trusted
eSafetyprovider
esafety.gov.au


Instagram

- Must be 13+
- Now has disappearing private message feature.
- Now has live feature, watch live broadcasts of other users or go live yourself




Snapchat

- Must be 13+
- Disappearing messages
- Discover function - sexual articles
- Snap maps - publicly sharing your location



Gaming

- Must be 13+
- Game content (violence, gambling etc)
- Unmoderated chat
- Purchase options
- Reg flag games - GTA, call of duty, fortnite



House party

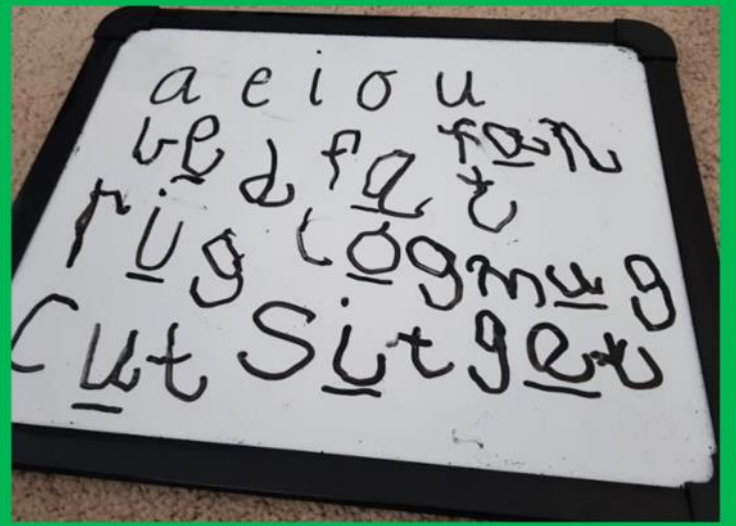
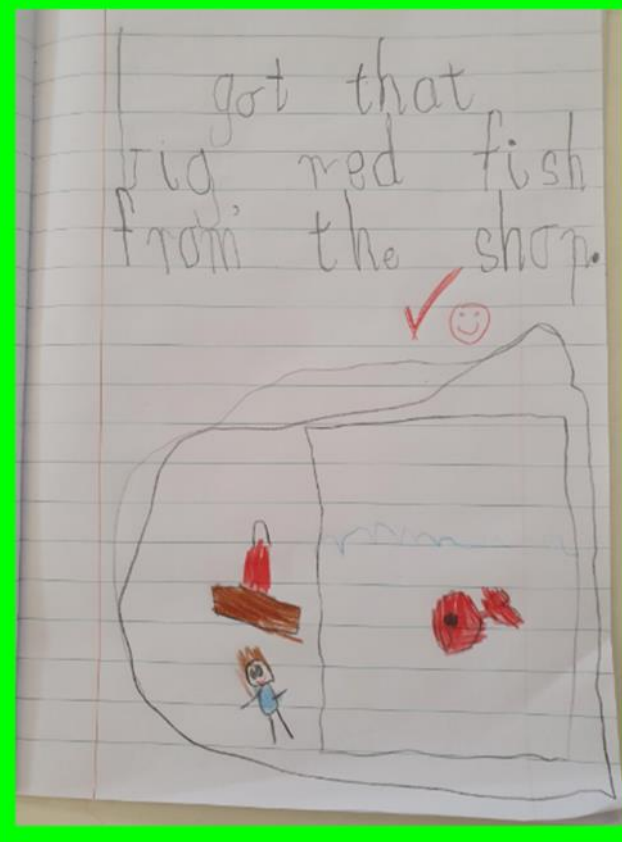
- Must be 13+
- Syncs your contacts from other social media platforms
- Settings are very liberal upon creating an account
- Strangers can join your video chat by default.



If you missed the Cyber Safety 'Raising Kids in a Digital World' webinar, it's still available for viewing. The video of the webinar will be available until May 25th (via the same link) to watch when you like. Cyber safety is such an important concept for parents to have knowledge of, particularly at this time.

YOUR KIDS WILL SURVIVE PRIMARY SCHOOL WITHOUT SOCIAL MEDIA

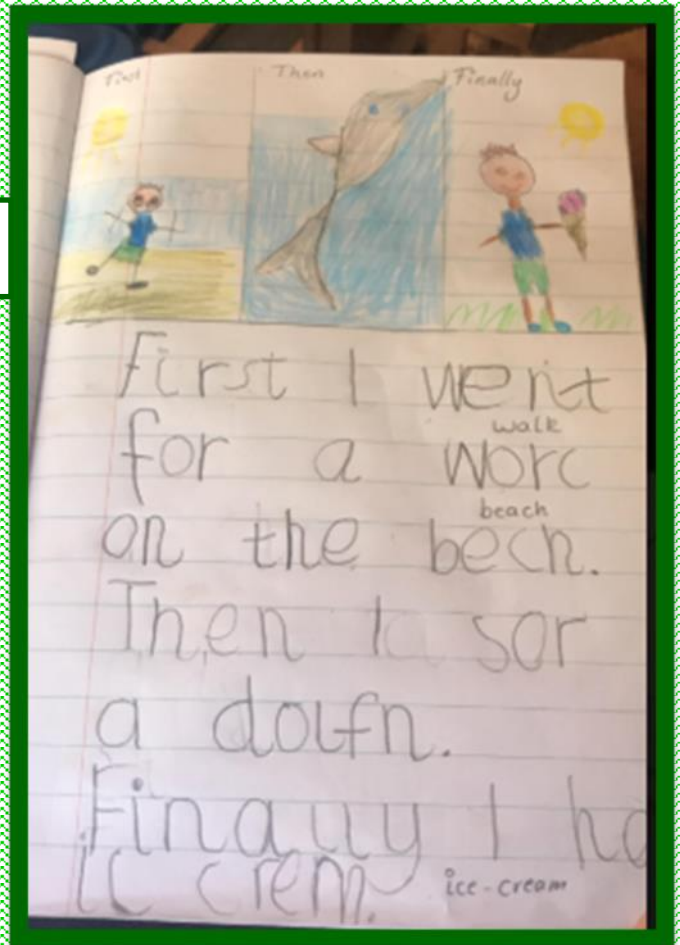
Maddox Milburn – Dictation with words including digraphs.



Evie McMeeken – Writing CVC words on her own focusing on the middle short vowel sound.

Foundation

Jake Richardson – Weekend recount writing using first, then and finally.



Ivy Doland – Collecting things from her garden to create her own flower.



Billie's weather work



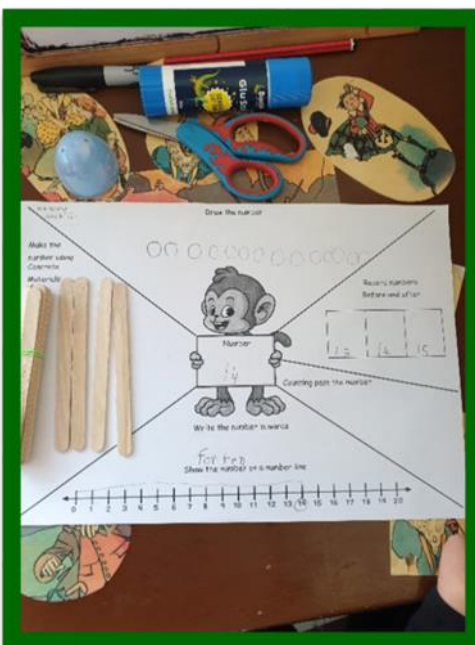
Hudson made a terrific elephant.

The mermaid saw the sunlight. So she went up to her secret shell. The shell was shining because of the sunlight. But a scorpion pinched her on the tail and she had to go to Mr Crab's hospital! She got a bandage. She felt better and better each day.

By Josie



Hazel's bird is very artistic.



Sadie has been doing some bundling.



Year 1

One day Mrs Chicken was hungry. She went to find food. On the way she met Mrs Duck. They went to find food and they saw Mrs Snail. Mrs Chicken got stuck in trees. Mrs Duck helped her, then they found food.

The end
By Amity



One Saturday Mum, Sally and Lex went to Sas's party. The friends were excited. "Oh no, I don't have enough cakes!" Sas shouted. "I should buy more ingredients from the shop", Sas said. The friends hadn't come so Sas made the cake. Sas got everything ready and waited for his friends. His friends came, finally. they enjoyed the yummy cake. They had the best day.

By Olivia

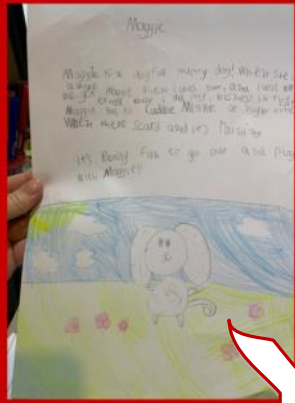




Steam: The steam came out of the oven
 dream: I had a dream
 scream: I screamed when mum scared me
 reason: give me a reason why not to do chores?
 uneasy: this work is hard and it makes me uneasy

The rainbow fish
 Author: Marcus Porter
 Beginning
 He was mean to his friends because he didn't give one of his scales.
 Middle
 He sees a star fish and then a Octopus he gets their help and he has an end
 He gave all of his scales to all of his friends and made rainbow fish happy.

| Long | Short |
|-------|-------|
| Rain | Mat |
| Pain | Sat |
| Plane | Pat |
| More | Car |
| Mate | Apple |
| Chain | |
| Crane | |
| bag | |
| May | |
| Say | |



Weekly Spelling Sheet - Week 4 Term 2
 4/15/20

| Say the words with the sound | Monday | Tuesday | Wednesday | Thursday |
|------------------------------|-------------------------|----------------------|-----------|----------|
| Red Teaching Words | | | | |
| teacher | te-te-te-te-te-te-te-te | ee-ee-ee-ee-ee-ee-ee | | |
| over | oo-oo-oo-oo-oo-oo | ve-ve-ve-ve-ve-ve | | |
| water | wi-wi-wi-wi-wi-wi | ay-ay-ay-ay-ay-ay | | |
| door | oo-oo-oo-oo-oo-oo | ay-ay-ay-ay-ay-ay | | |
| smile | ee-ee-ee-ee-ee-ee | ay-ay-ay-ay-ay-ay | | |
| ladder | ee-ee-ee-ee-ee-ee | ay-ay-ay-ay-ay-ay | | |
| Orange Words | | | | |
| summer | | | | |
| brother | | | | |
| mother | | | | |
| butcher | | | | |
| doctor | | | | |
| vacator | | | | |
| Green Words | | | | |
| December | | | | |
| Seaskimmer | | | | |
| quicker | | | | |
| fasterly | | | | |
| deeper | | | | |
| lower | | | | |

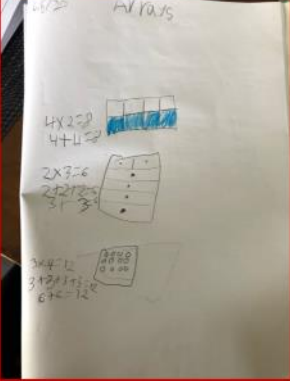


Making Groups With cards
 276 = 200 + 70 + 6 = 18
 413 = 400 + 10 + 3 = 20
 514 = 500 + 10 + 4 = 20
 376 = 300 + 70 + 6 = 18
 678 = 600 + 70 + 8 = 18
 479 = 400 + 70 + 9 = 36
 774 = 700 + 70 + 4 = 36
 576 = 500 + 70 + 6 = 30
 675 = 600 + 70 + 5 = 30
 777 = 700 + 70 + 7 = 30
 378 = 300 + 70 + 8 = 24
 878 = 800 + 70 + 8 = 24
 472 = 400 + 70 + 2 = 8
 274 = 200 + 70 + 4 = 8

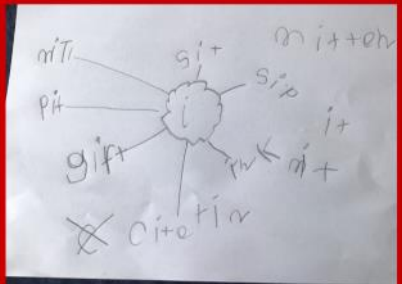
Year 2



Koalas
 Koalas are marsupials found in Australia. The female koala has a pouch where its young joeys feed on their mother's milk while growing in their pouch. Koalas live in bushland in Australia and can be found both inland and in coastal areas. They live in groups as they need each other to survive.



Maths My Arrays, arrays (Arranged)
 3x3 = 9
 5x5 = 25
 5x4 = 20
 4x4 = 16



Peregrine falcon
 Peregrine falcons are the fastest bird and animal in the world. The peregrine falcon's wingspan is 74 to 120 cm and they can dive at the speed of 320 km/h or faster. The fastest speed ever recorded was 388 km/h. The peregrine falcon eats small mammals, small birds, and even insects.

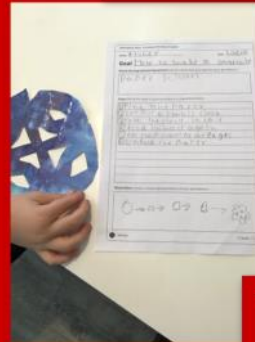
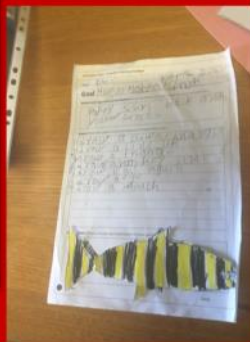
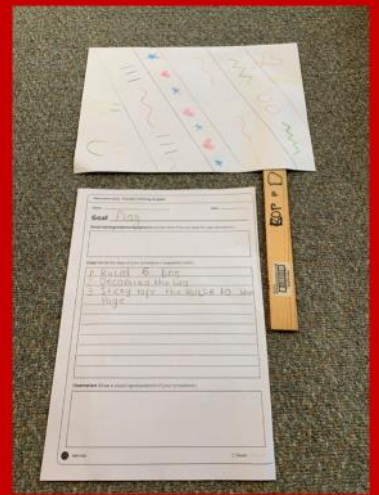


DOGS
 Dogs are an animal they make a good companion. Did you know dogs have 3 eyelids? Dogs can learn up to 1000 words, like sit, hi, stay, wait. A dog's nose is the same as a human fingerprint. There are 12 separate muscles that move the ears. Dogs like to be fed and put to bed at the same time, you cannot give dogs grapes and avocados. I LIKE DOGS DO YOU??



11/19/2020

Draw a square
 Then draw two lines
 that are diagonal
 Lastly draw a
 little square on the
 right.



Year 2

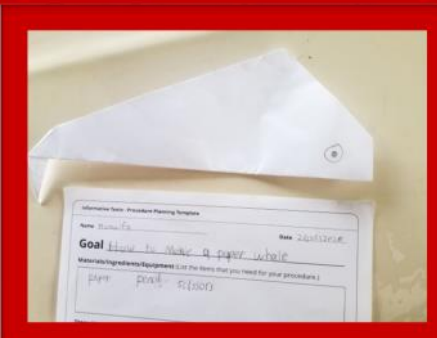
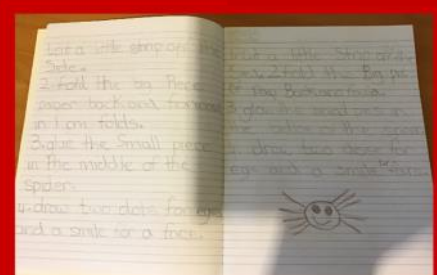
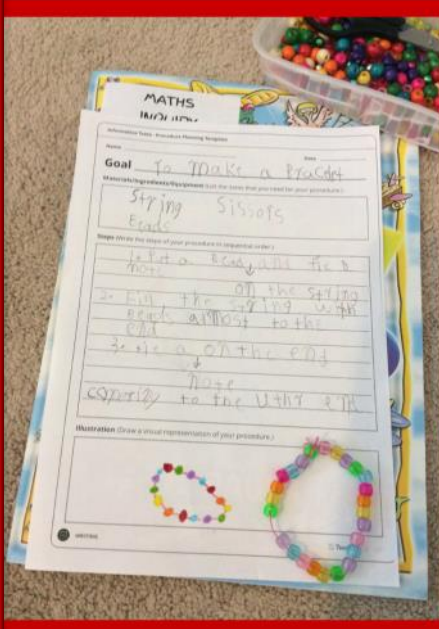


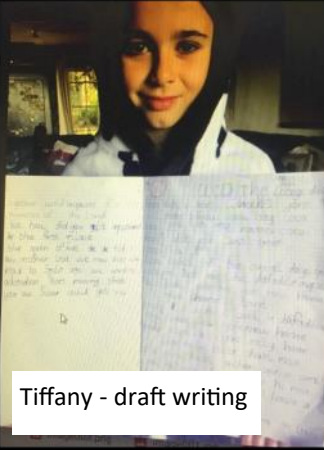
WRITING

- 1 HOW TO MAKE A ANGRY BIRD PICTURE
- 2 YOU WILL NEED PAPER GRAY PENCIL BLACK PENCIL ERASER YELLOW RULER AND A SMALL CUP
- 3 I TRACED THE OVAL TO MAKE THE BODY
- 4 I USE THE GRAY PENCIL TO DRAW THE TAIL AND I USE THE ERASER TO RUB OUT ANY MISTAKES
- 5 THEN I DREW THE BIRD'S FACE



Year 2 has been learning how to write a procedural text. First, they had to draw or make something and then write about what their goal was, what materials/ ingredients they needed to achieve this and the steps that were used to complete the finished product.

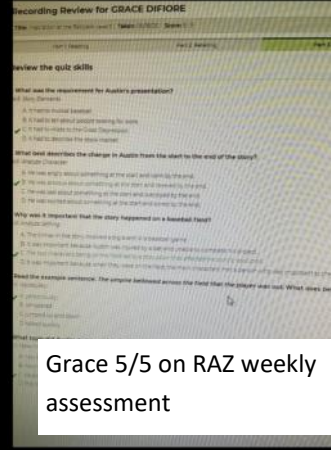




Tiffany - draft writing



Kye P - library time



Grace 5/5 on RAZ weekly assessment



Use your **subheadings** and add **dot/bullet points** with brief information about your animal / sea creature. This is still your plan it is just ideas. **RESEARCH** dot/bullet points

Using **bullet points** is usually **Year 6 level** but you are super Year 4s and can have a go. Here is a short video to help understand - just have a go. <https://youtu.be/50CJy1vp5yo>

We use **bullet points** to remind us to write the information in **OUR OWN WORDS**.

What they eat (DIET)

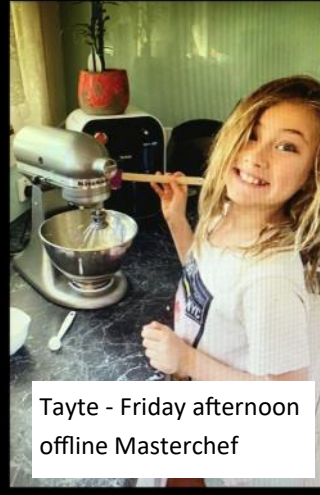
- Cricket, Crustaceans, Fish, Shrimp, Plankton.
- Eels eat their food by scooping it up into their mouths and swallow it whole.
- Eels eat 1 and some times 2 times a week.

Where they live

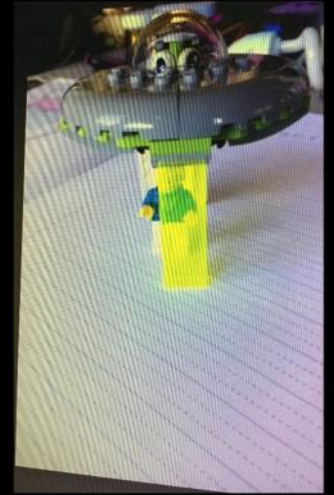
- They live in freshwater and marine ecosystem.
- They like to live at shallow parts of the ocean.
- They like to be in holes in the ground.

What they do to hunt

- Eels wrap around their prey and electrocute them.
- Eels when they prey are small the scoop them up and crush them.
- They mostly spend time in there hole but when they hunt they go to the feeding grounds where



Tayte - Friday afternoon offline Masterchef



Year 4

Step 2: Writing Process - PLAN

Your heading will be your title of the animal/sea creature. Your **subheadings** are letting the reader know what information they will learn. Below write your subheadings - remember it is only the heading not the information - yet.

Ideas for subheadings - appearance/anatomy, locomotion (moving), diet, habitat, life cycle, survival (defense/attack) **JUST WRITE THE SUBHEADINGS.**

Opening Statement: This will be general information about your animal / sea creature. You don't need to do anything in this box today.

Subheading 1 - . Habitat, where it lives

Subheading 2 - Diet, what they eat

Subheading 3 - What they look like and what they sound like

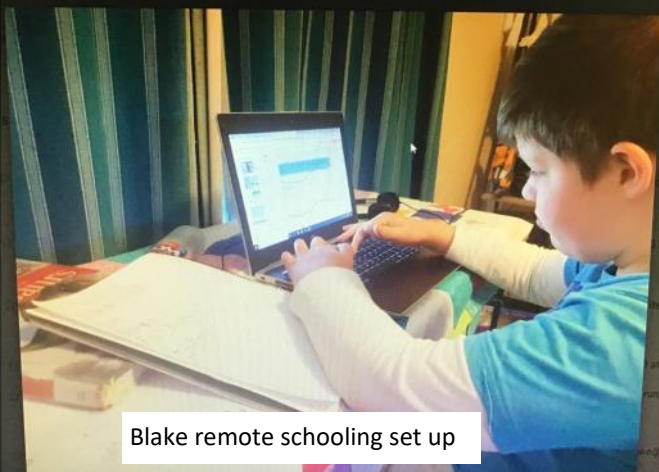
Closing Statement (Conclusion) - you don't need to write in this yet.

Any words you find when editing your draft writing with the /er/ sound add to the correct column below

er as in her turn girl world learn

| | | | | |
|--------------|--------|---------|-------|-------|
| her | turn | girl | world | learn |
| interruption | nature | firmlly | | |
| | | | | |
| | | | | |

Eljay - Online Spelling Journal



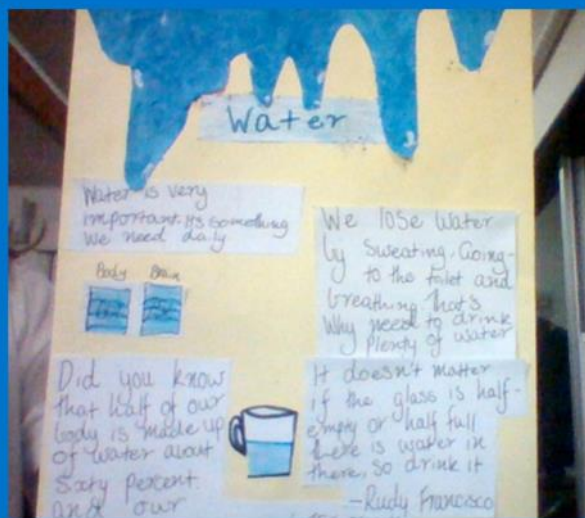
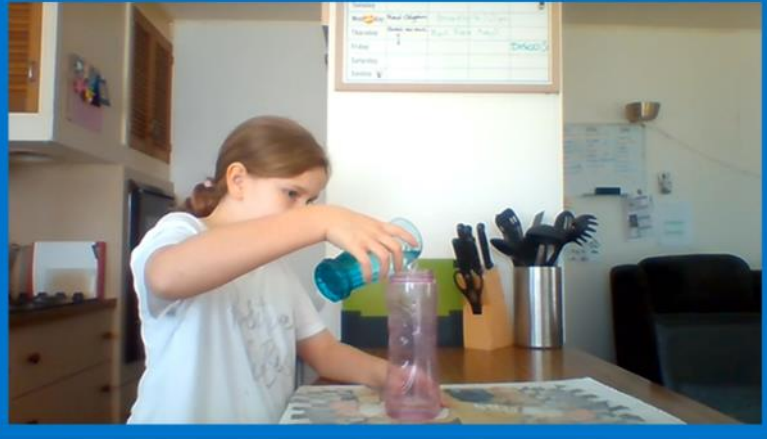
Blake remote schooling set up

Connor - Science push/pull display

you can pull out and push together, and apart



Dominic and Ava's homemade lava lamps (science)



Jade made an informative video about water and the importance of water for our health. She discussed how much water makes up the body and the brain and demonstrated this using the drink bottle.

She also created a poster about water and the importance of water for our health / hydration



Year 5

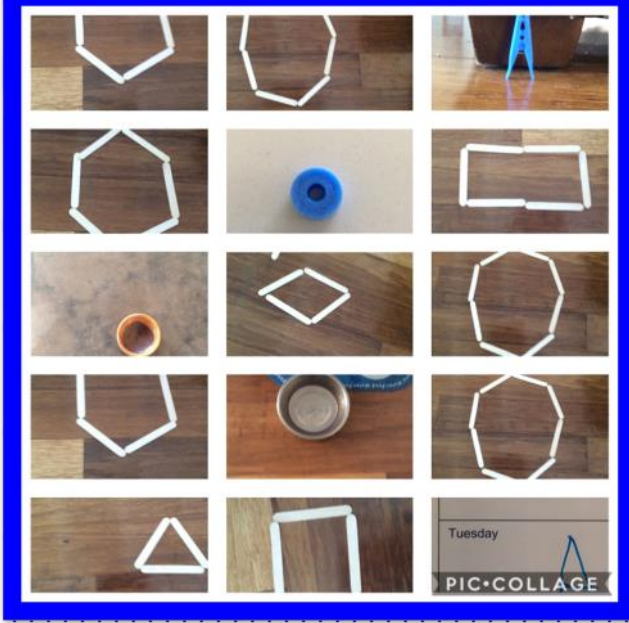
Aiden : Short Story showing Figurative Language

KOALA TROUBLE!

BANG! Awe I say as I hit my head on what I thought was my bed head. I begin to open my eyes to see what seems to be wildlife and nature. I think to myself, is that the TV? Am I on the couch? At that very moment I feel the urge to scratch as I start to dig my impressively long nails into myself to scratch. I feel as if I'm not in the right body, but nonetheless I continue scratching myself until.

A sudden gust of wind bangs straight into me. I lose my balance and start to fall, at this point everything is so slow. The ground is approaching closer and closer to me, faster and faster. AHH! I scream. I realise I am no longer falling but I am in the arms of a child. HELP! I yell. I suddenly, get thrown straight out of the child's arms.

SMASH! CRACK! BANG! Giant shards of glass are surrounding me from every angle possible. I hit the ground with a bang. Screams fill the air around me. I look up to see my parents and realise I am no longer human, but am koala. I start to crawl towards my parents to apologize about the damage I have done but for some reason the closer I approach them the further they back away.



Poppy R:

Task: Go on a shape hunt around your house! Can you find three of each shape in a different location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3 octagons. You can make shapes using toothpicks, paddle pop sticks or sticks. Draw or take photos of the different shapes you found and made.



Eve H: Volume (Maths)

Task: Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most rice (or pasta, dried beans, or water) Order your containers the most to the least. Draw the cups in order in your maths book. Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least. Draw your observations in your maths book. Was your estimate correct?



Amelia created a meaningful prayer space to join in Whole School Prayer

Year 5

Tommy: Short Story on Figurative Language

Ribbet, ribbet! ribbet! I woke up on a sunday morning, craving flies. Like usual (not the flies thing) I got out of bed and tried to scare that frog that woke me up away. But, when I opened the window to get rid of it. My hands were green! Arrrgh! I yelled! Get it off, get it off, get it off! The bathroom was calling my name. I needed to wash my hands. Then I looked in the mirror and fainted.

Still trying to wrap my head around what is happening I walk(or hop) into the kitchen to eat my muffin I made the day before. But before I could take a bite, it started squealing like a pig and squirming like a worm. Then it waddled away. What a rude muffin. I thought.

Then finally, hours later. After lots of time silently spent sitting in my bedroom, I had understood that I was a frog.

Even though it was raining cats and dogs my skin was feeling a little dry, so I jumped into my pool. Two cold blue eyes looked at me through the water and suddenly I felt myself being sucked into a munching mouth. A monstrous massive magnificent munching mouth. A whale's mouth! After a minute of chewing I finally got spit out. I fainted. Then I had a weird dream that I was being carried away by ants. Coo! Coo! Coo! Then I woke up in my bed. I heard a pigeon outside my window so I went to scare it, then when I went to open the window I looked down and my hands were covered in feathers! "Oh Gosh".



Nicholas and Jordan Morrison have been working hard at home during Remote Learning. Nick and Jordan have done the Lego Challenge for Stem. Jordan made a monster for art, a flower out of objects from the garden and made pattern for Maths.

S
P
O
R
T

MINUTE TO WIN IT CHALLENGE



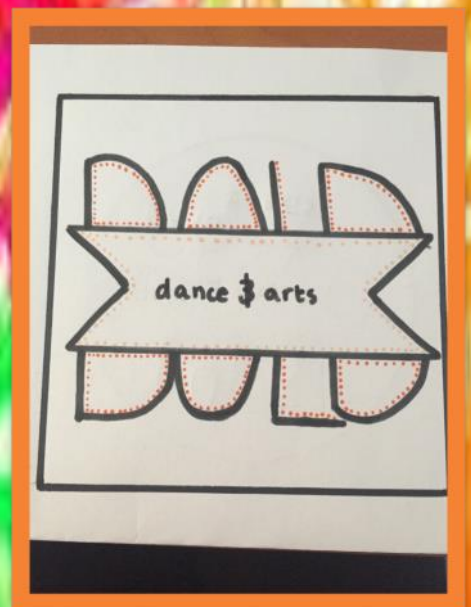
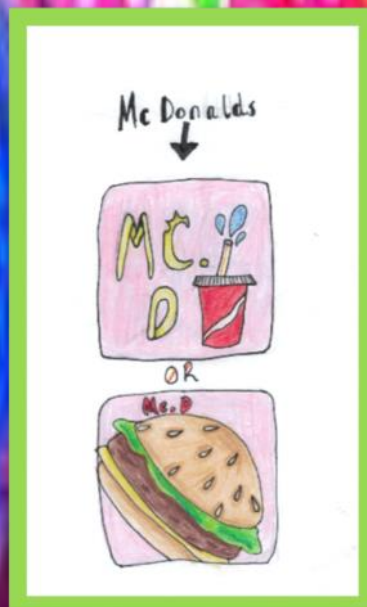
Week 5 Winners

Alanah Kelly

Harley Young

Art

This weeks art task for the year 6s was for them to create a new logo for there favourite Fast food restaurant like Mc Donalds, K.F.C or subway, or their favourite sport team like Football teams, Soccer Teams or Hockey. Everyone's looked great so thankyou year 6s, for sending them to both of us. We love making the art Ideas for fellow students to do during quarantine and cant wait to see everyone soon. By Lachlan Wenn and Ruby O'Brien the Art Leaders.



Happy Birthday to You
Happy Birthday to You
Happy Birthday Dear ...

Blake Davidson
Caiden Hinchliffe
Indi-Rose Upton

Mr B

Happy Birthday to You.

HAPPY
BIRTHDAY

From everyone in the St
Brendan's community, we wish
you a very happy birthday.



The Victorian Premiers' Reading Challenge is now open and St Brendan's is excited to be participating. The challenge has a new look.

The Challenge is open to all Victorian children from Foundation to Year 6 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books by 4 September 2020.

Children from Foundation to Year 2 are encouraged to read or 'experience' 30 books with their parents and teachers. Children from Year 3 to Year 6 are challenged to read 15 books.

The Premiers Reading Challenge has an online recording system which is intended for students to enter their books at home.

Students wishing to participate, need to send Katrina an email at:
kwykes@lakesent.catholic.edu.au

They will then be sent their username, password and details to access the online computer system.

To log in to the Premiers Reading challenge site, read the Premier's letter to parents, view the booklists and for more information about the Victorian Premiers' Reading Challenge, go to <https://vprc.eduweb.vic.gov.au/home>

All children who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and former Premiers.



DIocese OF SALE CATHOLIC EDUCATION LTD.

19 May 2020

Dear parents, guardians and carers,

As we approach the time for the resumption of face to face teaching in our schools, I wish to take this opportunity to thank you all for the support provided to our Catholic education system here in the Diocese of Sale.

We have recognized the particular challenges faced by parents, guardians and carers in your endeavours to ensure the effectiveness of the programs being offered by our schools through teaching packages and the on-line learning and teaching model.

Your support for our principals, teachers and support staff is much appreciated.

The overall percentage attendance of students in Catholic schools across the Diocese indicates that only those children and young people who could not reasonably be supported in their learning at home have attended at school.

Our highest priority throughout this period has been the health and well-being of students, staff and families. This could not be achieved without the on-going support and understanding of the families who have entrusted their children and young people to our care.

I am aware of many small acts of kindness and practical support offered to the staff in our schools by families during this period. I know our school staffs have been touched by this.

As Catholic communities, committed to being examples of Christ in our midst, we have worked through this crisis together and will continue to do so in this next phase. I look forward to the time when we can return to what will be the "new normal" for our Catholic school communities.

On behalf of the entire staff of the Catholic Education Office of the Sale Diocese, I offer you our heartfelt thanks. Please know you, as parents, guardians and carers of the precious children and young people in our schools, continue to be in our thoughts and prayers.

With best wishes

Yours sincerely

Maria Kirkwood
Director of Catholic Education – Diocese of Sale
Chief Executive Officer – Diocese of Sale Catholic Education Limited

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SCHOOL OPEN DAYS WILL BE ADVISED ONCE COVID-19 RESTRICTIONS HAVE BEEN LIFTED

'Application for Enrolment Interview (2021)' forms, can be found under Enrolment Information on the school website: <https://www.lakesent.catholic.edu.au> Please drop completed forms into the School Office or email to principal@lakesent.catholic.edu.au

Telephone: 51552712

Together we achieve