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Week 1 Term 4 Newsletter

## FROM THE PRINCIPAL

Dear Parents and Carers,

We have had a fabulous 3 day start to Term 4. It has been wonderful to have our students back on site so ready for engagement and learning. They have quickly adapted to the cohort modelling and the changed structures in their classrooms. Thank you for the support you have given your child/ren to make the transition back to school so smooth.



We welcome our newest St Pat's kid, Arlo, to Kindergarten!

### School Start Time

Morning supervision of students commences at 8.30m. Students can arrive at school from this time. If for family circumstances you would need your child to arrive a few minutes before this time please phone or email me regarding this need. We will work to support your family on those days.



### Counselling

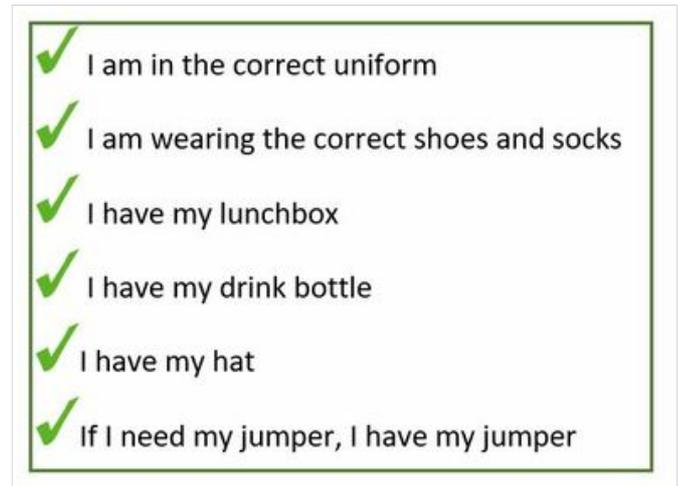
During Remote Learning time you may have noticed changes in your child's social and emotional wellbeing and regulation. You may have seen signs of sadness or anxiety or a change in their temperament. You may consider your child having time with our school counsellor Sam (Samantha) Hutchence to support

them through the changes Covid times have brought. To be on the list for counselling both parents / carers need to complete the online referral form that can be found here <https://catholiccare.force.com/housing/s/school-referral-form>

### Uniform

It is now time for summer uniform. Whilst the mornings may be cool the days are becoming warm. Hats are an essential part of the school uniform when the UV is over 3, this is generally Summer, Autumn and Spring.

Please help your child build their organisation skills by having a daily checklist for before they leave home in the morning. Something like this can be put in a prominent spot like a bedroom door, fridge door, or on the inside of the front door.



### School Shoes

St Patrick's uniform policy states that our students wear fully black shoes with their day uniform. The style of school shoe and the material of the school shoe is at the discretion of the parent. We do recommend you think about comfort and support for growing feet. PLEASE ensure your child's school shoes are fully black. If you need support, for financial or other reasons, to purchase black school shoes please contact the office and we will try to help.



Thank you to our Year 2/3L models for showing correct school uniform and shoes.

#### COVID-19

We are yet to receive an update or any change to the Level 3 restrictions that the school procedures are currently designed around. We will continue to update you on Skoolbag as further information is made available.

#### Vegetable Garden

Today our children have been harvesting our beautiful produce from our vegetable garden.



Blessings for the weekend.

Jo

FROM THE ASSISTANT PRINCIPAL



As our students transition back to school this week they may be feeling a little anxious or worried about this change. Here are some tips to support your child/children as we return to school;

The COVID-19 pandemic has caused stress and anxiety across the globe, and continues to impact our lives. As restrictions begin to ease, there will be a need to transition back into society, and we will need to help each other to do so. For children, this will mean returning to school for face-to-face learning in the classroom. Just as the transition to learning from home took some time for children and families to get used to, so too may the adjustment back to school.

With school-aged children across New South Wales returning to face-to-face learning, it's normal for them to have mixed feelings about returning to school. Children may feel anxious, scared, reluctant, excited or just overwhelmed. Their feelings may vary depending on their age and stage of development, and family situation. How children feel about returning to school may vary both between children in the same family, and it may also vary day-to-day for a particular child. It's important for you, as a parent, guardian, or someone with children in your care, to acknowledge the changes and talk with your children about returning to school.

### 1. Listen and support

Talk to your child about how they're feeling. Listen to them and reassure them that it's normal to feel anxious, scared, overwhelmed or worried about going back to school. It's also normal to feel excited at the same time as feeling stressed or scared about the changes and lifting of restrictions. Talk to your children about the positives of the upcoming changes, including what they like to do at school that they haven't been able to do at home during remote learning.

### 2. Create a plan

Make a plan for the first day and first week of school. Planning can help reduce stress and anxiety by adding structure and routine to new, changed or uncertain situations

- Allow time for play, relaxation and homework, as well as some tasks around the home which are suitable for your child's age and stage of development.
- Set up some playdates with school friends (while adhering to government requirements for social

gatherings) to help your children feel connected with their school community outside the classroom.

- Get back into a routine, including dinner, bath and bed times.
- Restrict or reduce how much news and media younger children are exposed to, as this may scare or worry them. For older children, help them to source reputable and reliable media and talk about what they're reading and viewing.
- Talk about and be upfront about any concerns your children may have.
- Stay calm and allow time for your children to transition and settle back to school.
- Support kids to get plenty of rest, particularly in the first week or two after returning to school, as they will be adjusting to a much busier schedule than what they have recently been used to.
- Make positive statements to your children about what they're doing well, and how they're coping with the challenges and expectations placed on them by the teachers and the school.
- Build in some 'down time' at home when children return home after a school day. If possible, go for a walk together to the park, or engage in a relaxing activity together, and provide a healthy after school snack.
- Involve your children in preparing your family's meal for dinner, and give them tasks and responsibilities to help you in your household. While helping out is part of being a team, you can also build in some rewards to encourage and recognise their assistance.
- As a family, plan some fun recreational and social activities to look forward to on the weekends.

### 3. Give it time

It's important to be aware that any transition can take time and every child will be different. Some will bounce back into their old routines immediately, while others will take longer to readjust.

Remember that being away from school and then returning to a changed environment can cause anxiety and stress. Problem solve any concerns or issues together and write down strategies that will help your children to cope.

### 4. Get help if needed

If your children are experiencing prolonged behavioural issues, seek help, as the COVID-19 pandemic could trigger more serious stress disorders and it's best to seek help early. If you're concerned, talk to your GP, [Kids Helpline](#), the school counsellor or principal, or a local health service.

Val

**FROM THE REC AND CLASSROOM  
SUPPORT TEACHER**

Religious Education

Fr Luke's classroom visits and Chapel Masses: With the current COVID restrictions Fr Luke will not be visiting classrooms however the scheduled Chapel Masses will continue this term.

Friday 15th October 2/3L

Friday 22nd October 1/2F

Parents can attend these Chapel Masses following the Church's COVID guidelines.

This Term students will be focusing on prayer and meditation through the Term 4 concept of Creativity. Students will be learning about different ways to pray and meditate including Visio Divina, praying with art and Lectio Divina, praying with scripture.

As we return to our new normal this week take time to be still and pray with your family.

### Praying in Silence

#### Silence exercise

Practising being silent also means becoming aware that when we are silent, the noisy world does not, and it can intrude into our silence. Students learn how to accommodate that noise without becoming worried about it.

#### What can we hear?

*Often when we try to be silent, the first thing we notice is.....noise! Let us try that: being silent and noticing what noises we can hear.*

#### Listen to our breath

*Being silent in our minds is to try to stop thinking thoughts- to empty our mind of thinking so that our bodies and our minds can be still and silent.*

*One way to do that is to listen to our breath as it comes in our nose and gently out through our lips. Let's try that. Listening and feeling our breath as it comes in.... and then blows out....*

#### Prayer Mantra

*We can turn our stillness and silence into a prayer by adding a word to our breathing: a special prayer word is Ma-ra-na-tha, which means: come Lord Jesus! We say (in our minds) **Ma** as we breathe in; **ra** as we breathe out; **na** as we breathe in again and **tha** as we breathe out again. Let's say that aloud and then silently, just in our minds.*

#### Supporting Students Transition Back to School after Remote Learning

To ensure students are successful when returning from remote learning the St Pat's staff work closely with parents.

Over the coming weeks your child's classroom teacher or myself may touch base with you about the resources and services available to support students.

You can also visit our Remote Learning Tab on the school website for resources on mental health and support.

If you have noticed a difference in your child's well-being with the transition please touch base with me @ [emma.grant@cg.catholic.edu.au](mailto:emma.grant@cg.catholic.edu.au)

#### Toast Breakfast Club

The Toast Breakfast Club is up and running again. If you would like your child to continue in this club or to join this club please email [emma.grant@cg.catholic.edu.au](mailto:emma.grant@cg.catholic.edu.au)

## WELLBEING @ ST PAT'S



Enjoy

Alicia Spicer

WELLBEING

## JUST FOR FUN

### WEEK 1:

Name three consecutive days without naming any of the seven days of the week.