



Galilee Bulletin

Issue 20 · 06 Aug 2020

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Messages

Live Love Learn

Dear Families,

In an effort to slow the spread of coronavirus (COVID-19), the Victorian Government announced on Sunday that metropolitan Melbourne will move to Stage 4 Restrictions, likely until the end of Term 3. Considering the Premier's announcements and changes to workplaces, there has a re-defining of students who are able to be onsite.

In accordance with Government directives, access to onsite learning at Galilee will only be available for:

1. The children of permitted workers, including those children whose parents are BOTH working out of home and are unable to have age-appropriate supervision of their

children's learning at home. *A Permit will be required.*

2. Students who are deemed to not be in a position to adequately access remote learning, including children in out-of-home care and children deemed by Child Protection and/or Family Services to be at risk of harm, and children identified by the school as vulnerable based on government guidelines (including via referral from a family violence agency, homelessness or youth justice service, or mental health or another health service). This criteria does not include children who are finding online learning challenging even with the supervision of a parent or guardian.

3. Children with a disability who also fit one of the above two categories.

Thank you kindly to all our families who have been able to accommodate this criteria and to the families of essential workers who have rearranged schedules to lessen the amount of onsite supervision required. We understand how difficult this change has been but the safety of our staff and students and compliance of the Stage 4 Restrictions must be our priority. We are strictly following the guidelines set the the State Government and CEM.

Applying Onsite Regulations

Thankyou to families for your understanding regarding students who are allowed to be

onsite. Each family is different, some want to send their children to school and others would prefer to keep them at home. It is a difficult situation applying the regulations supplied to us and considering the needs of the individuals. As the government has instigated Stage 4, we believe that is safest to limit the amount of students and staff on site.

Despite earlier health advice, it has been proven that children can pass on the virus so we are administering safety protocols (ie wearing masks) to try and keep everyone safe. A number of schools in Melbourne have had to close following positive cases of COVID-19 by students and staff. This morning I was talking to two principals who have recently had this experience in their school community, one with 18 students testing positive. Staff are conflicted as they want to be at school caring for and teaching the students. However, teachers are like many in our community and are nervous about leaving their homes. I thank the staff who have volunteered to provide onsite supervision to a limited number of students over the coming weeks.

With a reduction in students onsite, many more staff will be available to provide enhanced interventions with groups of students.

We very much look forward to the time when all students, staff and parents can safely return to onsite learning at Galilee.

Remote Learning

Our current Remote Learning structure will remain unchanged, though additional support sessions will be included in the coming weeks for some students. In line with Government and CEM directives, the school will be officially closed for onsite work and is only open for supervision, with very limited staff. Heavy fines apply to organisations who breach isolation orders by having staff onsite outside the guidelines.

School Communication

The most effective method of communication with the school will be via email (wdalton@gsm.vic.edu.au) or

email/Dojo messages to the class teacher. Our school phone line will be diverted to a mobile phone, which will be staffed by Wendy from home. The school office will only be staffed at limited times onsite throughout the week.

Please take the time to read the letter sent home last Tuesday:



Stage 4 Notification.pdf

Prayer for Strength

We pray for the vulnerable people in our community, the sick, the elderly and the lonely. Lord, give them strength. We pray for those who are separated from their families. Lord, give them strength. We pray for those who have had to make difficult decisions. Lord, give them strength. We pray for our health care and essential service workers. Lord, give them strength. Guide us all in our thoughts, words and actions so that we can walk your path of peace and love. Give us the strength to face this difficult situation and the endurance to continue ahead. Amen

By Miss Fahy

School Closure Day

Next Friday 14 August, will be a School Closure Day as planned. No classroom work will be set on this date.

Children can use this day to complete unfinished work.

Staff will be spending the time completing the Disability Modules and participating in professional learning (wellbeing) with Danielle Jacobs.

Changes for August 10-14

There will be some changes made to Learning and Teaching outlined below for next week only:

- Classroom Teachers will upload work for Monday 10 August to Wednesday 12 August only, this Friday.
- Thursday 13 August will be a designated Specialist Day for students and planning for Classroom Teachers.
- Specialist Teachers will upload work on Wednesday 12 August.
- No work set for Friday 14 August.

Online Support During

Stage 4 Restrictions

At Galilee, we care deeply about the safety, wellbeing and education of our children and families. We are working hard to support you during the Stage 4 Restrictions in our state. Here is an overview of the support we are providing online while we are learning from home:

Classroom Teachers:

Class Hangout
Literacy Focus Group/s
Maths Focus Group/s

Specialist Classes:

Specialist teachers set work to be completed on Fridays.

Specialist Clubs:

Performing Arts: Storytime and Puppetry; Meditation and Stretching; Rhythm
Physical Education: Virtual Race Around Australia
Italian: Let's have some fun!

Therapists:

Occupational Therapy: Therapy; Social Skills
Speech Therapy: Language support; Social Skills

Learning Support Officers:

Class work support each day:
Priority task; Literacy;
Numeracy

Counsellor:

Counselling sessions are available to all children. Please contact Sharon (scameron@gsm.vic.edu.au) if you would like wellbeing support.

Please tell your classroom teacher or contact me if we can support you and your children in any way during this trying time.

Jane Ferris

Learning Diversity Leader

jferris@gsm.vic.edu.au.

On-Site Support During

Stage 4 Restrictions

For a very limited number of children who have met specific Government criteria we are providing on-site supervision for the next six weeks. Thank you to parents for your understanding as we work through Government and Catholic Education Melbourne guidelines to ascertain eligibility for onsite supervision. We are very conscious of the health and wellbeing of our children, staff and families, and thank the staff who have volunteered to attend onsite.

For those attending onsite, the following protocols apply:

Arrival: 8.45-8.55am: Health declaration and temperature check at the school gate

Finish: 2.30pm: Collect children

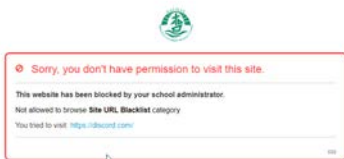
GOSH: After School Care is available at GOSH from 2.30pm (only for those eligible to attend school).

COVID-19: Any child or adult who has symptoms of coronavirus or is in close contact with someone awaiting test results is not permitted to enter the school.

Masks must be worn at all times by all staff and students. Parents may not enter the school.

A more detailed email will be sent to involved families.

Wellbeing and Online Safety



Recently, some students have been using an online discussion room by the name of **Discord**. This website has the age restriction of **13+**. Students will no longer be able

to access this website by using their Galilee @gsm log in details.



Block Websites

If you just want to limit what your kids can search for, your best option is to enable Google SafeSearch in whichever browser or browsers you use. First, you need to make sure your browsers use Google as their default search engine, and then you need to turn on SafeSearch. This is a good precaution to take as soon as your kids start going online and you want to make sure they don't accidentally stumble across something inappropriate.

What are the best parental control options for iOS phones and tablets?

If you have an iPhone or iPad, Apple's Screen Time settings let you manage nearly every aspect of your kid's iOS device, including how much time kids spend in individual apps and games and what they download. You can even turn

the phone off for specified periods, such as bedtime. There are two ways to enable Screen Time, either by setting it up on your kid's device and password-protecting the settings or by setting up Family Sharing and managing the features from your phone.



What are the best parental control options for Android devices?

Android devices can vary a lot in what they offer, so check your device's settings to see what options you have. If your kid is under 13, you can download Google's Family Link to track and control online activity, including text messaging and social media, using your own phone. You can also use Android's Digital Wellbeing settings, which are built into the latest version of the OS. These can help kids become more mindful of the time they're spending online -- and hopefully help them cut

down. You'll want to help your kid enable the settings that will be most useful on the road to self-regulation.

Mr Martello (Deputy, Student Wellbeing & Digital Technology Leader)



Learning and Teaching in the Seniors

Year 5 students have been learning how to solve worded division problems with remainders. Christopher D, Sienna E and Isaac G have shown how creative they've solved the problem.

Maths Problem Solving Week 2

Brian is buying fruit for a picnic. He needs at least 100 pieces, but does The fruit shop sells fruit in bags. Apples come in bags of 10, oranges c passionfruit come in bags of 12 and pears come in bags of 6. What combinations of fruit bags could Brian buy?

3 bags of each = $3 \times 10 + 3 \times 8 + 3 \times 12 + 3 \times 6 = 30 + 24 + 36 + 18 = 100$

10 bags of apples ($10 \times 10 = 100$)
 13 of oranges ($13 \times 8 = 104$)
 18 bags of pears ($6 \times 18 = 108$)
 9 apple bags and 2 orange bags ($10 \times 9 + 8 \times 2 = 106$)
 9 apple bags 1 passionfruit bag ($10 \times 9 + 12 \times 1 = 102$)
 13 bags of oranges ($13 \times 8 = 104$)
 9 apple bags and 2 pear bags ($10 \times 9 + 6 \times 2 = 120$)
 8 apple bags 3 orange bags ($8 \times 10 + 8 \times 3 = 104$)
 8 apple bags and 2 passionfruit bags ($8 \times 10 + 2 \times 12 = 104$)
 8 apple bags and 4 pear bags ($8 \times 10 + 4 \times 6 = 104$)

In Reading, the Year 5's have been focusing on the comprehension strategy of Visualisation.

How can Visualisation help with reading comprehension?

When we **visualise** what we are **reading**, we form images of the story in our minds. This skill improves **reading**

comprehension because it teaches **readers** to use input from all of their sense (sounds, sights, smells, tastes, and touch) to form images about what they are **reading**.

Year 5's had to visualise the following passage and illustrate their thinking.

HOUSE FOR SALE!

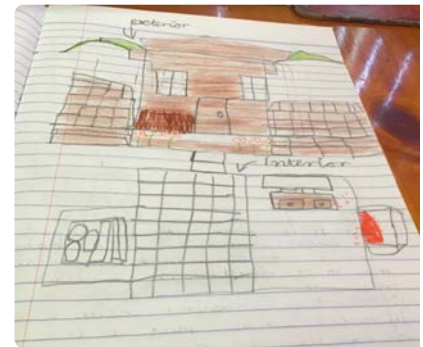
You'll love this gorgeous single storey home located just three blocks from Parkside Primary School in Pentonville. This solid structure of brown, man-made material, topped with a canopy of emerald tiles, will give you 150 square metres of a cosy home. Winters are toasty when sitting by crackling embers.

Wake up each morning to awe-inspiring sunrises through the front rooms and entry.

Approaching the matted stoop, you are immediately greeted by

ruby wood with a gorgeous brass knob. Low maintenance, moveable garden highlights the quaintness of the house with indoor drapes matching the pale red garden roses.

Sive B, Scarlett P, Jake T and Wyatt M showcase their imagination below.



Year 6 students have been investigating ethical conundrums. An ethical conundrum is a problem that causes one to make a decision based on their personal values. It may question an individual's beliefs about what is right and wrong.

The students responded to the following ethical conundrum:

You are the lawyer of a lifelong criminal. While questioning him about a case that you are currently defending him, he reveals to you that he committed a murder two years

ago. In addition, he reveals that another man had been convicted for that murder and is currently spending life in prison. Do you break attorney-client privilege, possibly lose your law license, and turn your client in OR respect attorney-client privilege and keep the information to yourself?

I would do some research but in the end, turn him in. Because if you think about it, the truth always comes out and keeping that big of a secret, not only will the client go to jail but so will you for helping to cover up a murder. You would also free an innocent man and could possibly get rewarded for your actions.

(Willow B 6F)

I would break attorney because on top of his first crime he also committed another crime and the people's families would probably want to know what happened to them plus you would feel really guilty if you would tell. If the police do find out you didn't tell them you would be in big trouble and lose your job and also maybe go to prison. So I would tell the judge that he committed another crime.

(Lachlan M 6F)

In this situation, there are two issues, a moral and a legal one. The moral one is that there is someone who has been accused of murder and is currently spending life in prison, for something they didn't do. With this confession from my client, I have the opportunity to do something about it. The legal situation is that the criminal is my client and if we are in court I can't lie or confess the truth. In this situation, I would find a way to make my client confess what he has done. I would see if there is a way I can help the innocent person in prison.

(Olivia B 6B)

I would choose to tell the police because an innocent man did nothing wrong. He is going to spend the rest of his life in Jail. He committed murder and should go to Jail as it is the worst crime. (Flynn P 6B)

ART in Years 5/6

In Art lessons, the Year 5/6 students worked on creating their own 'Optical Illusion' artwork. They focused on drawing patterns which are

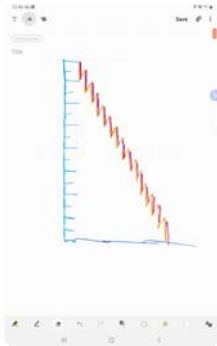
based on either checkerboard designs or swirls, using a lead pencil to concentrate on the shading.



Lucas C explains how he solved a Maths problem in his small focus group with Miss Biggs:

On Monday, August the 3rd, Miss Biggs asked a maths worded-problem to a certain group of 6B. The problem was: Joan went fishing. On the first cast, she hooked a fish 80 metres from the boat. Each time she reeled in 10 metres of line, the fish would take out 5 metres. How many times did she have to reel in to get the fish to the boat? We had to work it out and show our thinking. Below is a picture of my thinking, I first made a diagram including one vertical line split into 16 sections, then with an orange pen I drew the 'fishing line' going towards the boat (blue line) going towards the boat by 2 sections (which

symbolises 10 metres) and then going back 1 (symbolising 5 metres) I continued this pattern until I reached the boat. Finally, I went over the line which was as big as two sections with purple and my final result was 15.



Wellbeing - Positives from COVID-19



Pauline, one of our LSOs has come across these positives by Professor D. Haski - Leventhal, Macquarie University, Lighthouse newsletter:

1. The Environment

The first positive aspect of COVID-19 is the effect on the environment. Carbon emissions are down globally and the planet has had a chance to rejuvenate.

2. Connectedness

Another positive outcome is a rejuvenated sense of community and social cohesion. People all around the world are finding new ways to address the need for interconnectedness. There is a huge wave of formal and informal volunteering where people use their skills and abilities to help.

3. Innovation

School Closure Day



School Closure Day

As per the parent calendar, Friday 14 August will be a school closure day and no Remote Learning tasks will be set for this day.

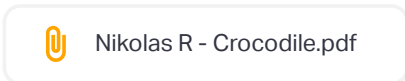
School Fees



A reminder to those paying fees in instalments, the final payment is due August 21.

Nicholas R from 2E

A very creative writing piece from Nikolas in 2E. I am impressed and I think you will be as well. **Miss Evans**



Face Masks of the Week

Due to the lockdown, so many businesses have had to reinvent themselves with a new 'business as unusual' philosophy.

This includes cafes turning into takeaway venues (some of which also now sell milk or face masks) and gin distilleries now making hand sanitisers.

4. Corporate Responsibility

Coronavirus is driving a new wave of corporate social responsibility (CSR).

Companies are donating money, food and medical equipment to support people affected by the coronavirus, e.g., coffee was given to healthcare workers.

5. Reimagined Education

The sixth positive outcome is a massive transformation in education. True, most of it was not by choice. With schools closing down all around the world, many teachers are digitalising the classroom,

offering online education, educational games and tasks and self-led learning.

Home-schooling is becoming the new way of learning, exposing many parents to what their children know and do.

Similarly, universities are leading remote learning and use state-of-the-art solutions to keep students engaged.

6. Gratitude

Finally, the sixth gift that COVID-19 is giving us is a new sense of appreciation and gratefulness. It has offered us a new perspective on everything we have taken for granted for so long – our freedoms, leisure, connections, work, family and friends. We have never questioned how life as we know it could be suddenly taken away from us.

Hopefully, when this crisis is over, we will exhibit new levels of gratitude. We have also learned to value and thank

health workers who are at the frontline of this crisis.



Children's Song

Hello everyone,

This is an uplifting children's song you might like to play and possibly sing along to. You can discuss with your family the love of God in our lives, especially at this time:

[One Thing Remains](#)

'Your love never fails and never gives up and never runs out on me'

Romans 8:37-39

God bless you all!

Helen Rochecouste

Simon Millar

Principal of Galilee



Community Links

TheirCare

With the current circumstances, we have all got into the routine of wearing our face masks and following the policies and procedures. The children always make the most of each week and enjoy all the activities that have been provided or the children make their own fun and adventures. Last week was 'In It to Win It': Sports Week. Jacob, Evie, Annabelle, Jai and Amalie, loved the outdoors, playing ball games, football, ball tiggly and enjoying the playground. The children also took part in a

running race to burn off their energy. As the sun was beginning to set Jacob was performing his football tactical skills such as: marking the ball, kicking for goal and his ball control, it was very impressive!
 Jai spent time on the monkey bars showing Gemma his tricks and skills, so amazing.



Reminder to all Parents and Families please **cancel your child/ children's booking if not needed** and don't forget to **book in for the Pupil Free day on the 14th of August**.
 I hope you're all well and staying safe!

St. Aloysius



Dates & Information

****Dates and Times may change.**

Parent Calendar

<http://www.gsmelbournesth.catholic.edu.au/page/179/Calendar>

Term Dates

Term 3 - Mon July 20 (online learning) - Friday Sept 18, 1.30pm

Term 4 - Mon Oct 5 - Tuesday Dec 15, 1.30pm

Term 3

August 14 - School Closure Day

Parents Association

Term 4: Thursday 5th
November: Mother's Luncheon (formerly Friday 8th May)

Term 4: Saturday 12th
December: Parent End of Year / Christmas Celebration (formerly Saturday 22nd August)

School Closure Days

2020

August 14
November 2
November 27

Camp Calendar

2020 Camps

Year 5 Merricks Camp October 27-30
Year 3L Zoo Snooze October 29-30
Year 3M Zoo Snooze
November 5-6

Medical Consent Form

Please use this form if your child needs to take any temporary medication at school (antibiotics, eye drops, ventolin, creams or lotions etc.). All medication MUST be bought to the office.



Medical Consent Form.pdf

School Uniform

Please read the policy below if you are unsure of the correct wearing of the Uniform. Students who are in incorrect shoes, with a note, must be for a maximum of one week. Correct shoes are to be worn till the end of the school year (it is not acceptable to be in incorrect shoes to save purchasing of new shoes towards the end of the school year).

Microfibre jacket can only be worn with the Sport Uniform or over the jumper for extra warmth.

Galilee Uniform Policy:

http://www.gsmelbournesth.catholic.edu.au/uploaded_files/media/1517278888uniform_policy.pdf

PSW Uniform: 1/128 Bertie Street, Port Melbourne 9768 0385

 PSW.pdf

Second Hand Uniform @ Galilee

Not open at the moment until further notice

Galilee Out of School Hours (GOSH)

To register and book for your child to attend before or after school care, please do so via this [link: http://theircare.com.au/](http://theircare.com.au/)