Dear Parents and Friends

It was wonderful to welcome back our Year 11 and 12 students to on-campus learning over the last two weeks.

Equally we are very excited about the return of our mighty Year 7 to 10s next Tuesday.

Well done to all in the Emmanuel community – students, staff, parents and carers – on the wonderful achievements in the delivery of remote learning over the term.

A reminder of the following important aspects of continuing to support the health and safety of all in the Emmanuel community:

- If your child is ill or is feeling unwell, they must not attend school. They must remain home and seek medical advice.
- While the canteen will remain open for lunch, students will not be able to drink from school bubblers. Students should bring a water bottle which they will be able to refill.
- Online lunch orders can be made with the canteen and students will have access to an express order collection queue.
- Parents are requested to not gather at school gates to collect their child at school dismissal.
- Access to the College is not available for non-essential visits. When essential visits occur, social distancing and hand hygiene arrangements should be followed.

Signage and posters have been installed around the campus with regard to student safety and hygiene. In our continuing partnership with parents and carers, it is important that you also encourage your child to practice appropriate social distancing and hand hygiene. Even more importantly we, the adults, should continue to be good examples in honouring these important practices.

Sanitising arrangements are also in place with regard to classroom operation and in the management of equipment in relevant subjects.

If you have any questions regarding student return to the College, or concerns about your child’s learning progress or wellbeing, please do not hesitate to contact the relevant leader or teacher.

From next Tuesday all students are expected to attend school as normal. If you choose to keep your child home once we have returned to onsite schooling, we can no longer support their learning from home.

A reminder that no classes will be held next Monday 8 June, the Queen’s Birthday public holiday, or Friday 12 June, semester finalisation day.

As you know, much of the USA is currently in turmoil following the recent death of a man of colour, George Floyd, while in police custody. Of course many of our colleague Marianist Colleges in the US have strong links into ethnically diverse communities as do colleague New Tech Network schools.

I have provided the link below to the Archbishop of Washington’s response to related events:

https://www.thetablet.co.uk/news/13004/archbishop-condemns-trump-visit-to-jpii-shrine

His call with regard to racism and discrimination is of course equally applicable to us Australians.

During these challenging times we turn to Mary, our mother:

*Woman of mercy, Woman of faith, Woman of contemplation,*  
*Empower us.*

*Woman of vision, Woman of wisdom and understanding, Woman of grace and truth,*  
*Empower us.*

*Woman, pregnant with hope, Woman, centered in God,*  
*Empower us.*

*Amen.*

Christopher Stock, Principal
Campus Leaders

It has been wonderful having our VCE and Year 9 and 10 extension students on Campus over the last two weeks. There is a lot of excitement in catching up with friends and a realisation of the importance of community as we return to face-to-face learning. The sense of family spirit which is a key part of our Emmanuel culture is really being celebrated as our VCE students return. Our Year 7 to 10 students have been showing great resilience and have continued to do wonderful work learning from home. We are really looking forward to having the whole cohort back at Emmanuel on Tuesday.

It’s hard to believe that Semester 1 is all but over and Semester 2 starts on Monday 15 June. For the Year 7 and 8 students this means a change of subjects in the Arts and Technology areas. For all students it is the opportunity for a fresh start or building on the already good work undertaken in Semester 1.

Well done to students who have worked hard in pursuing their personal best over Semester 1. It is pleasing to see the way students have built on these achievements even during remote learning.

LATE ARRIVAL/EARLY DEPARTURE
If your son or daughter has an appointment that requires them to leave the College prior to the end of the day, please send a request letter so they can be excused from class and meet you at the Front Office. The note should indicate the time of departure and the reason for leaving the premises. Students who arrive late for school must report to Student Services to sign in and collect a late pass. With our focus on the importance of timely arrival to school, lateness without a valid excuse as outlined in a note from the parent will result in a lunchtime detention being issued.

Michael Grose’s research shows us that the correlation between school attendance and students’ achievement levels is well-established. The more time students spend at school, the more likely they are to experience success. Conversely, according to a report from the Victorian Auditor General, students who are regularly absent from school are at the greatest risk of dropping out of school early, and of experiencing long-term unemployment. When students miss school, not only is their academic progress impeded, forcing them to catch up on missed work (which some never do), they often miss important interactions with their peers which can compound issues of social isolation and low self-esteem. School absenteeism is a huge problem in Australian schools—and much of it is parent-condoned. Australian students miss an average of between 12 and 15 days per school year, with parent-condoned absenteeism. That adds up to a year’s lost schooling over the school-life of a student.

It’s now commonplace for students to stay away from school for reasons that would have been unheard of just twenty years ago. These include staying away to celebrate their own or a sibling’s birthday; being absent because they stayed up too late watching television; going shopping for clothes; an extended long weekend; and kids not wanting to take part in a sports day or special school event. This type of absenteeism sends a strong message to students that parents don’t really value learning or their children’s school experiences. Australian kids only spend 15% of their total time at school. They spend more time asleep than they do at school. So we need to maximise every day to get full value. That means attending school every day. For further information you should refer to www.education.vic.gov.au/school.

Of course, if your child is ill they must stay at home.

Riding bicycles to school
Emmanuel College students have been observed riding to and from school without wearing a helmet. Research indicates that bike helmets greatly reduce the risk of head injuries, which are the major cause of death and injury to bike riders. Please remind your child of the importance of wearing a helmet while riding their bike, not to mention the law. Police can stop bike riders and issue a fine or a warning for not wearing a helmet. The current fine is $207. Please ensure that your child does not ride to school without wearing a helmet.

This week’s INSIGHTS article from Michael Grose is titled Successfully transitioning students back to school. The recent home-schooling experience of Australian students is about to end with most states and territories transitioning kids back to school. We would encourage you to take a moment and read this informative article.

David Barr, Chris O’Malley & Kelley Revelman
Our Seniors happily return to face to face teaching
Leader of Mission Integration

In the last three months learning across the country has rapidly evolved, possibly at a quicker pace than at any other time. ‘School’ changed from a fixed location with buildings designed for learning, where we would all gather, to anywhere you have your device and can connect. At the same time, we have been called to rapidly evolve in our faith, with less of a focus on ‘church’ buildings and hierarchy, to wherever we feel God’s presence. Many have discussed experiencing a more intimate encounter with God during this time. We have said fewer rote prayers at fixed times and had more open conversations with God at unexpected times. As we transition back to school, we are desperate to not lose the gains from our recent experience in the rush back to the old normal. Eventually as churches re-open we are equally determined to not rush back to the old norm of ritualistic prayers once a week in one place. Let’s hold onto being connected learners in many places. Let’s also hold onto being connected in our spirituality in all times and places in our daily lives.

As we return to school the College is taking every step to ensure the safety of all through extra measures to keep us all healthy. At the heart of the measures is the communal responsibility of personal hygiene and distancing so that you will stay healthy and therefore will keep others healthy. We are also called to ponder our communal responsibility to the faith of others. What are the crucial steps I need to take to allow my faith and the faith of others to grow? Jesus called upon us to love one another and to love God. This year’s theme ‘Let all that you do be done in love’ (1 Cor 16:14) inspires us to ignite love into every action, every word and every thought. Let us all embrace the truth that every loving act builds my faith and invites others into a faith in a God who is love.

This week we marked Reconciliation Week where students prayed for healing, acknowledged country and listed to a reflection from an indigenous presenter, Scott Darlow, on reconciliation and a path forward for healing. The College has a long running partnership with Scott over many years where he continues to enrich our understanding of indigenous culture and history. We are called to embrace the key elements of reconciliation through relationship, equality and equity, unity, historical acceptance and institutional acceptance. Scott endorses the F.L.U.T.E. model for healing: Forgiveness, Love, Understanding, Tolerance and Empathy. When we live these values, we are all seeking to heal ourselves, others, and our nation. In doing so we are mirroring the actions of Jesus as he sought to heal others, not only of their physical ailments but also of their social suffering and injustice. Below is the Rainbow Prayer for reconciliation which we prayed as a school community on Friday morning.

THE RAINBOW PRAYER

Dear Loving Lord, Creator of all,
you created us all in your own image,
one image - many colours,
one image - many cultures.
You made us come together like a rainbow,
separate parts but coming together in one creation.
Help us to see the beauty you have created in each and every one of us.

Dear Loving Lord, we are your creation,
hear the cries of your people.
You gave us ears to hear and eyes to see,
open our eyes to what you want us to see,
help us always to look to you to see the wisdom of your ways.

Dear Loving Lord, Creator of all,
you gave us hearts to love and minds to reason.
Help us to understand our differences and grow in love for each other.
Help us to come together as the rainbow comes together, many colours, shining as one creation over all the earth as you intended us to be.

In the name of your dear Son, Jesus Christ.
Amen.
The final remote ‘EC Faith & Justice’ Post will be sent to students on Monday. Once again, we ask you to embrace these challenges as a family.

Let all that you do be done in love (1 COR 16:14)

Peace,
Mark Sciberras
Term 2 has been a little different in Chaminade House this year, however, I am proud of how all our students have shown resilience, empathy, and enthusiasm during this time. Our homeroom teachers have done a fantastic job at keeping us all connected during this time, and we are all looking forward to welcoming back all students next week.

We have missed a lot of things in Chaminade House over this period, however, we have also taken the time to focus on the small yet important things. We have taken the time to reflect on the importance of social connection and the care we show for one another. I look forward to this being a key focus within our community as we move into the rest of the year.

Our Year 12 student leaders are looking forward to having everyone back together soon and are excited to get back into organising House Sport and activities for us in Term 3!

Olivia Fitzpatrick  
Chaminade House Leader SPC

Hello all and a warm welcome back to our senior students. For the juniors, we eagerly await your return from remote learning on Tuesday.

Firstly, well done to everyone on a magnificent effort with remote learning, to students, parents and teachers alike - it has been a real community effort.

Thank you to everyone that has submitted a photo in our Beauty in Nature photo competition, and if you haven’t yet submitted your photo and explanation yet, there is still time as submissions close on 8 June. We have provided some inspiration below.

This term Homeroom has looked very different to Term 1. Students and staff have taken these changes in their stride. We have seen some Homerooms show distributed leadership with senior students stepping up to take the lead, others have been breaking out into song and ensuring everyone gets a happy birthday message on their special day. And then we have others who like to spend the time playing quizzes, hangman, Pictionary and the like.

We look forward to seeing all the smiling faces back on Tuesday!

Lucy Brown & John Murphy  
Chaminade House Leaders NDC
Winters Homeroom Reports

Exodus is an exciting, welcoming place to start the school day. Mr Robertson is a fantastic homeroom teacher. He is friendly, helpful, and always encouraging.

The first six weeks of Term 2 were really challenging. It was hard not being able to come into homeroom first thing in the morning and see Mr Robertson and all the other students.

Thankfully, Mr Robertson managed to keep us engaged and involved through Zoom. We often played Kahoot. It was a fun, exciting way to kick off the morning and get our brains working. Some mornings we would have music to listen too, which was another great way to start the school day.

As a result of winning all four of our games in the Term 1 dodgeball competition against the other Winters homerooms, we have a big points lead. James and I took the role of leading our homeroom and it was inspiring to see how well we performed as a group. This has been added to by how we did in the Term 2 Trivia quizzes. Mr Robertson is very happy and excited to see what the rest of the year holds.

James Callaway and Kristian Mihos (Year 12 SPC)
Winters Exodus Homeroom

The insecurities and build-up of stress and work from being away has really highlighted the importance of homeroom and the environment it provides the students.

In Winters Homeroom, Ms Lyons found it hard to get students to participate in conversation. Probably because everyone was embarrassed and lazy in the comfort of their own home in the early mornings, as I was.

But her diligent efforts led to funny videos of students and their pets in their homes and friendly competition of Kahoot and fun Google games to engage every student in the morning. This level of care for the students led to everyone feeling safe during the troubled times. Homeroom became a time of joy where every student could find their voice and discuss their problems. Ms Lyons also engages us all with some cool tips and tricks to organise our workload. Homeroom is a time where we show cute videos of cats and a place where we can compete in games to win awesome prizes.

Homeroom is a special place where we can smile in the morning and ultimately de-stress.

Emmanuel Burlayun – Year 12 NDC
Winters Homeroom

Music News

We look forward to the resumption of private music tuition from 9 June after a period of suspension during remote learning. Students enrolled in private music tuition, the Ensemble-Based Program or the Year 7 initiative are advised that your tutor should be in touch soon, if not already, concerning lesson times.

Most of our larger ensembles, such as the concert bands will resume in Term 3. The individual ensemble leaders will contact relevant students with the specifics concerning the return to rehearsal.

Students and parents are advised that, due to COVID Safe protocols, students must bring their own instrument to private tuition, bands and ensembles moving forward. The school will not provide instruments on the day. This does not include drums or piano lessons. Our pianos and drums will be sanitised after each use, whether for private tuition or class use.

Year 7 Music Classes: Students currently concluding music are advised to bring their musical instruments to school from 9 June for collection. All instruments must be returned to the school by Thursday 11 June. This is required from students in 7NB, 7ND, 7NF, 7NH, 7NI, 7SB, 7SD and 7SF.

We encourage these students to consider moving forward and continue learning an instrument through our co-curricular program. Information on music lessons can be found at http://bit.ly/8G2G The online application form can be found at https://bit.ly/2Xq3UW8

Carmelo Puglisi
Director of Music
Year 12

RMIT Discover What’s Next Webinar Series

RMIT University will be hosting a series of Discover What’s Next webinars aimed at providing students and parents with information on the wide range of study areas at the university. Students will have the opportunity to ask questions to RMIT staff and students about the courses they might be interested in. The webinars will take place from 9 June – 30 July 2020 and commence at 6.00pm, and students can register for as many as they wish.

For further information and to register please go to https://www.rmit.edu.au/events

The webinars are listed in the table below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Date</th>
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<tbody>
<tr>
<td>All you need to know about RMIT</td>
<td>Tuesday 9 June</td>
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<tr>
<td>Art, Design, and Architecture</td>
<td>Thursday 11 June</td>
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<tr>
<td>Communications, Journalism, and Media</td>
<td>Thursday 18 June</td>
</tr>
<tr>
<td>Business and Law</td>
<td>Tuesday 23 June</td>
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<tr>
<td>Engineering</td>
<td>Thursday 25 June</td>
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<tr>
<td>Flight Training and Aviation</td>
<td>Tuesday 30 June</td>
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<tr>
<td>Science</td>
<td>Thursday 2 July</td>
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<tr>
<td>Computer Science and Information Technology</td>
<td>Thursday 9 July</td>
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<tr>
<td>Fashion</td>
<td>Thursday 16 July</td>
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<tr>
<td>Health and Biomedical Sciences</td>
<td>Thursday 23 July</td>
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<tr>
<td>Education and Social Sciences</td>
<td>Tuesday 28 July</td>
</tr>
<tr>
<td>Property, Building &amp; Construction</td>
<td>Thursday 30 July</td>
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ACU Talk with Industry Specialists

Talk with Industry events, a series of webinar panel discussions featuring ACU graduates across a range of different professions. Get helpful advice and find out what it is really like to work in your area of interest.

Students are encouraged to join the webinars to:

- hear from ACU graduates about their work experiences
- get tips and advice for pursuing a career in an area of interest

For further information and to register please go to https://www.acu.edu.au/about-acu/events

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<tr>
<th>Profession</th>
<th>Date</th>
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<tbody>
<tr>
<td>Business &amp; IT Professionals</td>
<td>2 June, 5.00pm – 5.45pm</td>
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<tr>
<td>Lawyers</td>
<td>3 June, 5.00pm – 5.45pm</td>
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<tr>
<td>Occupational Therapists &amp; Speech Pathologists</td>
<td>17 June, 5.00pm – 5.45pm</td>
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<tr>
<td>Exercise Scientists &amp; Physiotherapists</td>
<td>1 July, 6.00pm – 7.00pm</td>
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<tr>
<td>Arts Graduates</td>
<td>18 August, 5.00pm – 6.00pm</td>
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<tr>
<td>Nurses, Midwives, and Paramedics</td>
<td>17 September, 6.00pm – 7.00pm</td>
</tr>
<tr>
<td>Teachers</td>
<td>30 September, 6.00pm – 7.00pm</td>
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## Calendar Term 2 Weeks 9B, 10A, 11B

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>8 June</td>
<td>Queens Birthday Holiday</td>
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<tr>
<td>9 June</td>
<td>Year 7-10 students return Early Leave 2.45pm finish</td>
</tr>
<tr>
<td>12 June</td>
<td>Student Free day due to Professional Practice for Teachers</td>
</tr>
<tr>
<td>15 June</td>
<td>Semester Two commences</td>
</tr>
<tr>
<td>16 June</td>
<td>NDC – SYN Schools On-Air Intro Session via Zoom</td>
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<tr>
<td>17 June</td>
<td>Casual Dress Day – Homeless</td>
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<tr>
<td>19 June</td>
<td>Winter Sleep Out</td>
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<tr>
<td>22 June</td>
<td>Early Leave 2.45pm finish</td>
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<tr>
<td>23 June</td>
<td>SPC – SYN Schools On-Air Intro Session via Zoom</td>
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<tr>
<td>26 June</td>
<td>Term 2 ends @ 3.10pm</td>
</tr>
<tr>
<td>13 July</td>
<td>Term 3 commences Early Leave 2.45pm finish</td>
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</tbody>
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*We acknowledge that we are gathered on the traditional land of the Kulin Nation. We recognise the First People’s relationship to this land and offer our respect to their elders, past, present, emerging.*
Way Out West Youth Photography Competition

Ages 12-25

The Way Out West Youth Photography Competition is turning 5 in 2020!

Young people are encouraged to enter a photo for the chance to win 1 of 5 prizes up for grabs. Maximum 1 entry per person.

Entrants must be aged between 12 and 25 and live, work, go to school or socialise in Wyndham.

Entries close at 4pm on Friday 26 June 2020.

For entry submission and further details visit https://www.wyndham.vic.gov.au/wayoutwest

For more information please email wayoutwest@wyndham.vic.gov.au. Alternatively, you can call Youth Services on 9742 0777 or Library Services on 8734 2600.

Proudly supported by Wyndham City Council’s Youth Services and Library Services.

Online Resume Help

Ages 15-25

Young people are invited to book into Online Resume Help to get one-on-one help with a friendly librarian from Wyndham Libraries.

Sessions will be hosted on Mondays and Wednesdays 4pm – 5pm.

All sessions will run in MS Teams. Participants will receive a link to the session once their booking is confirmed.


We can help with editing, formatting and tips and tricks, although please remember we are not HR experts, career counsellors or an employment agency.

To find out more visit https://www.wyndhamtogether.com.au/event/online-resume-help/.

Participants are welcome to contact Wyndham City Libraries at ResumeHelp@wyndham.vic.gov.au with any access requirements.

History Now

All ages

Wyndham City Libraries are collecting stories from the local community on the effects of COVID-19 on our way of life.

These stories will be preserved on the Wyndham History Website and in the library’s collection for future generations.

You can tell your story by sharing:

- A photo with a caption
- A one-minute audio recording
- A 500-word letter to a future generation

For more information and to upload your story visit: https://www.wyndham.vic.gov.au/history-now-covid-19-wyndham
Successfully transitioning students back to school

The recent home-schooling experience of Australian students is about to end with most states and territories transitioning kids back to school. For parents, many of whom have discovered just how complex teaching can be, the return to school will be a welcome relief. For children, going back to school may bring a mixed bag of feelings. Eager anticipation about reconnecting with friends and teachers will probably be accompanied by a level of anxiety about what school may be like upon return.

School undoubtedly will be a different experience for students post COVID-19. For a start they’ve just experienced a prolonged period of remote learning and an absence from their friends, which will take time to process when they return to school.

With organised extra-curricular activities put on hold most children have had a great deal of free time, which has placed the locus of control firmly in their hands. I suspect many kids will grieve their lack of freedom, as they’ve had a glorious glimpse of what an unstructured life is like. It may take some time for them to get back into the swing of school life.

With the return to school imminent here are some sensible strategies to make adjustment easier for students.

Get ready for a return

Worriers and anxious types in particular like to know what’s ahead so your approach will make a difference. Prepare your child for a return by discussing the safety procedures the school will be implementing. Let young children know that an adult won’t be accompanying them past the school gate. Ask your child what they are looking forward to and check in with how they are feeling about a return. Validate any fears and apprehensions and correct any misconceptions.

Go slowly

This period will mirror the start of the school year when your child had to adjust to new teachers, different classmates and a new year level. Adjusting to change takes a great deal of personal energy, so you child or young person may become tired, grumpy, even moody at home. Make allowances for these personal changes and make sure they have plenty of free time to unwind after school.

Focus on reconnection

Make reconnection the theme for your child’s return to school. He or she will have to reconnect with friends, teachers and learning, which takes time. In all likelihood, your child’s teachers will use many strategies to help your child connect with their friends, reflect on their time at home and move them back into full-time learning mode. Support these activities and keep your learning expectations for your child in check.

It may take the rest of the term for some children to adjust to their life back at school.
Stay calm

Anxiety is very contagious, so it’s easy for us as parents to take on our children’s worries and fears. The reverse is true, and kids can pick up our worries, taking them on as their own. As a buffer against anxiety ensure you do something each day that brings you some joy, whether it’s listening to music, going for a walk or having a coffee with a friend.

Look after yourself

In recent months parents and teachers have been doing significant emotional labour. The learning and adjustment curves have been massive, with little time to relax and take a break. Consider your own emotional resources and make your wellbeing a priority, which will make it easier for you to stay calm if your child experiences difficulties.

Communicate confidence

It’s a fine line that many parents walk between being flippant (‘you’ll be right’) and showing confidence (‘you’ll do okay’) when kids struggle to adjust to change. My research into childhood anxiety reveals that children and young people want parents and teachers to understand their fears and anxieties, and to coach them to negotiate difficulties including adjusting to change. You can support your child through sharing stories of resilience, focusing on the positives and letting them know that will eventually adjust.

The COVID-19 pandemic has thrown up many difficulties requiring us all to quickly adapt to new situations. Flexibility is a prime characteristic of resilient people, so if nothing else, getting through these challenging times will make us all more resilient.

Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia’s leading parenting educators. He’s an award-winning speaker and the author of 12 books for parents including Spoonfed Generation, and the bestselling Why First Borns Rule the World and Last Borns Want to Change It. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.