

Friday 21st August 2020

Dear Parents, Carers and Students,

I want to thank all of you for your patience and understanding regarding payment of fees and levies. The COVID 19 pandemic has financially impacted many in our school community and I have been contacted by some families seeking clarification in regards to payment of School Fees. Whilst acknowledging that some families are more affected than others, our current arrangements provide support to families where it is most needed. Our fee rebate supports all families who are currently on some form of Government Assistance and I have invited families to contact the school if their financial circumstances have changed during the Pandemic.

However, there are some financial contributions made by families that will not be required this year. All Camp payments will be refunded or credited against outstanding school fees. The school is also investigating what other amounts can be credited to family accounts. For example the student levy contributes to incursions and excursions, and we are investigating how a portion of this amount can be used to reduce families financial commitment to the school. I am currently in consultation with our school accountant and our focus will be on ensuring school fee and levy payments for 2021 will reflect our commitment to support all families and ease their financial burdens going forward during these difficult times.



Birthday wishes to all these children who celebrate their birthday this week :Larsa 6C, Xyrus 4M, Caleb 2M, Aujeen 6A, Ibuku 2M, Bridie 3T, Mary 1T, Maria 1M, Samuel 1G, Dion Prep C, Jonathan 2M, Fabian Prep B, Fabyan 5N, Zayne Prep D & Harkirat 3T.

HAPPY BIRTHDAY EVERYONE !

New Learning Centre: As mentioned in my Monday morning Principal Presentation, I have been in consultation with the Architects regarding our proposed Senior Learning Centre. It will comprise 10 new learning areas, student facilities and connection with the current science room area of the school. Here are some elevations of the proposed building , which is currently atr Council for planning approval. Looking at an early 2021 construction time.



Thank you for your ongoing support of all of our staff and please do not hesitate to contact me if you have any questions at this time. principal@olps.vic.edu.au

Take Care, and remember Super Heroes wear masks - are you ?

Paul McEntee

Paul McEntee
Principal

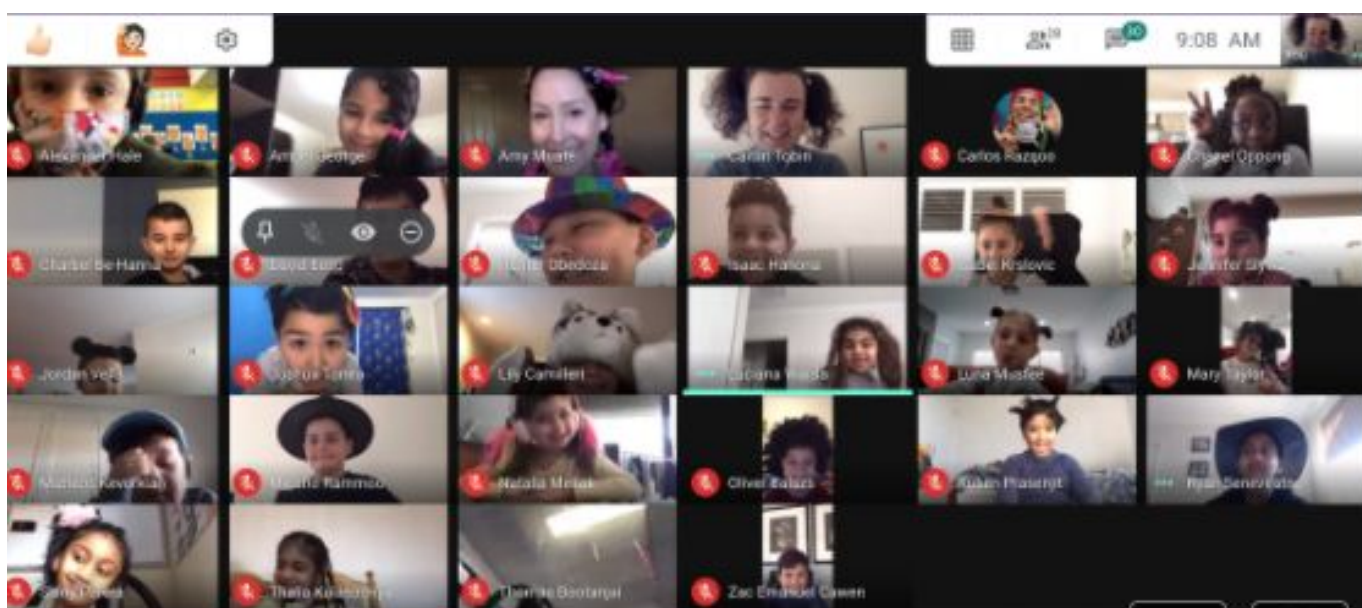


FROM THE HARRY POTTER DESK: YEAR PREP C



FROM THE CRAZY HAIR FRIDAY DESK: YEAR 1G, 1S & 1M & 1T





RELIGIOUS EDUCATION NEWS

This Sunday's Gospel Mt 16:13-20- Jesus asks, "Who do people say I am?"

Commentary

When Peter testified to Jesus' identity, it was a relevant religious and political statement, for messianic expectation was a burning question at that time. But what does it mean for the average Christian today?



Gospel Challenge

Post on social media or tell someone else about who Jesus is to you this week.

The Holy Trinity Analogies

Our Year Five students have been learning about the three images of God- the Father, the Son and the Holy Spirit. They have also explored how all three are One God which is a tricky concept to learn. To help them understand this concept, they had to find other things that are one but consist of three things just like how God consists of three images. Here are some examples:

Harleen Kaur 5H

"God is like a story that has three parts, beginning, middle and end. Just like God is the Father, the Son and the Holy Spirit."



Robert Mundo 5H

"God is like the earth, there is the Crust (Father), then the mantle (Son) and the core (the Holy Spirit)."

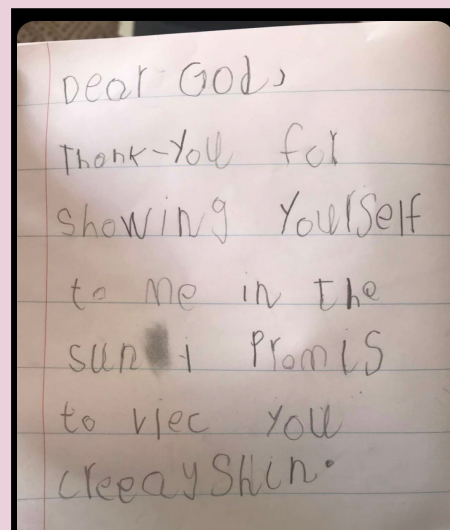


Emma Forde 5H

"God is like a cake, the Father is the topping of the cake because God is at the top of the world. Jesus the Son is the middle of the cake because he came in the middle of his people, and the Holy Spirit is the bottom of the cake because Jesus and everyone has the Holy Spirit."



And here is a nice prayer to God from Lucas Owraha- Prep H



SCHOLASTIC BOOK CLUB **ISSUE 6** IS COMING!



Due to our current lockdown restrictions, we are going to do Book Club Issue 6 a little differently.

You will still be able to place your order via:

mybookclubs.scholastic.com.au/Parent/Login.aspx

—and orders need to be in by

Friday 4th September 2020

(Date)

Unfortunately as we are unable to receive your orders back to our school, you will need to have them delivered direct to your home for a fee of \$5.99.

If you have any questions or queries, please contact:

Our Lady's Primary School Librarian Loretta Ryan on 9308 2011

(Contact details)



Even though you're getting your order home delivered, **we will still receive 10% of your order value back in Scholastic Rewards** to use to purchase additional books and resources for our school!

 SCHOLASTIC

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Play Lego to promote language

Playing Lego with others can help improve a child's language skills by having to follow directions, respond to questions and ask questions. These are important communication skills in everyday life (Andras, 2012).

Engaging in structured Lego play at home with your child will help to build their speech, oral language, fine motor skills and social skills. Lego play helps to improve instruction-following, providing directions and information, seeking assistance and clarification, communicating in sentences, understanding adjectives and prepositions (position words e.g. between and behind), building relationships and working as a team (Andras, 2012).

How can I use Lego in play?

Create an environment that has 2-3 people playing.

- Select a Lego Kit with an instruction manual and all the pieces inside. (NB: start small at first then build to more complex Lego kits)
- Designate a role to each player:
 - An Engineer: the one with the instructions who says where to put the Lego (gives the directions)
 - A Supplier: has all the Lego pieces, finds the right Lego piece needed and provides it to the builder.
 - A Builder: receives the Lego from the supplier and the one who puts the Lego together.
- Switch roles as you introduce new Lego kits so everyone has a turn to practice.

Potential Goals:

Speech- if your child has a speech sound error, use Lego play to encourage lots of repetition of the sound. For example, if your child struggles with the 'L' sound prompt them to use the word "Lego" for lots of opportunity to practice the "L" sound (e.g. "I need the blue Lego, please", "This project has a lot of Lego pieces")

Following Instructions- Focus on how many instructions the Lego activity has and how many you would like to work on at a time (1, 2 or 3 instructions) and try and introduce new concept words (next to, on top, before, after, first/next/last). For example, "Put the green Lego next to the yellow Lego", "Put the black Lego on top of the grey Lego".

Social Skills- Focus on one social skill at a time and create opportunities for your child to experience success. For example, if your child is struggling to ask for the correct pieces or tries to grab the pieces from you, you might think about working on patience or requesting. If they become frustrated because it's slow or they don't understand, this is an opportunity to work on emotional regulation or seeking clarification.

The opportunities to work on communication and social skills are endless when it comes to Lego play! Be involved in what your child is doing and have fun! For more information look up "What is Lego therapy?" on YouTube or click on this [link](#).

Reference:

Miranda A. (2012) The Value of LEGO Therapy in promoting social interaction in primary-aged children with autism. *Good Autism Practice*

[What is Lego Therapy](#)