



St. Margaret's
Primary School

NEWSLETTER

Term Three, Week 7
August 27th, 2020

From Brian's Desk

Leadership and Management News

Dear Parents, Students and Friends,

Class teachers have informed me of the value they experienced with the parent-teacher 'catch ups' that were recently held. The purpose of these meetings was to touch base and go over ways to support each other during the remote learning program. Many thanks to parents who provided time to meet with teachers.

Feedback from parents and teachers during the remote learning experience tells me that despite the fact that the vast majority of our students are working off site, teachers are getting to know their parents better, and parents have gained a greater understanding of their child's learning capacity and learning style.

As we continue to work through this remote learning period we need to be mindful that good communication between home and school is vital in creating and sustaining a climate that is conducive to productive learning. I invite and encourage you to keep 'in touch' with the school during this challenging time.

So while we are in this remote learning phase – where children, teachers and parents aren't physically present – families as partners is perhaps even more relevant than it ever was.

With these things in mind I would like to highlight the document 'Families as Partners in Catholic School Communities' which can be found in the Catholic Education Melbourne, Horizon of Hope publication.

I have included some snippets from this document as I think it is timely to revisit the value of the family school partnership.

Families as Partners in Catholic School Communities



What is the role of families in Catholic school communities?

The three major contexts in which children learn are the family, the school and the community. When the child moves beyond the earliest years, families are joined by a school on their child's learning journey. This is when a long term partnership between home and school begins. In choosing a Catholic school parents enter a partnership with the school in which there is shared privilege and responsibility for the child's faith formation, learning and wellbeing.

How are partnerships with families honoured in a Catholic school community?

Encounter through partnership

The partnership between the family, the child and the school centres around the child, and it re-forms and shapes as the child grows. Each partner has a role to play in developing this relationship within the partnership, designed to enrich each learner's experience of God, community and encounter with the Catholic faith.

Three-way learning relationship

In a Catholic school, parents, children and teachers work together to shape learning that draws on the full richness of a child's world. In this context, teachers are learners too, seeing learning through the eyes of their students, interpreting formal curriculum to respond to the learning narratives of each child. Families share how their child learns and interacts and contributes; they begin to see school-based learning through the eyes of their child, and through the eyes of the teachers.

Leadership and Management News

Why are partnerships with families important in a Catholic school community given the vision and context?

Honouring sacred dignity

The basis for relationships in a Catholic school community is threefold: the education of the child, the Catholic faith and the unconditional positive regard for all. In honouring each of these elements within the relationship, families and schools find ways to connect, reconcile differences, provide support in adversity, celebrate achievement, express concern and curiosity, and plan for a hope-filled future.

Learning together

As families and the community change, the school responds, always seeking new ways to build and strengthen relationships that support every child to flourish, embracing, respecting and celebrating diversity. Together, families and schools empower each child to develop a sense of meaning, purpose and agency, eager to shape and enrich the world around them for the common good.

Commitment to highest standards

Family engagement in learning contributes to children's wellbeing, learning and life chances. As schools partner with families, the sanctity of the family as primary educators of their child is honoured. All efforts are based on knowing the child and the family and supporting the family to engage in their child's school-based learning. By partnering with the school, families equally choose to commit to the highest standards possible for their child, and for every child in the school. This commitment is at the heart of the growth and strength of a flourishing Catholic community.



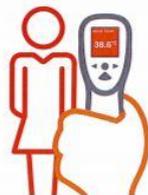
I hope you enjoy the rest of your week
Brian

Daily temperature screening process used for our onsite learners.

CORONAVIRUS (COVID-19) CHILD TEMPERATURE SCREENING

Your child will have their temperature checked as they enter school grounds.

- 1 If their temperature is **37.5° Celsius or above**, we will contact you to collect them. Where this occurs, you are encouraged to seek medical advice.



- 2 If your child is unwell, please ensure they stay at home.



- 3 Temperature screening does not replace other health measures such as hand hygiene.



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CORONAVIRUS (COVID-19) CHILD TEMPERATURE SCREENING

If you are unwell, please stay at home.

- 1 Make sure you and all other adults are appropriately physically distanced, 1.5m from each other. 
- 2 Perform hand hygiene and wear a single use or cloth mask. 
- 3 Using an outstretched arm, take temperature in accordance with device instructions.



- 4 **If temperature is less than 37.5°**, no further action, child proceeds to their room



- If temperature is 37.5° or above**, re-check in 15 minutes, referring to guidance for prompts



- If temperature remains at 37.5° or above**, follow protocol for the management of unwell child.

- 5 At the completion of screening, clean and disinfect thermometer with a wipe or cloth and perform hand hygiene.

