



From the Principal

John M Freeman

Mother's Day

This year will be a very different Mother's Day. I know for my family we will need to celebrate differently than before. However, whilst it will not be what we would 'normally' do, we will still be expressing our gratitude and love to the women in our lives who have been so essential in forming who we are today.

So for all mothers I offer this prayer:



God our Creator

**You know intimately all those who 'mother' and bring new life.
We take time to acknowledge and give thanks to those who teach,
guide, encourage and heal.**

We pray:

**for new mothers, coming to terms with new responsibility;
for expectant mothers, wondering and waiting;
for those who are tired, stressed or depressed;
for those who struggle to balance the tasks of work and family;
for those who are unable to feed their children due to poverty;
for those whose children have physical, mental or emotional disabilities;
for those who raise children on their own;
for those who have lost a child;
for those who care for the children of others;
for those whose children have left home;
and for those whose desire to be a mother has not been fulfilled.
Bless all mothers, that their love may be deep and tender,
and that they may lead their children to know and do what is
good, living not for themselves alone, but for God and for others.**

Amen.

Remote Learning

Thank you to all students and families who participated in the surveys that went out last week. We are reviewing the information you have provided in your responses and will make improvements informed by the feedback.

I would also like to draw your attention to a document that summarises the Expected Student Behaviours when using Digital Technologies for Remote Learning located on our website from the link [Digital Technologies Expected Behaviours](#). There is nothing new in this statement that we have not already had in place prior to now in regard to being respectful and responsible and any additional expectations outlined in documents specifically about Remote Learning. We hope this is a useful document to guide all students to thrive at this time and to be safe, happy and successful.

Institutional Child Sexual Abuse

Some of you may be aware that yesterday on ABC Radio Gippsland and ABC Television State News there were articles relating to a victim of Institutional Child Sexual Abuse who attended St Paul's College during the early 1970s.

Families who have been associated with Lavalla Catholic College for several years would know I have in previous letters and Newsletters acknowledged that this school at times failed in its responsibility to protect young people in the past. Again I write that this deeply saddens and shames me and I offer my sincere apologies to any former student who suffered abuse at a Catholic secondary school in the Latrobe Valley. I invite anyone affected by abuse at this school to make contact with me, if they wish.

One point to note in relation to the items on the ABC is that the College has not made payment to any victim. Any settlement payment made is from the Marist Brothers directly.

At Lavalla Catholic College, student safety is a very high priority. We will continue to work hard so that our young people can learn, grow and develop in safety. Accordingly, if you have any concerns regarding the safety and wellbeing of our students, your children, please do not hesitate to contact our [Child Protection Officers](#) or myself. Details regarding Child Protection and our related policies can be found on our [website](#).

Staff News

We welcome Karen Mackay who will be teaching Therese Main's classes whilst she is on leave this term.

Congratulations to Sue Rankin on the successful completion the Cert IV in Project Management Practice through Swinburne.

Student News

The VCAL Achievement Awards for 2019 occurred, via video link, recently. We had three nominees from Lavalla Catholic College: Guguei Malual for his 'Barefoot to Boots' project; Jarvis Dean-Robson for his project which raised awareness of mental health issues amongst farmers; and Kellie Wood for the organisation and implementation of the Ice Bucket Challenge, along with her success in raising awareness and over \$5000 for MND Victoria.

Being nominated is an achievement in itself, but I am pleased to advise that Kellie the recipient of the Student Award- Senior Personal Development Skills.

More details of these achievements are in this newsletter from Alice Nelson.

I also want to extend my thanks to Katie Lee, Adriana Bianconi and Monica Justin along with the cast of this year's school play, High School the Non-Musical, who have commenced rehearsing using Microsoft Teams. A great display of adaptation and innovation.

NCCD

It is a strange world we are currently living in, being required to stay home to stay safe. This has brought about many challenges for all our students, some who appear to be thriving in this sort of environment and others who are finding the challenge extremely hard.

All staff are trying to stay as connected as possible with all students, to give them the support that they need. If you find that your child is struggling, please make contact with their teachers. Teachers will not know that a child is having difficulty unless they are informed; they do not have the opportunities that occur in a classroom to observe the child, picking up subtle cues as to understanding or frustration. The more you communicate with us, the clearer the support we can give your child.

The support that we provide is used, not only with our collection of data but also to continue to provide support throughout your child's education.

For more information about NCCD (Nationally Consistent Collection of Data), what this means and why the school has to collect data, please find attached the information sheet for parents about NCCD.

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REMOTE LEARNING



BRETT VAN BERKEL
Deputy Principal
Learning & Teaching

We would like to thank you for your support of the College's Remote Learning@Lavalla Program. The feedback from the survey completed last week was overwhelmingly positive. We are very proud of the way our students are continuing to engage with their learning in this context. Your support and feedback are invaluable. We will continue to refine our Remote Learning@Lavalla to ensure it meets the needs of all our students and continues to challenge students to be the best they can be.

PAM- Learning and Teaching Module

The release of the Learning and Teaching module will allow you to track your child's progress in real-time. We hope you have had the opportunity to log in and look at what is happening across their subjects. This will help you and your child plan the week and review tasks that are coming up. The results are also posted here.

With results posted on PAM the Learning Blocks that have been part of the school feedback in previous years will no longer be used. You can log in at any time to check your child's academic progress. There will be an end of semester Report that will be a statement of results and achievements. These will be made available in PAM early Term 3.

Remote Learning@Lavalla

As we move into week 5 of remote learning you will see a movement towards students completing assessment tasks from Year 7-12. There is an in-depth explanation of how this will be completed provided by Ms. Jeananne Brown- Senior Learning Programs Co-ordinator (Unit 1 & Unit 3 subjects) and Mr. Leigh Brown- Junior Learning programs Co-ordinator (Year 7-10) below.

To further support you at this time we offer the following from psychologist and educational specialist, Andrew Fuller:

Three Big Things Parents Can Do To Help With Remote Learning

Three key factors predict long-term success and results and they are inter-linked: emotional regulation, motivation and academic self-efficacy.

These are all factors that parents can make powerful impacts on.

- **Emotional regulation** is the ability to calm yourself down when you are upset and rev yourself up when you feel dejected. This helps you succeed in careers, in relationships and keeps you on track in the senior years of school. This is keeping kids emotional 'ship' steady. Calm, kind parenting.
- **Motivation** is a slippery commodity that is largely driven by passions and experiencing success. Unsurprisingly, we are more motivated in areas where we taste the sweet fruits of success and less so in areas we find dull and difficult. Little kids have an enormous motivation for learning and then often it lessens. Parents who have watched their interests and passions over years can use this time to rekindle motivation.
- **Academic self-efficacy** is the belief that students have that they can do well. Kids who feel they can be successful are more likely to succeed.

Updated information about assessment from the Victorian Curriculum Assessment Authority (VCAA)

On Tuesday, April 28, VCAA notified the Victorian community of their decision as to how and when assessment could continue in the context of remote learning.

We have read this advice carefully and have decided on a course of action for Lavalla Catholic College.

REMOTE LEARNING

Years 7-10

All students from 7-10 can expect to have started assessment tasks in all of their subjects from the start of next week.

All core units will conduct a minimum of 2 assessment tasks and 3 class tasks whilst classes with less than 6 periods in a fortnight cycle will see a minimum of 1 assessment and 3 class tasks for the remainder of the term (this is subject to teacher discernment and more assessment tasks or classwork tasks can be added).

As a college, we identified the workload and concerns raised by parents and students have adjusted our remote learning practices. Below you can see a detailed list of year levels, subjects, and minimum assessment/s for each level.

This is the minimum required across subjects.

Year Level	Subject	Assessment/class task <u>minimum</u> number weeks 4-11
7	English, Mathematics, Science & Humanities	2 assessments + 3 class task
8		
9	English, Mathematics, Science, Humanities & H&PE	2 assessments + 3 class task
10	English, Mathematics & all electives(except RE and Personal Learning)	2 assessments + 3 class task

Year Level	Subject	Assessment/class task <u>minimum</u> number weeks 4-11
7	RE, H & PE, Language, Music, Digi Tech, Art, Vis Comm, Food	1 + 3 class tasks
8		
9	Religious Education & Electives	1+ 3 class tasks
10	Religious Education & Ministry	1+ 3 class tasks
11	Religious Education & Ministry	1 + 3 class tasks

Dates and details of assessments and class tasks will continue to be uploaded through SIMON on class notices for student access and available in the PAM Learning and teaching module.

IMPORTANT INFORMATION for PARENTS/GUARDIANS of all Unit 1 or Unit 3 students.

AUTHENTIC and ETHICAL assessment behaviour

All students must commit to authentic and ethical behaviour regarding honest completion of work. All assessments are open book BUT this does not mean we will accept copying without acknowledgment or using the work of another student.

Unit 1 students will have a task to complete (as part of their morning sign-in) where they will complete a form agreeing to the VCAA standards or rules and ethical use of materials.

Unit 3 students must sign a VCAA Authentication Form for EVERY SAC session that they have. Students received this form via email yesterday. It can be signed in hardcopy or electronically and must be returned to Sarah Brown (browsar1@lavalla.vic.edu.au) by email at the end of each SAC session.

REMOTE LEARNING

TIMES FOR SCHEDULED ASSESSMENT

Although students have altered class times during remote learning, the expectation is that they are available for Assessment Tasks or SACs until 3:30 and at times later depending on the necessity. Students should not be requesting to reschedule an assessment scheduled within school hours because they have a shift at work. An assessment can be scheduled at any time from 9 – 3:30 and, with sufficient notification, a finish time could be later than 3:30pm.

ABSENCE FROM A SCHEDULED ASSESSMENT

If a student is unwell, we DO NOT expect that they will organise a medical certificate. Currently, this is not a realistic possibility.

Unit 1 students – parents can email Ms Brown an explanation of the absence.

Unit 3 students – if you have the capacity to organise a statutory declaration – this is ideal. If not, your parent or guardian can email Ms Brown (browjea1@lavalla.vic.edu.au) the details of your absence including the notification that you are unable to travel to organise a statutory declaration.

Unit 1

- All assessment tasks will be timed [start/finish] and open book. This is on the recommendation of the VCAA.'
- Unit 1 assessment task schedule is published on SIMON in Daily Messages. It will be updated every Monday morning [at least a week in advance]
- Students should expect there to be a minimum of 2 assessment tasks per subject between now and the next school holidays.
- Assessment tasks will be run in the subject class time if possible. Teachers may run the assessment over 2 periods and use the Y11 Personal Learning class time as well OR they may schedule to run the assessment from 2:30pm so that multiple classes are completing the task simultaneously.
- Redemptions will be arranged with the class teacher and will occur as soon as possible.
- Reschedules will be arranged with Ms. Brown and will be organised for a date as close as possible to the original Assessment date.
- Teachers will be doing everything possible to ensure the electronic completion of the assessment. If this is not possible, printing will be minimal. For some assessments, students may need to complete the task in their workbook and then take photos of the completed work and submit these to the teacher. Careful attention must be given to the instructions on the assessment task.

Unit 3

- All SACs will be timed [start/finish] and open book. This is the recommendation of the VCAA.
- Unit 3 SAC schedule is published on SIMON in Daily Messages. It will be updated every Monday morning [at least a week in advance].
- Students will NOT have more than two SACs on one day.
- All subjects with multiple classes will try to run assessment tasks simultaneously. If this is not possible, there will be more than one version of the assessment task created so that the integrity of the assessment is not compromised.
- Assessment tasks will occur in the subject class time if possible. Teachers may run the assessment over 2 periods and use the Y12 Personal Learning class time as well OR they may schedule to run the assessment from 2:30pm so that multiple classes are completing the task simultaneously.
- Redemptions will be arranged with the class teacher and will occur as soon as possible.
- Reschedules will be arranged with Ms Brown and will be organised for a date as close as possible to the original Assessment date.
- Teachers will be doing everything possible to ensure the electronic completion of SACs. If this is not possible, printing will be minimal. For some assessments, students may need to complete the task in their workbook and then take photos of the completed work and submit these to the teacher.
- Careful attention must be given to the instructions on the assessment task.
- All Unit 3 students have received an email with two attachments from Sarah Brown. These are the VCAA Authentication Form + instructions on how to create an electronic signature.
- Unit 3 students must save this form to their device and make a copy of it each time they have a SAC.
- The form must be completed, signed, and returned via email to Sarah each time.
- Students can print the form, sign and scan/photo it to Sarah or sign electronically.
- Students who require or have approved Special Provisions will still have these applied.

CATHOLIC IDENTITY & MISSION



ROBYN REBBECHI
Assistant Principal
Catholic Identity & Mission

In my daily work whilst we are working and learning remotely, I find myself reading and viewing many wonderful, inspiring and thought provoking prayers, reflections and images. We are trying to find ways to share these with staff and students, and this newsletter is an opportunity to share some of them with families as well.

One of the calls of our school, particularly the responsibility of our Catholic Identity team, is to invite people to consider ideas; ideas about personal faith, about our beliefs in a reality other than ourselves and ideas about how we should use our lives to bring about a better world. Regardless of your personal faith tradition, whether you are Christian, Muslim, Hindu, Jewish or one of the many other religious traditions which are such a treasured part of our community, you are part of our Lavalla community and we welcome the opportunity to work with you, to inspire your own faith journey and to support your efforts towards living a full and productive life.

So here are some thoughts to support you at home this week. Firstly, from an Interfaith perspective, the words of Rabbi Sid Schwartz, a member of a global interfaith community called the Chautauqua Institution in the US, whose words are a beautiful reminder to us of what is truly important in life, and secondly, a link to a video which you may have already seen, called 'The Great Realisation'. This small clip is a 'hopeful' look at what we can learn from the coronavirus experience. It does not diminish the terrible loss of life and livelihood for so many which the pandemic has caused, but looks to a future where humanity may rethink our shared values, in order to place a renewed importance on the things that really matter to us: each other, family, community and the beauty of God's creation.

May your families stay safe and well, and may your days this week have little moments of joy.

Nothing is so precious as life.

The global Coronavirus pandemic drives home an essential religious truth. We are all One.

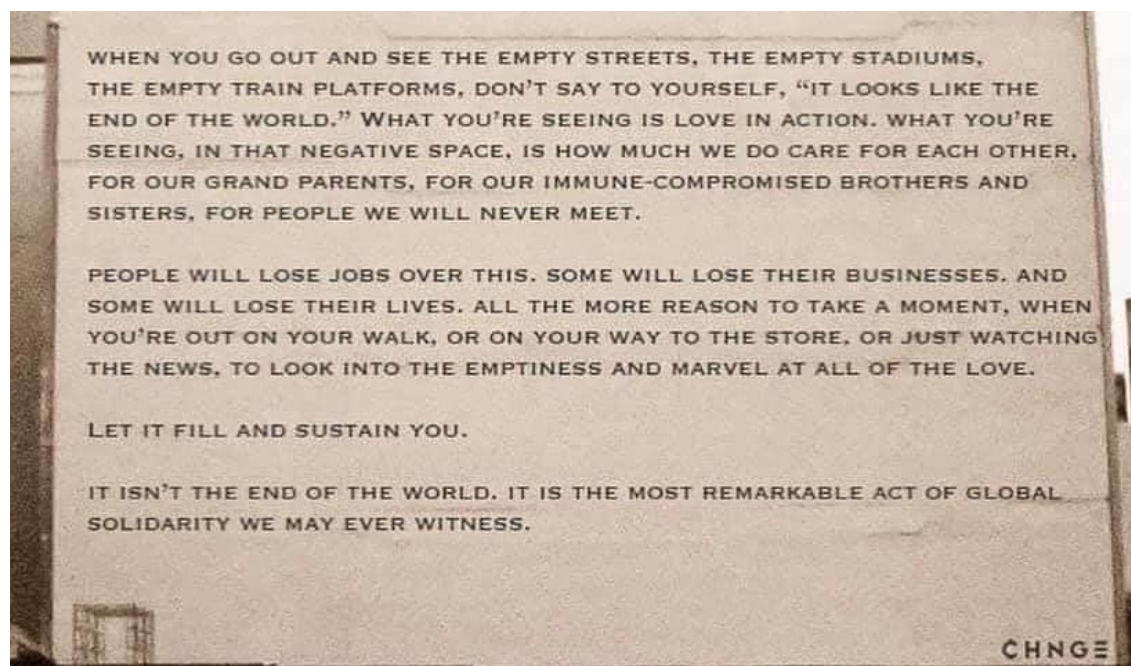
We are all part of the human community. ... Each of us possesses a spark of Godliness.

May we, in the days, weeks and months ahead, find the strength to manifest the better angels of our nature and not succumb to the selfishness and greed that sometimes overtakes us in times of fear. May we reach out to those we love with words of tenderness and compassion. May we take the time to expand our universe of concern to friends, acquaintances and colleagues with a simple phone call...If we are in a position to help those, most vulnerable among us, let do our part. Let us be inspired by the self-sacrifice of thousands of health care professionals and first-responders whose courage in the face of danger is nothing short of heroic.

And when this trial passes, as it surely will, let us re-enter the human community with a newfound appreciation for our interdependence, our need to narrow the gap between the haves and the have-nots and our responsibility to be better stewards of our all too fragile planet.

—Rabbi Sid Schwarz, April 8, 2020

[The Great Realisation](#)



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FAITH FORMATION



CHRIS ROGA
Faith Formator

Strange Times

In these strange times, when our past certainties no longer provide security and we have nothing to fall back on, except our hope and belief in a good God, the following excerpt from Richard Rohr's Meditation provides some sustenance.

Liminal Space: Between Two Worlds

Liminal space is an inner state and sometimes an outer situation where we can begin to think and act in new ways. It is where we are betwixt and between, having left one room or stage of life but not yet entered the next. We usually enter liminal space when our former way of being is challenged or changed—perhaps when we lose a job or a loved one, during illness, at the birth of a child, or a major relocation. It is a graced time, but often does not feel “graced” in any way. In such space, we are not certain or in control. This global pandemic we now face is an example of an immense, collective liminal space.



The very vulnerability and openness of liminal space allows room for something genuinely new to happen. We are empty and receptive—erased tablets waiting for new words. Liminal space is where we are most teachable, often because we are most humbled. Liminality keeps us in an ongoing state of shadowboxing instead of ego-confirmation, struggling with the hidden side of things, and calling so-called normalcy into creative question.

It's no surprise then that we generally avoid liminal space. Much of the work of authentic spirituality and human development is to get people into liminal space and to keep them there long enough that they can learn something essential and new. Many spiritual giants like St. Francis, Julian of Norwich, Dorothy Day, and Mohandas Gandhi tried to live their entire lives in permanent liminality, on the edge or periphery of the dominant culture. This in-between place is free of illusions and false payoffs. It invites us to discover and live from broader perspectives and with much deeper seeing.

In liminal space we sometimes need to not-do and not-perform according to our usual successful patterns. We actually need to fail abruptly and deliberately falter to understand other dimensions of life. We need to be silent instead of speaking, experience emptiness instead of fullness, anonymity instead of persona, and pennilessness instead of plenty. In liminal space, we descend and intentionally do not come back out or up immediately. It takes time but this experience can help us reenter the world with freedom and new, creative approaches to life.

I imagine that even if you've never heard the word liminal before, you likely have a sense of what I'm talking about. It would be difficult to exist in this time of global crisis and not feel caught between at least two worlds—the one we knew and the one to come. Our consciousness and that of future generations has been changed. We cannot put the genie back in the bottle.

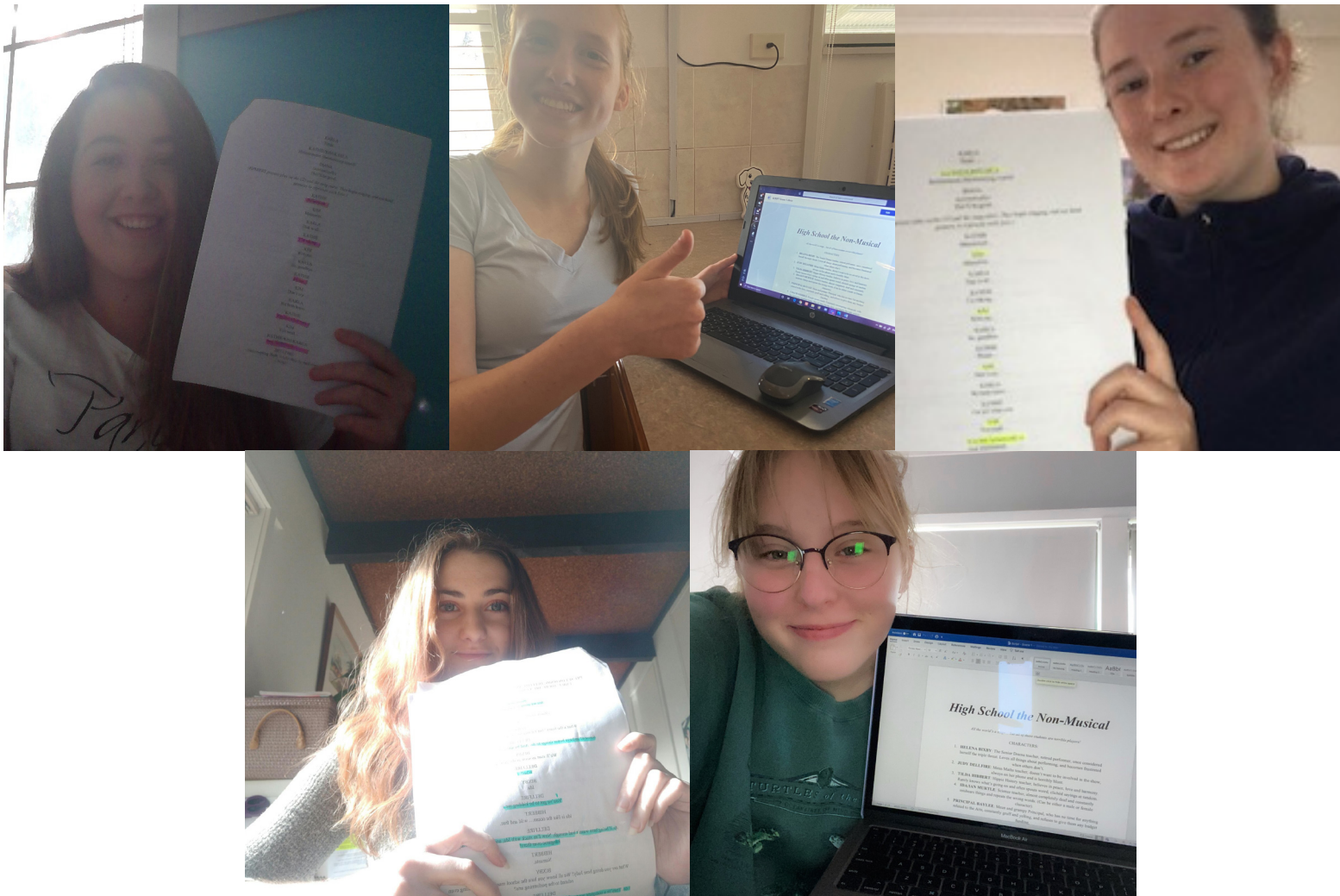
*one wild and
precious life*

THE SHOW MUST GO ON...

Like everyone else at the moment, the Cast and Directing Team of the College Play are having to adjust their plans a bit this Term. Normally, we'd be kicking off with our rehearsals right now, but with everyone at home Remote Learning, we've had to find some new and innovative ways to keep our Performance going.

On Monday night, the cast of this year's Play, High School the Non-Musical, gathered on Microsoft Teams for their first Remote Rehearsal. With 35 students present, and three teachers, it was certainly a loud and energetic video call, but the enthusiasm of everyone involved was obvious and exciting. Eager to start practicing their characters, and connecting with other cast members, the students were more than ready to try something new and have a go at a rehearsal process we've definitely never tried before. The cast is made up of students from Year 7 right through to Year 12, and it was great to see them enjoying the opportunity to talk with another, share the experience, and have something to look forward to when they return to school.

The Play was originally scheduled to take place in August, but will be rescheduled for later in the year at this stage.



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STUDENT ACHIEVEMENTS

The VCAL Achievement Awards for 2019 occurred, via video link, on the 28th of April. Nominees for Lavalla Catholic College were:

- Guguei Malual for his 'Barefoot to Boots' project which collected over 500 pairs of soccer boots and 300 strips for refugee camps and neighbouring communities;
- Jarvis Dean-Robson for his project which raised awareness of mental health issues amongst farmers, and forged a new relationship between Lifeline and Agritrain and;
- Kellie Wood for the organisation and implementation of the Ice bucket challenge, along with her success in raising awareness and over \$5000 for MND Victoria. The College, along with the VCAL Team are very pleased to announce the success of Kellie Wood for the category of Student Award- Senior Personal Development Skills.

At the Senior Level in Personal Development Skills a student completes:

- A complex, self-directed project involves work conducted under supervision and self-directed in regard to planning and work activities – in Kellie's case the awareness and donation raised for MND.
- A sustained presentation means a presentation of between 8–10 minutes to a relevant audience and supported by appropriate technology.

Kellie Wood was an outstanding member of the Senior Personal Development Skills cohort in 2019 and in the face of adversity challenged the school, staff and her peers to learn more about Motor Neurone Disease and donate to this worthy cause. Kellie wears bilateral hearing aids and when she entered the VCAL program in 2018, she was a reserved, shy, young person who preferred to stay very much in the background. At this time it was almost impossible to have her present in front of even a small audience, due to nerves and the lack of confidence related to her hearing impairment. However, she had promised herself that before she finished school she wanted to 'make a difference' in the lives of those suffering with Motor Neurone Disease (MND).

Being personally impacted by this disease as both her Grandmother and Uncle had suffered and passed away from this in recent years. In her final year of her VCAL program, Kellie embraced the challenge of aiming to raise at least \$1000 for those suffering from MND. Her passion, in memory of her Grandmother and Uncle, saw no bounds, she was not deterred when faced with the problem of finding another external stakeholder when 'Fight Motor Neurone Disease' asked for an upfront donation to allow Kellie to continue her fundraiser she just researched again and after numerous phone calls made contact with The Motor Neurone Disease Association who provided their full support. Kellie called on every fibre of her growing confidence to present not only once but on at least four separate occasions, initially to the VCAL student body (80+ students and 5 teachers) in order to bring on board likeminded students who were interested in being a part of her community team.

She then spoke in front of the student body of over 500 students and staff to ask for their support and engagement in a series of 'Pop up Shop' Food stalls, the purchasing of MND wristbands and cornflowers and finally for volunteers to join her and her team in participating in the Ice Bucket Challenge. Kellie visited Home Rooms each morning, shaking the fundraising tin and endeavouring to sell even just one more wristband. The day of the Ice Bucket Challenge in the weeks leading up to the grand finale the fundraising amount had climbed steadily from the \$1000 aim to \$3,500 and then on the morning of the final day Kellie's 'VCAL Fight against MND' had reached a staggering \$5347. Participants in the Ice Bucket Challenge, were provided with a longed opportunity to acknowledge and remember a dear friends and family who had died from this disease.

I think this is an important element for awarding Kellie, her passion, commitment and dedication provided the opportunity not only for herself but other students and staff to be a part of a wonderful community action. Well done Kellie, you should be very proud of your efforts, as I know the College is, and we wish you every success in your future endeavours.



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Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the student's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child's work and learning plans) helps the school to understand and meet your child's needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).

12TH MAY FLORENCE NIGHTINGALE'S BIRTHDAY

Lavalla Catholic College

FLORENCE LIVED AND
BREATHED THE
MARIST
CHARACTERISTICS
AS A NURSE DURING
THE CRIMEAN WAR



THIS DAY ALSO
MARKS
**INTERNATIONAL
NURSES DAY**
AND IS CELEBRATED
ALL AROUND THE
WORLD



**FLORENCE IS
CREDITED AS
THE FOUNDER
OF MODERN
NURSING**



LOVE OF WORK

by Isabel Ford 7.1 & Alyssa Ford 9.3

Florence Nightingale is an inspiration to all nurses as she spent her whole life dedicating it to others and their wellbeing. No matter how bad the case was, she worked day and night to help wounded soldiers during the Crimean War. Florence nursed them back to health, no matter the case. She also managed other qualified nurses and worked hard to train volunteer nurses during the Crimean War. The Marist Brothers characteristic of love of work really shone through in Florence Nightingale, just like our nurses in the current crisis. If Florence lived today, she would be one of the most dedicated, driven and hard working front-line healthcare workers there is.

FAMILY SPIRIT

by Emily Ryan 9.5

Florence Nightingale was an inspiration to many but what really impressed people was her willingness to help others in need. She helped save soldiers who were dying from all kinds of illnesses. This links her to the Marist characteristic of family spirit because she helped families by healing their family members. She was also very close with her own family throughout her life. She helped keep families together by helping fathers, sons, husbands and brothers return home from the war.

PRESENCE

by Elly Fleming 8.8

Florence Nightingale was a devout nurse, dedicated to her role of helping others. She was true to the way she believed a nurse should behave, with kindness and compassion, making sure she treated each patient with empathy and the respect they deserved. The Marist Brothers were strong believers of being 'present' with all people to show that they care, making time for everyone and their individual needs. These values are all about getting to know people on a personal level. Florence Nightingale made it her mission to take care of her patients and treat them each with love and care. These values can also be seen around our school, with our teachers upholding their importance every day and the way we treat each other. We listen, take note of each others needs and show that we care.

HEALTHCARE

by Georgia Said 9.4, John Marcou 9.4 & Anastasia Day 8.8

Florence Nightingale set an example for many, displaying Marist Characteristics and bravely improving medical laws. Our dedicated doctors and nurses have been overwhelmed by the amount of COVID-19 cases but they continue to risk their lives to help flatten the curve. Florence Nightingale laid the groundwork for today's healthcare professionals by setting up a training school for nurses and sparking a worldwide health reform. Many nurses have received the Florence Nightingale award, some even being from the military.

CELEBRATE FLORENCE'S BIRTHDAY BY

THANKING OUR HEALTHCARE WORKERS

INSIGHTS

Expect more from kids in these difficult times



Studies show that parent expectations are a powerful predictor of student success and wellbeing. As children are required to spend more time at home over the coming months, your expectations about your children's behaviour and performance are more critical than ever.

While there may be a temptation to shield children and young people from hardship during the current COVID-19 pandemic, this is unrealistic and out of step with current societal norms. Every segment of the community including children and young people is expected to both give something up and contribute more during the pandemic.

The greatest contribution kids can make is to help their family function as effectively as possible, look out for the wellbeing of family members and peers (using appropriate social distancing measures) and to quickly adapt to the new learning requirements from school.

As a parent you should expect your child or young person to:

Help at home

More time spent at home means more mess, more untidiness and more food to prepare. It's reasonable to expect kids to clean up after themselves, sweep floors, wipe benches, wash dishes or empty dishwashers and also contribute in age appropriate ways to meal preparation. Consider using a weekly jobs roster for the larger tasks and avoid linking pocket money to jobs. Linking help around the house to pocket money teaches children to think "what's in it for me?" rather than "how can I help my family out?"

Behave well

The default question for kids when living in close quarters with others should be, "How does my behaviour impact on others?" If their behaviour impacts adversely on the rights and wellbeing of others, then it's not an appropriate behaviour. A child who continually makes a noise while in close proximity to a sibling who is studying is showing little consideration. As much as possible skill kids up to resolve relationship problems with their siblings so that you're not continually policing their behaviour.

Look out for others

Encourage children to look after the wellbeing of fellow family members. Using age appropriate language, help children understand the signs of deteriorating mental health including sullenness, moodiness, spending more time alone, shortness of temper and drooping out of family activities. Encourage children to act with empathy and kindness when family members are struggling and discuss ways that they can help including giving them space, listening and having fun at appropriate times. By helping children to look out for the needs of others, you are also helping them to build skills in expressing the full range of their own emotions.

Stick to schedules

The use of structures and routines are an essential element of family functioning, particularly during times of change. It's advisable to make your family schedules mirror the schedules established by your child's school. Expect children and young people to stick to the established schedules without taking short cuts, arriving late or finishing early for online lessons. Differentiate the week by relaxing the schedule on weekends, which gives kids something to look forward to.

Show up for lessons

Expect kids to show up for school lessons with the right attitude, equipment and clothes. Wearing clothes specifically for school work helps to trigger their readiness for learning, and differentiates school time from leisure time.

Display discipline

Time spent at home requires children to self-regulate and be disciplined. I suspect that those children who do best in this time of self-isolation will be students who discipline themselves to exercise regularly, limit their use of digital devices, develop a sleep preparation routine, stick to school work routines and practise mindfulness regularly.

Expectations can be tricky to get right. Too high and children can give up. Too low and children will meet them. In these challenging times when more is asked of all of us, err on the side of the side of keeping your expectations high for your kids. They'll more than likely rise to the new challenges that social distancing measures require of them, building their confidence, character and resilience.



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.