



# OUR HOLY REDEEMER

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Principal  
Frank Dame

Parish Priest  
Brendan Reed

Newsletter No 18  
10<sup>th</sup> June 2021

*"I am convinced of this one very important truth:  
the world would be a much better place if we all accepted the fact  
that conflict is a natural and unavoidable part of life."*

Dr Bryan Harris

## DATES TO REMEMBER

MONDAY, 14 <sup>TH</sup>		QUEEN'S BIRTHDAY
TUESDAY, 15 <sup>TH</sup>		7.30PM OHR SAC MEETING
FRIDAY, 18 <sup>TH</sup>		DADS' NIGHT OUT
SATURDAY, 19 <sup>TH</sup>	1 PM 3 PM	SACRAMENT OF FIRST EUCCHARIST - GROUP 1
WEDNESDAY, 23 <sup>RD</sup>	7.30PM	PFA MEETING
THURSDAY, 24 <sup>TH</sup>		PARENT-TEACHER CONFERENCES
FRIDAY, 25 <sup>TH</sup>	1.00PM	TERM 2 CONCLUDES
MONDAY, 12 <sup>TH</sup>	8.40AM	TERM 3 COMMENCES
SATURDAY, 24 <sup>TH</sup>		PFA FRENCH WINE NIGHT
TUESDAY, 27 <sup>TH</sup>		INTERSCHOOL CHESS TOURNAMENT AT OHR
WEDNESDAY, 28 <sup>TH</sup>	7.30PM	PFA MEETING
MONDAY, 2 <sup>ND</sup> AUGUST		SCHOOL CLOSURE DAY
MONDAY, 9 <sup>TH</sup>		YEAR 3/4 CAMP AT CYC THE ISLAND
TUESDAY, 10 <sup>TH</sup>		CAMPERS RETURN

## FROM THE PRINCIPAL

Dear Parents and Parishioners,

The staff are so looking forward to welcoming our students back to school tomorrow morning. We can't wait to see their smiling faces!

### Conflict or Bullying?

Everyone experiences conflict from time to time. It is a normal part of life. Learning to deal with it in a healthy way helps kids master the social skills they need. Unlike conflict, bullying is not a normal part of life. It is not a "rite of passage" and it does not make kids toughen up.

Bullying is an abuse of power and has significant consequences. There is nothing healthy about bullying. In fact, there are some distinct differences between bullying and conflict. Being able to identify these differences is important for knowing how to respond.

### Characteristics of Peer Conflict

There are several ways to identify peer conflict. When a conflict occurs, everyone involved has equal power in the relationship. Both individuals might be emotional and upset, but neither is seeking control or attention. They also are respectful of each other even though they disagree.

When people experience conflict, they often feel remorse and take responsibility for their actions. Kids in conflict often want to solve the problem so that they can start having fun again. They are intent on reaching an agreement so that the relationship feels restored.

Lastly, conflict happens occasionally and is usually not serious or emotionally damaging to either person.

While experiencing conflict is never fun for anyone involved, it does not make a person feel bad about who they are.

"If educators wish to establish a culture that values a sense of community, conflicts between students will be approached with reconciliation as the goal."

Danny Woo in Education Week Teacher

### Characteristics of Bullying

The best way to identify bullying is to recognise that it is a deliberate act. The goal is to hurt, insult, or threaten another person. There is also an imbalance of power. A bully exerts control over others by intimidating, harassing, threatening, or humiliating them.

Bullying is also repeated and purposeful.

While the tactics vary from incident to incident, the bully is targeting the same people repeatedly with the purpose of hurting them.

Bullying also poses a threat of serious emotional or physical harm. While a bully feels little remorse, the target is usually visibly upset. Bullies might get satisfaction from hurting people.

There is also no attempt to resolve anything. Bullies are not interested in having a relationship with the intended target.

*However, not every hurtful action is bullying.* Sometimes, it is simply unkind behaviour. Be sure that you are aware of what constitutes bullying.

### Peer Conflict

- Equal power in relationship
- Both children upset
- Feel remorse
- Want to solve problem and restore relationship
- Happens occasionally
- Usually not emotionally damaging

### Bullying

- Imbalance of power
- Victim upset, bully is not
- Bully has no remorse
- Bully does not see need for resolution
- Is ongoing
- Can be serious emotional or physical threat



Based on an article by Sherri Gordon

## What if your child doesn't want you to talk with the teacher?

Your child might not want you to talk with the teacher. Your child might be embarrassed or worried that it will make the bullying worse.

It's important to listen to your child's concerns and see whether there's anything you can do to help them feel less worried. For example, you might be able to make an appointment at the school at a time when other students are less likely to notice.

But in the end, you're the best person to decide what's in your child's best interests, even if that means involving the teacher against your child's wishes.

Directly contacting the child involved in the conflict, or bullying, or the child's parents is likely to make the situation far worse. It's always safer and more productive to work with the school (or any other organisation where conflict or bullying is happening) than to try to solve the conflict or bullying on your own.

Often students demonstrate the capacity to move on from an experience that has caused them hurt, whereas occasionally parents will bear a grudge towards the child who harmed their child long after the event. We teach our students the importance of reconciliation, and would expect all adults to model the same. This expectation is articulated in our school's Anti-bullying Policy, "... parents/guardians are required to act respectfully to all members of the school community at all times". After all, at OHR we are first and foremost a Catholic school that models the Gospel value of *Forgiveness*. The act of forgiveness helps us to move forward in a positive way.

## Accessing Semester 1 Reports

OHR reports will be live on the Parent Portal on Thursday 17 June after 1.00 pm.

On Monday, Mrs Josephine Harrison sent the following email to our parents:

*"New families would have already received an email with details of how to create a password for the Parent Portal.*

*For existing families, I have attached a document as a reminder of how to access the reports.*

*This document contains the link to the Parent Portal and can also be found on the school website under **Current Parents - Policies and Documents**. **Scroll to the bottom of the page to find the document on 'Accessing Your Child's Reports Online'**.*

*If you have any questions please email me: [jharrison@ohrsurreyhills.catholic.edu.au](mailto:jharrison@ohrsurreyhills.catholic.edu.au)*

## A Snapshot of Learning from Home

Over the past week, the classroom teachers have been sharing examples of some of the tasks in which their students have been engaged while learning from home. The following are just a snapshot:



### 5/6HN

In 5/6H we are learning to identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts, including artworks by Aboriginal and Torres Strait Islander peoples.

We looked at an Indigenous Artist called Dixon Patten who has designed 10 amazing 'Grass Art' installations around Melbourne. The children had to locate these artworks on a map of Melbourne and match the design to the location. They chose their favourite design and replicated that in their home learning books or using the drawing tools on their Chromebook.



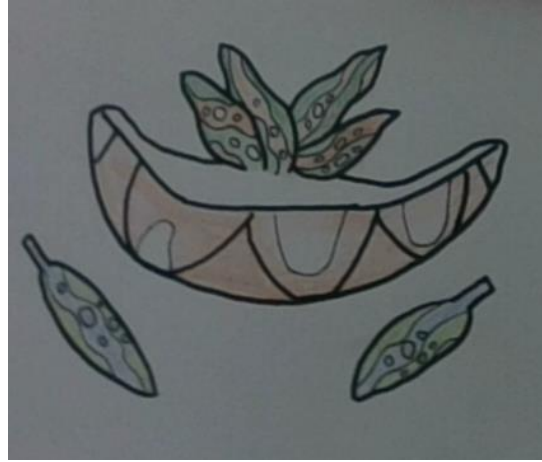
Dixon Patten is a artist that creates indigenous arts all over Australia.



He also created an aboriginal art on a V-Line train to educate Victorians about the culture of aboriginals.

Dixon Patten hoped the design would prompt broader conversations about Aboriginal art and its ability to inform.

"I wanted to create the work not just through an Aboriginal lens but a human lens, in the sense that we all share a human experience of journey and travel."



### 3/4CB

#### PIRATE PETE VISITS 3/4CB

##### Writing

Together we constructed the first sentence and then students created their own to describe a surprise visitor. Some examples:

This morning Pirate Pete visited us at our Google Meet. He told Mrs Canty to walk the plank! He also had a treasure box which had a banana and a plastic toy of Superman. Then Mrs Canty snapped the sword into two pieces. Pirate Pete suddenly burst into tears. (Betty J)

This morning Pirate Pete visited us at our Google Meet. He threatened Mrs Canty and forced her to walk the plank. But Mrs Canty broke his sword with all her might into two pieces. Pirate Pete's eyes got watery and tears came out but he had his treasure with his toy Superman. (Patrick S)

This morning Pirate Pete visited us at our Google Meet. Pirate Pete said to Mrs Canty, "I will chop your head off, then I will make you walk the plank, if you don't clean your room up." Next, Mrs Canty snapped Pirate Pete's sword, then Pirate Pete burst into tears. Then he showed us his treasure chest with his favourite toy Superman. (Julian C)

This morning Pirate Pete visited us at our Google Meet. Pirate Pete told Mrs Canty to walk the plank or he would chop her head off. But Mrs Canty broke his sword and then he broke into tears and then he showed us that his lunch was in his treasure chest. (Luca C)

This morning Pirate Pete visited us at our Google Meet. Pirate Pete burst into tears when Mrs Canty ripped Pirate Pete's sword off like a piece of paper. Pirate Pete said for Mrs Canty to walk the plank. After that Pirate Pete showed us his banana and his toy in a treasure chest. (Oliver F)

This morning Pirate Pete visited us at our Google Meet. Pirate Pete threatened Mrs Canty to walk the plank, then Mrs Canty ripped his sword apart and he burst into tears. After that he showed us his favourite toy which was Superman. (Eleanor J)



### Prep

The Preps have settled positively into their Remote Learning Program. They have been busy using some play-based language experiences to build some rich vocabulary to help them write a recount of an event. Here are some of the wonderful pictures of our recent cubby making and teddy bear picnics.



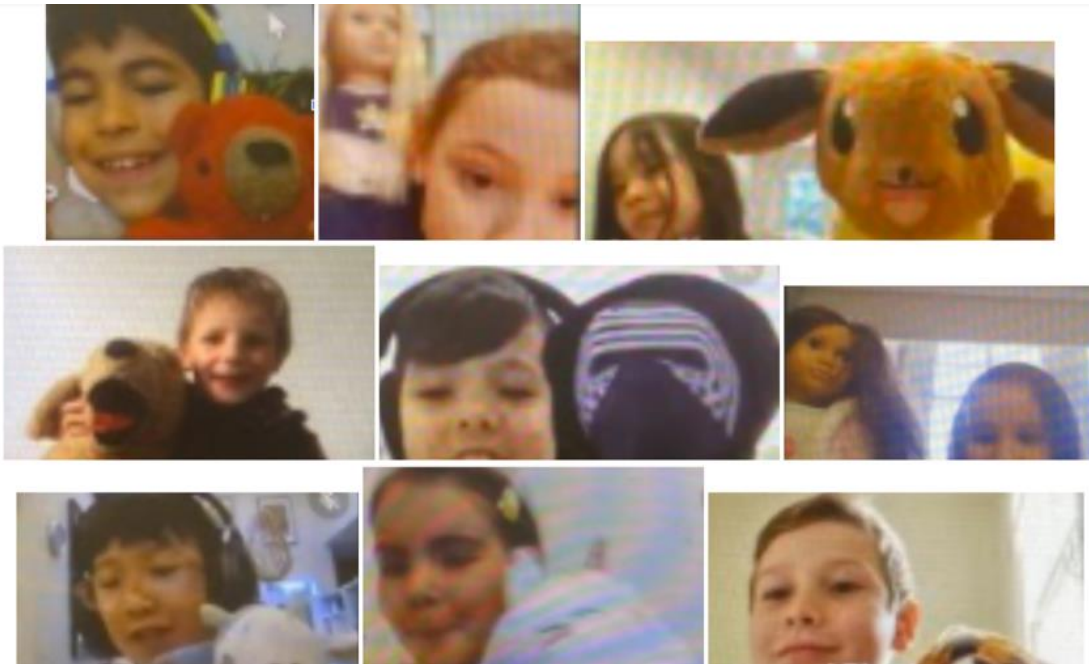


4 June 2021 Teddy Bears Picnic  
Today I had a picnic  
with Will, Hannah and  
Mummy. We had it inside  
because it was raining.  
We danced in our costumes.  
I was dressed as a  
pirate. We had fruit,  
cheese, biscuits and a  
warm milo. I had fun!  
I felt happy!



### 1/2MJ

In a Wellbeing Meet, the children in 1/2MJ introduced their favourite soft toy. They then danced and sang the "Teddy Bear, Teddy Bear" song.



### 3/4PK

In **Visual Arts** we are learning about sculpture. Students were challenged to build a cardboard structure that combined the elements of shape with the design principles of positive and negative space.

They were encouraged to reflect on what worked well and what didn't work well when joining cardboard to make a balanced 3D structure.

This is my sculpture.

#### Sculpture: Balance

I made it using tools and materials such as cardboard and scissors  
One technique I used to join the cardboard was cutting vertical slits in both the pieces of cardboard to join them together.

One thing that was challenging was getting it to stand up by itself

The elements of art I would like you to notice in my sculpture are organic and geometric shapes. Here you can see a triangle, square, rectangles and a diamond.

The design principle I had in mind while building it was balance. Creating balance in the sculpture was challenging because it was not strong enough at the start so I had to put in more support and slits to make it more stable.

I am proud of myself for the way I was able to get it to stand up.  
Today I learnt about balance and how to fit the pieces together.  
I would like to learn more about geometric shapes.



Matisse M

### 1/2DE

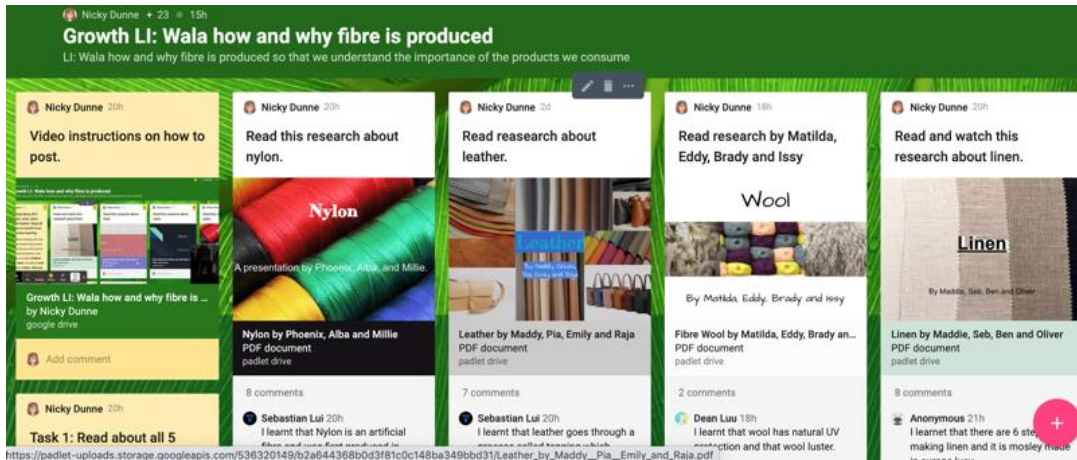
In 1/2DE the Google Meets have begun with a meditation involving our breathing buddies.





## 5/6DU

Students researched in groups how and why a particular fabric is produced. Then they shared their research and read each others in order to learn about a range of fabrics we use in Australia. Students wrote statements about each fabric using their new knowledge, then reflected and provided feedback using audio on what they thought was the most sustainable fabric.



Wishing everyone a great long weekend,  
Frank Dame

# RE NEWS

## Sunday Gospel

The liturgy of the Catholic Church provides a framework for reflection which is used by Catholics throughout the world. Each week in the Newsletter, you will find the Sunday Gospel as well as some questions for discussion with your child/ren.

Nick Byrne, RE Leader

# RE LEARNING IN 5/6HN

In relation to our rich concept this term being Growth, we are learning about ways we can contribute to our Faith Community and reflecting on our role and the role of others in building a just community. We explored the questions below and came up with our own google slide presentation to showcase our wonderings and thoughts and record how we think Jesus is asking us to live.

- How do you use your gifts in the communities in which you belong?
- How can you use your skills to help others?
- What must we do to fulfill the mission we are called into?
- What is Jesus saying about himself in these texts?
- How could you use your talents to contribute to your Faith Community?



**Part1- List the things you believe you are really good at in this orange box:**  
It could be a particular talent that you have, or being a good listener or a good brother / sister, etc. Then answer the following questions:

I am good at being a kind friend  
I am good at being helpful to my family  
I am honest

- How do you use your gifts in the communities in which you belong?

I help my mum at home as much as I can.  
When one of my friends feels upset or worried I try and make them feel better  
I always tell the truth and this can help me feel better

- How can you use your skills to help others?

I offer to help when I see mum is needing it.  
I can tell when someone is sad so I will go up and talk to them.

What must we do to fulfill the mission we are called into?

Give to others what we can share.  
This includes love and care.



Forgive each other  
And be fair

What is Jesus saying about himself in these texts?

Jesus is trying to tell us that he is the son of god and that we should trust him.



How could you use your talents to contribute to your faith Community?

I could give to the needy, I could say sorry straight away and I could do random acts of kindness.



What must we do to fulfill the mission we are called into?

We are meant to be kind and be helpful to our friends and family. We are to show love to others to how Jesus showed love to us.



How could you use your talents to contribute to your faith Community?

I can use my talents to contribute my faith in the community by....



Being kind, helpful, respectful and caring.



What is Jesus saying about himself in these texts?

Jesus is saying that all authority on heaven and earth has been given to him, so everyone can choose to follow him.

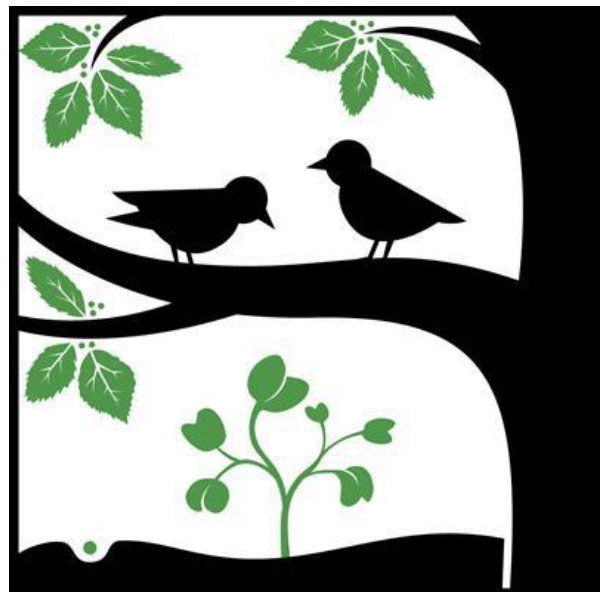


### A reading from the holy Gospel according to Mark

Jesus said to the crowds, 'This is what the kingdom of God is like. A man throws seed on the land. Night and day, while he sleeps, when he is awake, the seed is sprouting and growing; how, he does not know. Of its own accord the land produces first the shoot, then the ear, then the full grain in the ear. And when the crop is ready, he loses no time; he starts to reap because the harvest has come.'

He also said, 'What can we say the kingdom of God is like? What parable can we find for it? It is like a mustard seed which at the time of its sowing in the soil is the smallest of all the seeds on earth; yet once it is sown it grows into the biggest shrub of them all and puts out big branches so that the birds of the air can shelter in its shade.'

Using many parables like these, he spoke the word to them, so far as they were capable of understanding it. He would not speak to them except in parables, but he explained everything to his disciples when they were alone.



**The Gospel of the Lord**



## DISCUSSION QUESTIONS

1. How do you help a small plant grow strong and healthy?
2. How can you help your faith in God grow strong and healthy?
3. Why are crops and trees and all kinds of plants important?
4. What do you think God's kingdom is like?

## ADMIN NEWS

**YEAR 6 PARENTS** – Would you please let me know the 2022 Secondary College for your child – thank you. This information is required so that I can successfully upload the file to MACS.

Trish

## COMMUNITY NEWS

### YEAR 7, 2023 INFORMATION NIGHT

7:00pm  
Wednesday 16 June

College Gymnasium  
Tiverton Campus  
1318 High Street Malvern

**BOOK HERE:**  
[trybooking.com/BQNGI](https://trybooking.com/BQNGI)

Bookings are essential.



DE LA SALLE  
COLLEGE



Whether you are considering applying at De La Salle or have already submitted an application, this session will provide you with important details about the enrolment process and what your son/s can expect in Year 7, 2023 at our College.

#### KEY ENROLMENT DATES YEAR 7, 2023

**20 August 2021:**  
Application Period Closes  
**September 2021:**  
College Interviews  
**22 October 2021:**  
Offers of Place are made

Enquiries:  
Admissions Team  
Ph. 03 9508 2100  
[enrolment@delasalle.vic.edu.au](mailto:enrolment@delasalle.vic.edu.au)

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7 June 2021

Dear Parents and Guardians,

I am writing to invite you to consider enrolling your son at De La Salle College, Malvern.

De La Salle is a Catholic boys' school, in the Lasallian tradition. The College was founded in Malvern in 1912 by the De La Salle Brothers and has provided 109 years of outstanding boys' education, catering for students of all backgrounds, all abilities and all ambitions.

School tours operate regularly, guided by senior leadership staff and Student Ambassadors and are very popular, providing an authentic insight as to how we operate on an everyday basis. Bookings can be made here <https://www.delasalle.vic.edu.au/enrolment/college-tours/>

De La Salle's Information Evening for Year 7, 2023 will be held in the College gymnasium at 7:00pm on Wednesday 16 June. I encourage you to come along and hear all our great school has to offer your son(s). Bookings can be made <https://www.trybooking.com/BQNGI>. At time of writing we expect the Information Evening to proceed as planned. If Covid rules force a change, we will either postpone or move to an online event and advise families accordingly.

Our College is primarily a wonderful, supportive community where young men flourish under the care and instruction of dedicated staff. The flyer on Page 2 of this letter summarises many of our strengths, with a good deal more information, including the application and enrolment process available at [www.delasalle.vic.edu.au](http://www.delasalle.vic.edu.au)

Our core principles and philosophy are based upon the teachings of St John Baptist de La Salle, a French priest and Patron Saint of Teachers, who founded the Order in the 1680s. From humble beginnings in northern France, the Lasallian network now educates over one million students in 81 countries.

Central to a contemporary De La Salle education are the historical values of respect, faith, inclusiveness, community, justice and concern for the poor. This translates into personalised pathways for all our young men. Each student comes to us with his own unique gifts and talents and we work in a partnership with parents and students to identify and develop each of these. Also of note, our central location is very well served by public transport.

De La Salle is well known for producing quality young men; empathetic and respectful. Our fee structure is very competitive, and concessions / bursaries are available for eligible families. Families experiencing financial challenges are invited to make an appointment with the Principal to discuss their circumstances in a confidential meeting.

I look forward to meeting you at a tour or our Information Evening and discussing how a De La Salle education will work for your son.

Yours sincerely,

Peter Houlihan  
Principal

# Why choose De La Salle?



De La Salle is a fully inclusive school



Our students consistently achieve 90+ ATARs



We provide pathways for all - university, training, trades and employment



Extensive VCAL and VET options / courses



Dedicated Learning Support with expert, caring staff



Learning Extension programs for high achievers



Faith, values, social justice & community contribution programs



Focus on developing high quality, respectful and compassionate young men, in a Child Safe environment



Tailored wellbeing program, expertly customised for each cohort



Research-based, technology-rich Learning and Teaching



Well resourced, innovative STEM programs



Expansive co-curricular program to engage all interests



Strong enduring relationships with various girls' schools



Student success far outweighs the reasonable fee point



Wide variety of public transport options, right to the gates



DE LA SALLE  
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