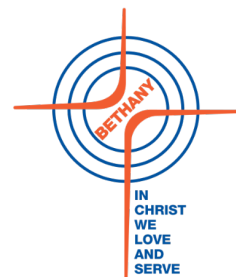


# BETHANY CATHOLIC PRIMARY SCHOOL NEWSLETTER



Term 3| Week 8 | Friday 3rd September, 2021

## PRINCIPAL'S MESSAGE



Dear Bethany Families,

As you know this coming Sunday - the first Sunday in September is **Father's Day**. The date when Father's Day is celebrated varies around the world. For instance, it is celebrated in Canada, the UK, and the US on the third Sunday of June. Italians on the other hand, celebrate Father's Day or "**La Festa del Papà**" on 19th March coinciding with the **Festa di San Giuseppe** or the **Feast of St. Joseph** - the day dedicated to the earthly father of Jesus.

In our Catholic tradition, **Saint Joseph** is regarded the archetype of the ideal father - **humble, responsible, wise** and **steadfast**. Amazingly he appears only briefly in the scriptures and is given **no** words to speak in the Gospels. Yet we are drawn to imagine the exemplary character of this "**unseen**" and "**unheard**" figure therefore focussing more intently on his **actions as lessons** on fatherhood.



Joseph's important role in **protecting** and **nurturing** his family including influencing Jesus' growth and formation can be often under appreciated. As the foster father of Jesus, he loved, cared for, and protected Jesus for the entirety of his fatherhood. As a father-figure, Joseph was also able to pass on to Jesus important **values** for living, mainly through his **role-modelling** - aptitudes that Jesus drew on during his latter ministry and work.

There are just a few stories recorded in The Gospels of Christ's early life with Joseph and Mary. However, we can imagine that Jesus spent much of his childhood being "**home-schooled**" by Joseph in the techniques of carpentry.

In many ways Joseph's life, his **character** and **temperament** are perfect examples to guide us in these times of pandemic lockdown. Times when we are being asked to "**bunker down**" and to exhibit **patience** and **forbearance** focussing on the **wellbeing** of family and community in support of the **common good**.

Also not mentioned in the scriptures is the actual time of Joseph's passing. We assume that Joseph died some time before Jesus commenced his active ministry at the age of 30. Jesus therefore experienced the **deep grief** of losing a father-figure during his teenage or early adulthood years. Jesus, like any child losing a parent, would have felt the profound loss of Joseph in his life and the added responsibility to look after his mother after the death of her husband.

# PRINCIPAL'S MESSAGE CONTINUED

This Sunday we will once again celebrate Father's Day. A day when we get to honour **fathers, grandfathers** and **father-figures**. It is a day when we pray for all dads and **give thanks** to God for the **preciousness** of their presence in our lives.

**St. Joseph - patron of fathers, father figures, workers & families pray for us.**

I leave you this week with a verse by an anonymous writer that speaks of the cycle of life and the need to love and appreciate our dads. Thank you for your ongoing support during this time in support of the children in our care.

Go gently this week,

Sergio Rosato

Principal

- 4 years: *My Daddy can do anything*  
7 years: *My Dad knows a lot...a whole lot.*  
8 years: *My father does not know quite everything.*  
12 years: *Oh well, naturally Dad does not know that either.*  
14 years: *Oh, Dad! He is hopelessly old-fashioned.*  
21 years: *Oh, that man - he is out of date!*  
25 years: *He knows a little bit about it, but not much.*  
30 years: *I must find out what Dad thinks about it.*  
35 years: *Before we decide, we will get Dad's opinion first.*  
50 years: *What would Dad have thought about that?*  
60 years: *My Dad knew literally everything!*  
65 years: *I wish I could talk it over with Dad once more.*



## ASSISTANT PRINCIPAL'S MESSAGE



Dear Parents and Carers,

I recently read an article about our previous lockdown and school closures in 2020 written by Rachel Gabriel, Associate Professor of Literacy Education at the University of Connecticut titled [\*\*“Can we stop telling the ‘Corona Kids’ how little they are learning?”\*\*](#) This article made the case that students were actually learning while schools closed last year during the coronavirus pandemic - just not all of the things they would have learned in class:

“Students are learning how to reset the rhythms and structures of their days. They are learning different patterns and modes of communication. They may be taking on different roles in their homes and learning how to complete new tasks, engage in new games and develop or sustain new and different activities.

Some are learning from the outdoor world on walks that go slower and last longer than before. Others are watching nature change day-by-day out their window, in their gardens, and along trails and bodies of water. Some are spending more time in their imaginations because it’s the only place to go, but this is not unimportant work.

Students cannot help but learn about themselves, others and the world around them in this time when solitude has steadily increased alongside disconnection and uncertainty. Even those who are too young to verbalize their understandings understand their world has changed, and are changing right along with it.”

Rachel Gabriel has just published another article exploring “learning loss” and what it really means. In her latest article she writes:

“There is no such thing as learning loss. When it comes to K-12 schooling, the truth is that some of us are more used to interruptions than others. Those of us who have to move around a lot, are living between two countries, or who have experienced a major injury, illness or are chronically ill, and even those who just changed schools once know what loss feels like.

But it is not a loss of learning. It is loss of a previously imagined trajectory leading to a previously imagined future. Learning is never lost, though it may not always be “found” on pre-written tests of pre-specified knowledge or preexisting measures of pre-coronavirus notions of achievement.

During this pandemic, we have all learned, every day, unconditionally. Students continue to learn about themselves and school. They learned to take dance classes on YouTube, that people you have never met can be your greatest teachers, that the ability to go outside and play during the day makes every day brighter, and that their safety depends on the decisions of others.

They learned what taking breaks does for them as learners, and what conversation and companionship means for them as individuals.

Teachers learned too — that their already lean curriculum could be even leaner and more focused. That practice and application could and should look different at home, and that family members, friends and neighbors are a resource not only for supporting what happens in school, but for extending and elaborating on it in ways we cannot predict.

This has all been part of our “covid curriculum.” The truth is that we are all in the process of learning and unlearning; of being schooled and unschooled. Our imagined trajectories were disrupted, and this particular disruption with its layers of grief and edges of uncertainty cannot be overestimated in scope or impact. This is precisely the reason we must stop telling the ‘Corona Kids’ that they fell behind and have to catch up. Anything other than acknowledging unconditional learning is a lie that sustains fear-fueled systems of inequity.

## ASSISTANT PRINCIPAL'S MESSAGE CONTINUED

Sometimes you have to unlearn things in order to get them right. Where this is the case, then the academic version of so-called “covid loss” should be considered humanity’s gain. Some of us unlearned taken-for-granted assumptions about our neighbors, ourselves and our history. Some of us unlearned our relative contempt for teachers when we saw how hard it was to teach our own children at home. Now, it is time to unlearn our trust in companies that stimulate fear of low achievement to sell tests and remediation programs. It is time to relearn what learning really looks like.

What if we imagined the “corona kids” had learned *more* than previous cohorts.

What if we assumed they were more resilient, well-rounded, creative, and had even more potential than previous cohorts because of what they have lived through and lived without?

What if we assumed that instead of behind, they were advanced in ways that matter beyond measure?”

Thank you for your continued support, hard work and positivity during these challenging times.

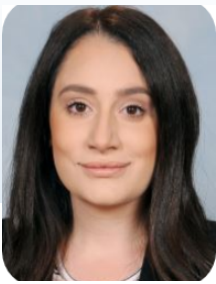
Go gently,

Rebecca Lloyd

Assistant Principal

**Mrs Lloyd**





# RELIGIOUS EDUCATION



Over the course of this week and continuing into Weeks 9 and 10 in Religious Education, student learning will be focussed on Catholic Social Teachings and Saint Padre Pio.

The Feast Day for Saint Padre Pio falls during the upcoming school holidays (September 23rd).

Students will have the opportunity to celebrate his life in Week 10.

In recent weeks several children from Saint Padre Pio Parish have participated in workshops to prepare for the Sacrament of Confirmation. Unfortunately, due to health restrictions, they are unable to receive this sacrament until churches reopen. We ask that you keep these children in your prayers as they wait patiently to receive the Holy Spirit through Confirmation. A list of Confirmation candidates from the Bethany community have been recorded below:



Ava Abarca	Harry Almer	Mikaela Antunovic
Scarlett Avila	Joshua Barron	Brooklyn Blattman
Fletcher Blom	Georgina Brown	Alyssa Darroch
Anthony Felice	Mia Ferris	Isabel Forsyth
Analise Gallagher	Isabella Gostlow	Bailey Horne
Levi Jones	Luca McCullan	Riley Parker
Jaimee Pearce	Gemma Phelan	Francesco Polimeni
Brianna Poulton	Jacinta Sultana	Julian Tabone
Bradley Tanti	Jaxon Thompson	Laura Whitton
Dante Williams	Joshua Savins	Kai McAlister
Oliver Boog	Zachary Debrincat	Logan Primmer

Members of the Antecki family



Preparations have begun for children to prepare for the Sacrament of First Eucharist. We ask you to also keep these children in your prayers. (Their names will be published in the next edition of the Bethany Parent Newsletter.)

**Mrs Baldacchino**

# OTHER MATTERS

## Bethany School Fees

Bethany Instalment 3 school fees were due 18 August 2021, if you are experiencing financial difficulty due to COVID and the current lockdown, could you please contact Wendy Vincent via email [bthy-glmpfees@parra.catholic.edu.au](mailto:bthy-glmpfees@parra.catholic.edu.au) to discuss, we are here to assist.

Thank you

Wendy Vincent

## Health and Safety

Our priority remains the safety and wellbeing of all in our community. With this in mind, we wish to reinforce that if your child is unwell whilst at school you will be called to collect them immediately.

NSW Health advises that anyone with symptoms should isolate and be tested immediately.

Parents need to provide the school with a COVID test result in such circumstances. Please send a screenshot of the results via the Bethany email [bethany@parra.catholic.edu.au](mailto:bethany@parra.catholic.edu.au)

Please keep children at home if they display any symptoms.

