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Issue 4, Term 1, March 2021

Principal's Message

As Term 1 comes to an end, it is a time to reflect and strengthen the fact that our wonderful staff and welcoming parents must work in trust with one another in order to provide the best possible education for our students.

Many of you will be meeting your child's teacher during the Primary and Secondary Interim interviews this week, our staff are always the first point of contact for any issues which may arise at the College. Thank you to our parents who have booked the time to meet and discuss their child's performance with our devoted teachers.

I urge all our students to reflect upon their goals for Term 2, to consider the opportunity to amalgamate the positive areas while improving in areas of development for the rest of the year.

Next week, will be Holy Week and we will be in preparation for Holy Thursday, Good Friday and Easter Sunday. As we near the Passion Week, it is an appropriate time to reflect and remind ourselves that although we face challenges on a daily basis, it really is only a small sacrifice compared to the ultimate sacrifice Christ made for us on the cross.

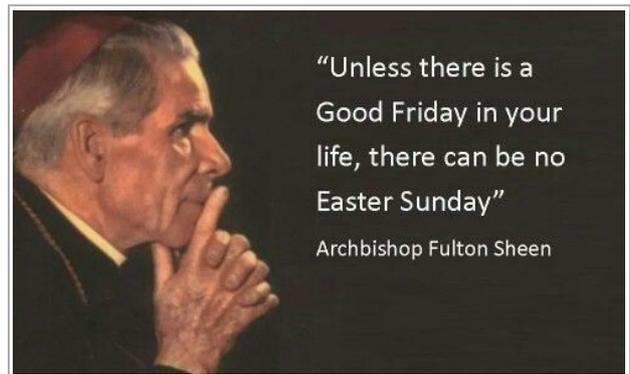
"If anyone would come after me, let him deny himself and take up his cross and follow me."
Matthew 16:24-26

For your convenience, I have attached the Holy Week program in both English and Arabic.

Upon our return, in term 2, we will commemorate Anzac Day, where, as Australians, we signify another sacrifice made by many soldiers and individuals who fought to allow Australia to be the free and democratic country we are today. We offer our thanks to respectfully recognise their service to our wonderful Australian nation.

May I ask you and your families to join any of the solemn liturgies taking place in and around St Charbel's Parish and community, and to unite wholly as Maronite Catholics. I take this opportunity to wish all our students and their families a very happy and Holy Easter, filled with peace and love.

May God bless you & your families.



Rev Fr. Maroun Youssef

Principal

Director of RE & Mission

On Thursday 18 March, Religious Education teachers from St Charbel's, St Maroun's, and Maronite College of the Holy Family, met with Fr Yuhanna Azize for professional development on Maronite

spirituality.

This valuable meeting marks the first step in what will be an ongoing collaboration for developing Maronite pedagogy in our Colleges and beyond.



Mrs Joanne Mansour

Director of RE & Mission

Director of Primary

We have come to the end of a busy term. Considering we were in the midst of a COVID pandemic this time last year, it's been heartening to see everyone healthy, happy and thriving at school.

Tomorrow, students in Years 3-6 will be taking part in Holy Week liturgies at 9.00am in the MPH (multi-purpose hall). Unfortunately, it hasn't been possible logistically to have every student involved, as this would have required a huge amount of rehearsal time. The liturgies will be followed by K-2 students taking part in an Easter Hat parade. The aim of the parade is for the students to have fun while looking forward to Easter. It is not a competition with prizes so there is no pressure on parents to go to great efforts with their child's hat. The Easter hat could be as simple as sticking an Easter egg on an old hat at home.

Parents have been invited to next Tuesday's liturgies and parade, so we look to seeing the parents who can make it! Many thanks to Mrs Elia, the Arabic staff and teachers for their hard work in preparing for Tuesday's liturgies. Thank you to parents for your support in helping your children with their Easter hats!

The Highway Heroes program has been continuing in Primary classrooms. One aim of the program is to teach students to put things in perspective. When there is an incident staff will ask if it is

a bump (a small incident) or a hazard (big incident). To young children, everything that happens to them tends to be 'big' in their eyes. As they get older, staff and parents can help children recognise whether an event is a bump or a hazard, because they will then learn to respond accordingly. This will give them better coping skills as they get older and face the inevitable difficulties that life can bring.

I'd like to wish everyone a Happy Easter and God's Blessings over the holidays!

Ms Maree Kelly

Director of Primary

Head of LOTE K-12

Dear Parents and Friends,

My name is Ms Adeline Dargham, and I am the Head of LOTE K-12 at Saint Charbel College. I come to the College with over 19 years of experience working in various education sectors, both overseas and in Australia. I hold a range of educational degrees, including a Masters in Secondary Education (Australia), Post Graduate degree in Languages (Australia) and a Bachelor of Arabic Literature (Lebanon).

I have taught in many educational institutions and upheld many leadership roles, particularly in Languages Teaching, curriculum and examination development, positive psychology and wellbeing education. I am passionate about teaching and learning. I firmly believe that education is based on good working relationships.

My vision and aim for Arabic studies at St Charbel College is to have student enjoy, understand and succeed with modern Arabic and provide students with ample opportunities to learn set skills that can be applied to everyday life. After all, students spend a third of their day at school; therefore, they should feel comfortable learning in a supportive environment. My approach to teaching and learning is based on research, data and mapping out student progress.

Throughout Term 1, the Arabic Language staff have been working together to develop and embed a range of digital learning strategies in Arabic teaching for both primary and secondary, including digital apps, programs, interactive whiteboards and the use of electronic devices. The purpose of this initiative is to differentiate the curriculum and cater to different needs within the classroom and modernise our teaching approach towards Arabic studies.

Why teaching the Arabic language at St Charbel College is important?

International studies have repeatedly shown that foreign language increases critical thinking skills, creativity, and flexibility in young children. Pupils who learn a foreign language do better on verbal and mathematical examinations. Most countries in Europe, America and the Middle -East learn multiple languages throughout their schooling career. For instance, in Lebanon, the new generation of children are being raised trilingual, adopting Arabic, English and French in their studies and everyday communication. In Switzerland, children are taught English and French and, in some cases, German. In America, there is an increase in language studies in English and Spanish. The importance of being multilingual also extends to being global citizens as correspondence in this day and age links us to people worldwide. Hence, we must provide students with the skill sets needed to prepare for the ever-evolving future.

Being multilingual helps students in the following ways:

- Improves children's literacy and Numeracy

Through studying the Arabic language, grammatical concepts and rules in English become clearer. Children use what they learn in one language to reinforce what they've learned in another. Literacy and Numeracy are embedded in all New South Wales syllabus documents identified as learning across the curriculum content. Therefore, every NSW teacher is also a literacy teacher and must reinforce key concepts to support students in developing literacy skills. Over the year, our Arabic language staff will continue developing the Arabic programs to incorporate and allow explicit teaching to reinforce key literacy and numeracy concepts.



Year 7 Arabic Class

- Encourages positive attitudes to foreign languages

Having a positive attitude is a crucial factor in determining children's success in foreign language learning. By showing children that language learning can be fun, pupils will approach secondary school language lessons with greater enthusiasm and anticipation. At St Charbel, we notice an increase of students enjoy their lessons as we adopt more innovative methods towards their teaching and learning. Games and hands-on activities lend themselves naturally to language learning.





Year 8 Arabic cooking class

- **Broadens children's horizons**

Language learning is more than just learning to speak and write in a different language. Learning about our Lebanese Maronite festivals and traditions from our mother country helps children appreciate our culture to take place in our global society.

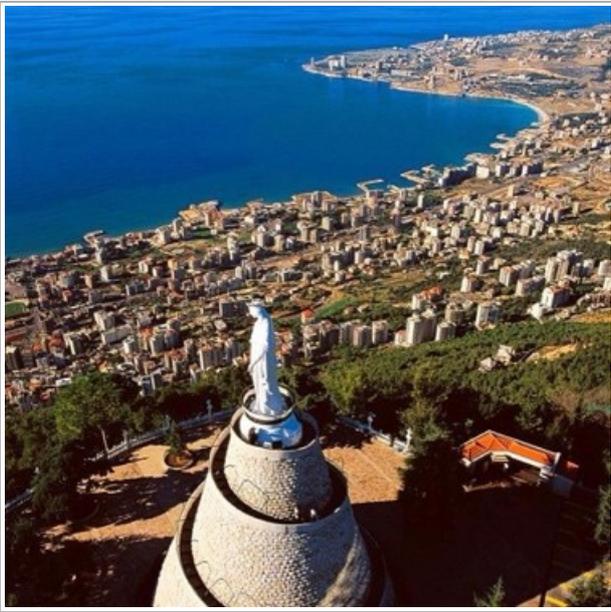


Years 5 & 6 role play

- **It's great when you go on holiday!**

The whole purpose of learning the Arabic language becomes obvious when you have a chance to use it. It is satisfying to go to Lebanon, or even visiting grandparents locally, including grandmother "Teta" and grandfather "Jeddo" house and start talking to them in their native language. But, it's not always necessary to go abroad to have real experiences of communicating in the Arabic language. St Charbel College will be inviting native speakers into the classroom or establish pen pal links with schools abroad.





Sisters Spirituality Centre in Mulgoa. The day was run by an external group known as The Youth Ministry team, who used their love for Christ as a tool to deliver the important message of Catholic Social Justice and Human Dignity. Students participated in a fulfilled day of games, activities and prayerful reflection. The highpoint of the day was celebrating mass with Father Youhanna El Betty for the feast of St Joseph.



I trust that everyone has had a great start to 2021, and we look forward to working together as a community to continue to build a culture that we are all proud of and part of and build this together.

I want to express my sincere gratitude to all the staff who have made me feel at home at St Charbel's College. I truly feel part of this College community, and I look forward to meeting and getting to know all of our families and students over the year.

More exciting news from the Arabic Department to come!

Mrs Adeline Dargham

Head of LOTE K-12



Secondary REC

Recently, our Year 9 students attended the Year 9 Spirituality Day at The Schoenstatt



Mrs Regina Assaf

Secondary REC

Stage 3 Coordinator

Dear Stage 3 parents,

As the term ends, I would like to acknowledge how well the students have settled into their new classes (both year 5 and 6). Our aim is to encompass the 3 R's with regards to their learning and development: Respect, Responsibility and Resilience. I would also like to welcome Mrs. Laura Nelson as the new teacher for 5H. The students in 5H have been working on their Science assessment of creating a living creature using Little Bits. Everyone has been very engaged and have been working well with their partners.

Our School Leaders and House Captains have been very busy working behind the scenes this term. We meet every Tuesday at lunch. They have been very proactive helping the kindergarten students getting settled into their new school life. The House Captains have also been very busy assisting Ms. Zalloua with collecting house tokens as well as being in charge of events at the Fun Day in lieu of the Sports Carnival. Sport Captains also came up with their own cheers to teach their house colours as well. The School Leaders are looking to start up some lunch clubs in term 2 where they will run the clubs. Leaders will also be assisting other teachers with their lunch clubs as well. Some clubs include: dance, environment, religion, debating as well as others. The leaders are very excited with to start these clubs along with other projects that they have been brainstorming with each other.

Year 5 will sit their NAPLAN test at the start of Term 2 from 11-13 May 2021. We have been working to prepare our students for these tests. Year 5 students have really enjoyed the BYOD (Bring Your Own Device) program that has been implemented since the beginning of the year. Please ensure that devices are well protected, charged and completely updated. If there are issues with devices please communicate this with the classroom teacher.

During the holidays, please encourage your children to a variety of texts. You can ask them some questions about the text to ensure that they are understanding what it is they are reading. Book Club orders have been processed, however they will arrive the beginning of Term 2. Thank for your patience during this time.

I would like to wish our students and parents a relaxing and safe holiday. God Bless.

with both teams, the winning team was 7S with the suburb Miranda. Geography has proven to be an adventurous and enjoyable subject, it's not all about opening an atlas, it's about having fun while learning the study of places and the relationship between our community and our environment.



Written By

Chanel, Christiane, Christina, and Teresa - Year 7 Students

Gamification to Create Student Engagement in English – MasterChef Narratives

In a recent Heads of Department meeting, Director of Curriculum Mr. Martin McConville asked teachers what teaching strategies were engaging students in their faculties. Mr. Vince Papa, Head of Learning Technologies, mentioned gamification.

“Gamification’ in education is about increasing student engagement and learning by including game-like elements in learning. Effective games typically feature a series of goals or progressions, clear rules, elements of story, high interactivity, and continual feedback including some kind of reward. They may also incorporate social elements of teamwork and communication. Games can enhance student focus and motivation, and can provide the freedom for students to try, fail, and explore.”
<https://www.dese.gov.au/australian-curriculum/national-stem-education-resources-toolkit/introductory-material/gamification>

In 7R English this week, we put gamification to the test...and it worked! Students were given a “list of ingredients” a la TV’s MasterChef “Mystery Box” challenge, but instead of food items, the list contained literary and grammatical features a 200-word narrative must contain. The challenge ignited a competitive spirit in 7R students who gleefully engaged in writing these short, focused narratives.

Each time a student submitted a story that included all the required elements, they were deemed “a contender.” Some feedback was given to students who had not included all elements. In our next lesson, we read the stories in groups of four, and voted our favourite from the group that satisfied the requirements.

While all students in the class wrote engaging short narratives—including ones about family, loss, renewal and even a mysterious ghostly image—five of our students were awarded a small prize for their imaginative responses: Ralph Ayoub, Elena Haddad, Annabelle Harb, Gabriel Nehme and Jason Neme. While gamification cannot be used all the time, it certainly has its place in increasing student engagement.



Ralph Ayoub, Gabriel Nehme, Annabelle Harb, Elena Haddad, Jason Neme

Mrs Jennifer Fletcher

Secondary English Coordinator

Secondary CAPA Coordinator

Time flies when you are designing and creating! That is certainly true for this term. Students and teachers have been hard at work and are well involved with the major projects, assessments, incursions, excursions and more.

Year 11 and 12 Art, along with Miss Huggett and Miss Williams visited the Armoury at Sydney Olympic park and Hazelhurst gallery Gymea. Student and teachers were in awe of the fabulous artworks created by students from 2020 HSC Visual Art in NSW.

Around the classes, year 9 Visual Art created works inspired by the urban environment. Year 9 Industrial Technology after only 6 weeks in the course are in the workshop showing off their skills on the plainer, hand saws and fess domino tool and creating chopping boards in two or more timbers. Year 12 Industrial technology have been using Fusion 365 to produce their drawings and convert these into 3D models using our wonderful 3D printer.

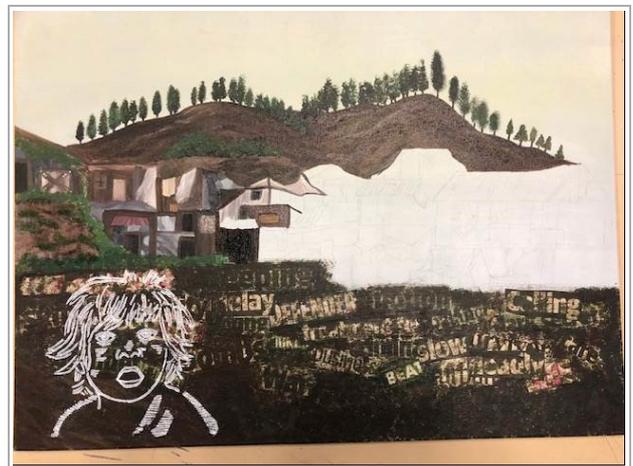
Year 10 Food Technology made tentalising meals and desserts and presented these as part of an assessment. Year 9 Food Technology produced items such macadamia cookies inspired by Australian cusine.

Our year 7 and 8 students have also been hard at work designing their healthy meals, pinball machines, cyber farm games and smartwatches

Attached are some images of students and work they have produced.



John Moussa yr 12 Industrial technology Fusion 365 drawing of table components and joints.



Elizabeth Achmar yr 11, Visual Art Social Justice mixed media



Year 11 and 12 Visual art students hard at work analysing artworks at the Art Express exhibition



Year 9 Visual Art Urban Environment inspired mixed media



Year 10 Food Technology Culture inspired cuisine

Mrs Maryrose Maatouk

Secondary CAPA Coordinator

Career News

Please navigate through the College's Library webpage to explore Career options with your children. Please feel free to contact me via the school office or email if there are any Careers related issues you would like to discuss.

Navigating Year 10 Subject Selection

Completing Senior High School

If you're planning to stay on in high school and complete Years 11 and 12, then Subject Selection is going to be an essential process that you're going to have to go through.

While on one hand it's great that you'll get to choose which subjects you'll be studying; the flip side is that what you choose now could impact on what you can study after high school.

Navigate some important factors to bear in mind as you start making those big decisions about Subject Selection. You can read the full blog here.

Study tips to complement your learning style

When it comes to learning, it's very evident that there is no "once size fits all" approach. So it seems crazy to expect that one set of study tips will work for everyone.

Here are some study tips to complement your learning style. You might find that a mix and match approach works best, or you may even find that none of the work that well for you and you'll devise your own study tips.

Active

If you learn best by doing things, then you're probably an active or kinaesthetic learner.

- Don't just read material, look for exercises or past papers that you can do
- Create experiments or activities that reflect what you've learnt
- Find different ways of making notes. Create flash cards, pictures, tables, lists, mind maps, or even record them
- Make your own 3D models or graphs – they don't have to be fancy. Some butchers paper with post it notes for a timeline is simple but effective
- Join a study group where you can discuss what you're learning and ask (or answer) questions

Reflective

If you're a reflective learner going back over information or events could help you to learn the best.

- Try watching videos or listening to podcasts and audiobooks around the subject you're learning
- Record yourself reading notes and listen to them over again – pretend you're doing a blog, vlog or podcast that's going to be listened to by others to focus your thinking
- Don't just read material, stop regularly, think of questions about what you're learning (even potential exam questions) or applications.
- Summarise what you've been learning, handwritten or typed
- Imagine you're writing a Tweet and use a maximum of 140 characters to make concise, to the point summaries

Sensing

If you love facts, statistics and problem solving, and you naturally work in a practical and methodical manner then you're probably a sensing learner.

- Find ways to apply your subject to the real world
- Research examples
- Brainstorm some real-world connections with classmates, study groups or with your teacher
- Make notes by creating tables where you can list facts and link them to other ideas or topics
- Look for competitions or challenges where you can apply your knowledge and uncover any gaps in your knowledge
- Use flash cards to revise facts

Intuitive

If you prefer to take in information that is abstract, original, and oriented towards theory. You can see the big picture and try to focus on overall patterns, and you enjoy discovering possibilities or relationships, and working with ideas rather than hard facts, you could be an intuitive learner.

- Find theories and concepts that link facts together
- If you find going over the same material boring, then try to find a different way of reviewing your information instead of relying on just your class notes and textbooks. Try finding online videos or tutorials, exercises or activities
- Practise checking details – form news habits where you read back what you write and make sure you read questions fully before answering them

Visual

Do you learn best by reading or seeing pictures? And you find that you understand and remember things from sight alone, or you can picture what you are learning in your head? Sounds like you could be a visual learner, try these tips:

- Outline reading notes as you go
- Turn your reading material into graphs, charts, diagrams or other illustrations
- Take notes by hand before you type them up, then try condensing them by hand once or twice – slowing down to read the words could really help you

to absorb more

- Look for videos, animations or even movies relating to the concepts you're studying
- Creating flow charts can be a simple and effective strategy to try
- Colour code your notes as you go

Verbal

Verbal learners prefer using words and linguistic skills to understand and take in information.

- Summarise your subjects and then condense your notes further into outlines
- If you're faced with diagrams, graphs or other images, try describing them and writing about them using words
- Go over your subjects with your teacher or other students; talking about what you're learning could cement the knowledge in your head and help you to be confident you're on the right track
- Study and discussion groups could be really beneficial
- Sit with family or friends and explain the subject to them, encourage them to ask you questions or get you to explain another way if they don't understand the topic
- Find or make up word games, puns and rhymes etc that could help you to make sense of and remember information.

Sequential

Those who like things to be in a logical order and retain information best when it's presented step-by-step.

- Organisation is key – get everything ready, go through it in logical steps (don't jump about between topics or subjects), learn and make notes in steps
- Group your information into categories that make sense to you
- Take some time to relate new information back to themes and topics you've already learned
- Make time to sit with your teacher and go through any key points that you missed or didn't understand

- Set yourself specific goals

Happy Careers Searching!

Mrs Dianna Chedid

Careers and VET Coordinator

Primary Sports Coordinator

Term 1 has come and gone and we were fortunate to be able to plan for our annual Primary Athletics Carnival this year, unfortunately, the weather had other ideas which forced us to adapt and change to suit our situation.

St Charbel's Primary had its first ever FUN DAY. The students participated in some activities and novelties that they would have done at the Athletics Carnival to earn points for their House Colour. Although it was disappointing that we could not have our traditional carnival, the students still brought their enthusiasm and were ready to participate as though it was the carnival.

The house captains did a fantastic job throughout the day, assisting teachers and students with the activities, while encouraging participation, they are to be commended on their efforts and enthusiasm.

A big thank you to the students and teachers who treated the day with a positive attitude and were willing to participate.

Congratulations to our Green House of Blessed Estephan for taking the win!





Miss Catherine Zalloua
Primary Sports Coordinator

Year 4

This term Year 4 have been busy bees....

Learning all about the importance of bees. The students are currently designing and making bee hotels which they will be testing and evaluating over the holidays. We have also been very lucky

to have Natalia Labib share 'real' honey with us...



Ms Giuseppina Badrous

Year 4 Teacher

Have your say on draft K to 2 English and Mathematics curriculum

We want to hear from teachers, parents and the community about the draft outcomes and content for Kindergarten to Year 2.

The evidence-based draft outcomes for English and Mathematics clearly identify essential learning and the sequence for teaching foundational skills.

Your feedback is important and will help to ensure our youngest students build strong foundations for future learning and success in an exciting and rapidly changing world.

Visit the NESAs website to read the consultation materials and have your say:

- [English K-2](#)
- [Mathematics K-2](#)

Public consultation is open until **30 April**.

This consultation is part of the

Government's curriculum reform program, which is streamlining and strengthening the NSW school curriculum over the next four years.

Library Corner



Saint Charbel's College Library
IMAGINE. DREAM. EXPLORE. LEARN. GROW.

Easter fun in the library

The library has been full of happy primary students colouring, reading and participating in our Easter counting competition.



Our new books have been very popular. Students will enjoy reading them in the holidays.






Book Club

In term 2, we will be launching a **high school book club!** The book club will meet every **Friday at lunch time** to share book suggestions, book chat and biccies!




Mrs Simone Cullinan, Mrs Janet Galimi, Mrs Rima Wakim, Mrs Susie Yammouni and Mrs Mounira Akkari

Librarians

Counsellor's Corner

Activities to do at home that can help with learning at school...

Before your child can learn to write, the hands need to be ready to hold the pencil.

Before your child can learn to read, the brain needs to make sense of what it is seeing.

Before your child can sit nicely at a desk, the core and shoulder muscles need to be strong and steady.

Before your child can play sports, the arms and legs need to move in a coordinated way and work together with what the eyes are seeing.

These skills are foundation skills.

Some fine motor occupational therapy activities for at home -

- Play with puzzles.

- Roll out snakes with play dough.
- Use tweezers to pick up small objects.
- Pick up coins and put in a coin box.
- Make toothpick sculptures with marshmallows.
- Use a hole punch to make designs in a piece of paper
- String macaroni or cereal on wool.
- Shred paper by tearing it into strips.
- Play any game where you have to shake dice.
- Use stickers on paper.
- Finger paint (use corn starch, food colouring and water for homemade finger paints).
- Sort small items such as cotton balls or beads.
- Lego.
- Paint a picture using Q-tips.
- Wrap small boxes with wrapping paper.
- Colour in a picture using small crayons.
- Build towers with small blocks.
- Use spoons to transfer small objects from one dish to another.
- Cut out pictures and glue on paper to make a collage.
- Use cookie cutters for stencils.
- Hang doll clothes up on a pretend play clothes line.
- Use a spray bottle with water.
- Play with finger puppets.
- Make a paper airplane.
- Trace your hand on paper and colour it in.
- Practice tying your shoes, buttoning clothing.
- Pop bubble wrap.

Activities to improve Attention-

- Word search- cross out all letter a's, etc.
- Write out a list of words that start with a certain

letter. Identify a certain number of words.

- Ordering information into alphabetical or numerical order
- Set a timer and complete a task or reading passage for a certain number of minutes
- Use pictures/photos in order
- Cooking with kids activities
- Musical chairs
- Sort coins or coloured items
- Practice games such as Connect Four with background distractions or verbal instructions

Sensory Activities –

- Carrying groceries from the car to the house
- Carrying laundry up and down the stairs
- Pulling a blanket with toys or pillows on top for added weight
- Jumping on a trampoline
- Animal walks
- Bike riding
- Jump rope
- Egg races
- Hopscotch
- Twister
- Playing with playdough
- Finger painting
- Non-toxic slime
- Simon Says
- Scavenger hunt with sounds (instead of looking for objects, listen for sounds!)
- Listen to calming music
- Blow bubbles
- Blow bubbles in water using a straw
- Blow up balloons

Mrs Jennifer Harsch/Mrs Helena Paras

Counsellors

Sometimes just being present and simply 'being there' can be all the emotional support that's needed!



St Charbel's Ethnic School Term 1 2021
https://stcharbel.schoolzineplus.com/_file/null

- Holy Week Program



HOLY WEEK PROGRAM

"For God so loved the world that he gave his only Son."
 (John 3:16)



Sunday MARCH 28	Palm Sunday 7:00am, 8:15am, 11:30am, and 5:30pm Arabic Masses and Procession 9:45am and 7:00pm: English Masses and Procession 8:30pm Rosary Prayers 9:00pm Arrival to the Port Ritual
Monday MARCH 29	Passion Monday 7:30am Morning Prayers and Mass 6:00pm Evening Prayers and Procession of the Cross in Arabic 8:00pm Evening Prayers and Stations of the Cross in English
Tuesday MARCH 30	Passion Tuesday 7:30am Morning Prayers and Mass 6:00pm Evening Prayers and Procession of the Cross in Arabic 8:00pm Evening Prayers and Stations of the Cross in English
Wednesday MARCH 31	Job Wednesday 7:30am Morning Prayers and Mass 6:00pm Rite of the Lamp followed by Mass and Procession of the Cross in Arabic 8:00pm Evening Prayers and Stations of the Cross in English
Thursday April 01	Thursday of the Mysteries 7:30am Morning Prayers and Mass 6:00pm Evening Mass with the Rite of the Washing of the Feet, followed by Exposition of the Blessed Sacrament. Church will be left open all night.
Friday APRIL 02	Good Friday 6:30am Blessing and receiving of the Holy Eucharist 8:00am Stations of The Cross 8:30am Rite of Adoration of the Cross in Arabic 11:00am Rite of Adoration of the Cross at St Charbel's College playgrounds 3:00pm Divine Mercy Novena begins 3:30pm Rite of Adoration of the Cross in English 6:00pm Prayers of the Passion (Litany of the Sorrowful Mother)
Saturday APRIL 03	Saturday of the Light 7:30am Morning Prayers 11:00am Prayers of Forgiveness and Litany of the Resurrection 5:30pm Easter Vigil Mass 12:00am Rite of Peace and Midnight Mass
Sunday APRIL 04	Easter Sunday Arabic Masses: 7:00am, 8:15am, 11:15am, and 5:30pm English Masses: 9:45am and 7:00pm
Monday APRIL 05	Easter Monday Arabic Masses: 7:00am, 8:15am, 11:15am, and 5:30pm English Masses: 9:45am and 7:00pm

This year's Good Friday celebrations include 3 Rites of Adoration of The Cross at 8:30am, 11:00am & 3:30pm to allow parishioners to attend without exceeding the number permitted by the NSW Government. Your understanding and cooperation with our volunteers will be deeply appreciated as we are obliged to close all gates once we have reached the restricted limit.

28 March - 05 April 2021



برنامج إحتفالات أحد الشعانين وأسبوع الآلام والقيامة

فإن الله أحب العالم حتى إته جاد بابنه الوحيد"
 يوحنّا (3/16)



الأحد 28 نذار	أحد الشعانين نظام القداست: 7:00 - 8:15 - 11:30 صباحاً و 5:30 مساءً: قداست باللغة العربية وزياح الشعانين 9:45 صباحاً و 7:00 مساءً : قداست باللغة الإنكليزية وزياح الشعانين صلاة المسحة 8:30 مساءً: 9:00 مساءً: رتبة الوصول الى المعناء وزياح الصليب
الاثنين 29 أذار	الاثنين 7:30 6:00 8:00 صلاة الصياح وقداست صلاة المساء وزياح الصليب درب الصليب وصلاة المساء باللغة الإنكليزية
الثلاثاء 30 أذار	الثلاثاء 7:30 6:00 8:00 صلاة الصياح وقداست صلاة المساء وزياح الصليب درب الصليب وصلاة المساء باللغة الإنكليزية
أربعاء 31 أذار	أربعاء 7:30 6:00 8:00 صلاة الصياح وقداست رتبة القنديل ومباركة الزيت وقداست وزياح الصليب درب الصليب وصلاة المساء باللغة الإنكليزية
الخميس 01 نيسان	الخميس 7:30 6:00 رتبة الصياح وقداست رتبة غسل الإهي يليه السهر مع القران طوال الليل
الجمعة 02 نيسان	الجمعة العظيمة 6:30 رتبة السابق تقديسه (رسم الكأس) ومنازلة 8:00 درب الصليب 8:30 رتبة سحرة الصليب باللغة العربية 11:00 رتبة سحرة الصليب، يحتفل بها صاحب السيدة العطران أنطوان شريل طوبيه السامي الإحترام 3:00 مسحرة الرجمة الألهية 3:30 رتبة سحرة الصليب باللغة الإنكليزية 6:00 صلاة للمساء وطلبة الآلام: أنا الآم الحزينة
السبت 03 نيسان	سبت النور 7:30 صلاة الصياح 11:00 صلاة ورتبة الغفران 5:30 قداست مساء عيد القيامة 12:00 قداست عيد القيامة مع رتبة السلام (نصف الليل)
الأحد 04 نيسان	عيد القيامة المجيد نظام القداست: 7:00 - 8:15 - 11:15 صباحاً و 5:30 مساءً: باللغة العربية 9:45 صباحاً و 7:00 مساءً : باللغة الإنكليزية
الاثنين 05 نيسان	الاثنين نظام القداست: 7:00 - 8:15 - 11:15 صباحاً و 5:30 مساءً: باللغة العربية 9:45 صباحاً و 7:00 مساءً : باللغة الإنكليزية

في إطار التضرعات لعيد القيامة المجيد وإستكمالاً هذه السنة سوف نقوم رتبة سحرة الصليب الساعة 8:30 و 11:00 صباحاً باللغة العربية و 3:30 مساءً بالإنكليزية. نأمل تفهمكم وتعاونكم والتفاني بالقيامات من المعطون عن أي يمكنكم بعد عدد ممكن من العطور، مع الإحتفال سلفاً لآلاتنا منظره للتوقف عن الإستقبال عند الإتمام العدد المسموح لنا به من حكومة ولاية NSW.

28 March - 05 April 2021

Chess!

Level 1 30A George St, Burwood 2134
Office: (02) 9745 1170



CHESS!!

Learn to be a chess champion! Coaching for students at St Charbel's College (Punchbowl) is held on Fridays from 1:25pm to 2:05pm, starting on 5 February 2021.

Learning and playing chess helps children develop their logical thinking and problem solving skills, improves their concentration and focus, while also being a great source of enjoyment. Activities include group lessons on a demonstration chess board or interactive whiteboard, puzzle solving and fun practice games.

Students earn merit awards by making checkmates, or by displaying skills and positive qualities, which all good chess players strive to develop.

If your child is interested in taking part, you can collect an enrolment form from the school office, or email enrol@sydneyacademyofchess.com.au for a copy. For all enquiries, please contact Sydney Academy of Chess on (02) 9745 1170.

Keyboard Lessons at the College

Learn Music on Keyboard at School
(Enrolment for Term 1)

Great songs! Musical activities!
Cool music knowledge!



- Convenient at-school venue
- Small group, 45-min weekly lesson
- Competitive rate
- Instrument not required initially
- Fun introduction to music
- Kindy student register now for Term 2



To enrol: www.learnmusicatschool.com.au
(02) 9411 3122

VIP Music acknowledges awareness & compliance with the health advice regarding COVID-19.

VIP Music est. 1984

COVID-19:
Access the following link for the latest information on the COVID-19 situation in NSW:

<https://www.health.nsw.gov.au/Infectious/covid-19/Pages/case-definition.aspx>

Coronavirus (COVID-19)

COVID-19 Testing

Who should get tested?

Anyone with cold or flu-like symptoms, even if very mild, should get a COVID-19 test as soon as possible. COVID-19 symptoms include:

- fever e.g. chills, night sweats
- respiratory symptoms such as cough, sore/scratchy throat, runny nose, shortness of breath, loss of smell or taste
- other symptoms including muscle and joint pain, diarrhoea, nausea/ vomiting and loss of appetite.

What to expect when you get tested?

- Testing is free, easy and quick.
- If you have been referred to a testing clinic, please take your referral with you. This is not needed for most clinics.
- Staff at testing and respiratory clinics will be wearing masks, gowns, gloves and face shields.
- Staff will ask you about your symptoms
- Swabs are taken from inside your nose and your throat.

What happens after I get tested?

- You must stay at home (self-isolate) until you get your test result and are well.
- You cannot leave your home unless you are seeking medical care or in an emergency. You cannot have visitors.
- If your symptoms become serious (e.g. difficulty breathing), call Triple Zero (000). Tell the ambulance staff you have been tested for COVID-19.
- If you are sharing your home with others you should separate yourself in another room. Wear a surgical mask when you are in the same room and keep 1.5 metres away.

Practice good hygiene. Wash your hands often. Cover your cough or sneeze with your elbow or a tissue.

Where can I get more information about self-isolating?

<https://www.health.nsw.gov.au/Infectious/covid-19/Pages/resources.aspx>

- If you have been in close contact with a person with COVID-19, you need to stay home for 14 days after you last saw that person. (Close contact includes living in the same household or spending more than 15 minutes face-to-face or 2 hours sharing a closed space, with someone with COVID-19, from 48 hours before they became ill).
- Home isolation applies to all close contacts, even if you are currently feeling well and or have received a negative test result.

How will I get my results?

- You will usually receive your test result within 24 to 48 hours but please allow up to 72 hours.
- If you had your test done at an Emergency Department or public hospital COVID-19 clinic you can receive your COVID-19 negative test result by SMS if you register for Pathology COVID-19 SMS Results Service. If you don't register you will receive a call from a Public Health officer at your Local Health District.
- If you had your test collected by your GP or at other sites, your doctor will give you your results.

What happens if I test positive?

- NSW Health will look after you. There will be no cost for your treatment, even if you don't have Medicare.



Coronavirus (COVID-19)

GOOD HYGIENE IS IN YOUR HANDS.

Wash your hands thoroughly with soap and water for at least 20 seconds to prevent passing on germs. Dry your hands.

TOGETHER WE CAN HELP STOP THE SPREAD AND STAY HEALTHY.

For more information about **Coronavirus (COVID-19)** visit health.gov.au

HELP STOP THE SPREAD AND STAY HEALTHY






 Authorised by the Australian Government, Canberra

Upcoming Events:

Tuesday 30 March:

K-2 Easter Hat Parade

Wednesday 31 March:

Last day for students

Wednesday 31 March:

Student Interim Report Interviews

Monday 19 April:

Students first day of Term 2

Hygiene advice for people living in residential buildings

Coronaviruses, such as COVID-19, can survive on surfaces for a few hours or up to several days.

This may vary based on the temperature, humidity and type of surface.

Residents and common areas

People living in residential buildings should take care when moving through common areas to reduce the risk of COVID-19:

- Clean your hands with soap and water for 20 seconds or use an alcohol-based hand rub/sanitiser after touching any frequently touched surfaces in common areas. This includes doorknobs or door handles when you enter and exit the building or when using communal washing machines or dryers
- Cover your nose and mouth with a tissue when coughing and sneezing or use your elbow, not your hands
- Avoid close contact with people unwell with cold or flu-like symptoms
- Avoid touching your face and avoid shaking hands with others
- Try to maintain a distance of 1.5 metres from others as much as possible in your apartment block, such as in elevators, stairwells or hallways
- Do not gather in large groups in common areas such as rooftops or courtyards.

Cleaning guidance for NSW strata managers and body corporates

- Regularly clean frequently touched surfaces in common areas with a detergent followed by disinfectant, or use detergent/disinfectant wipes
- Consider providing adequate alcohol-based hand rub (sanitiser) for residents to use.



More information:
www.nsw.gov.au/covid-19

Cleaning surfaces at home to help stop the spread of COVID-19

Coronaviruses, such as COVID-19, can survive on surfaces for a few hours or up to several days. This may vary based on the temperature, humidity and type of surface.

How to clean

Frequently touched surfaces

- doorknobs
- handles
- light switches
- phones
- tablets
- touch screens
- tables
- hard-backed chairs
- remote controls
- keyboards
- desks
- toilets
- sinks/basins
- car steering wheel
- car seats

Regularly clean with a household detergent followed by disinfectant, or use detergent/disinfectant wipes (scrub hard).

Less touched surfaces

- floors
- walls
- ceilings
- window blinds
- curtains

Clean using a household detergent or detergent wipes. Use a damp mop on hard floors. Clean walls and window blinds when visibly dusty or soiled. Curtains should be changed regularly and cleaned when soiled.

Detergent or disinfectant?

Detergents help remove germs, dirt, and impurities from surfaces but they do not kill germs. Disinfectants kill viruses and bacteria but don't remove them from a surface. Using a detergent then a disinfectant helps lower the risk of spreading infection.

If you have been outside

If you have to leave home, when you return:

- wash your hands as soon as you enter and after putting groceries or other items away. Wash your hands before you eat
- if you would feel better to do so, remove your shoes and clothing if you have been on public transport or in spaces where you weren't able to keep 1.5 metres from others
- wipe down your phone
- keep your keys in one place.



More information:
www.nsw.gov.au/covid-19