



Term 2 Week 6

Wednesday 31st May 2017

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DIARY DATES

TERM 2 2017

Wed/Fri 31st May to 2nd June	Year 6 Excursion to Canberra
Saturday 3rd June	First Holy Communion Prep 3:00–5:15pm then Mass
Monday 5th June	Pentecost Liturgy
Tuesday 6th June	Athletics Carnival Barton Park
Wednesday 7th June	Chamber Music Evening 6:30pm
Thursday 8th June	123 Magic Parent Course 6:30–8:30pm
Monday 12th June	Queens Birthday Public Holiday—PUPIL FREE
Tuesday 13th June	Writing Competition
Thursday 15th June	123 Magic Parent Course 6:30–8:30pm
Friday 16th June	NSWCPS Cross Country Carnival
Sunday 18th June	First Holy Communion 12:00pm
Tuesday 20th June	Year 6 Project Parent Presentation 2:30–3:00pm

PRINCIPAL'S MESSAGE...

Dear Parents,

It's never too late to be punctual! We have noticed some improvement in the attendance of children and less children arriving late each day – but to help our families even more here are some thoughts on being punctual.... Does your family start the day with repeated orders and pleading to various members to get up, get dressed, have their breakfast, pack their school bag, brush their teeth, catch the bus? Some children are always late – to school, to classes, with assignments – and the chaos of their lives has an effect on their ability to learn. A calm, well-organised start to the day and successful time management help develop the habits that lead to good learning. Effective time management leads to greater contentment. Satisfaction with how we use our time is an important predictor of happiness. Time is the basis on which we operate our lives and if we're happy with the way we manage time, we're happy with our lives.

Being late is a way of life for many people. But good timekeeping can be learnt. For some, lateness is the only way they can get anything done. They have convinced themselves that racing to the deadline is the way they work best, and leave everything to the last minute to get that adrenaline rush that charges them up to get the job done. They usually never count the cost of the worry, feelings of panic and lying awake at night as the deadline looms and they haven't yet started.

How can you change these habits?

Help the unpunctual members of your family take responsibility for their own lateness. It pays to begin when they are young but it's never too late to start. Set their alarms, establish routines like who is first to use the bathroom, have breakfast ready and expect them to be out the door on time. One unpunctual member of the family can raise the stress levels for everyone. Being left behind just once is often all that it takes to change habitual lateness. Here are some other ideas to try:

- **Try 'To Do' lists** and learn to enjoy ticking off each task as it is done.
- **Keep a detailed calendar** and a checklist for progress.
- **Regard lack of punctuality as lack of manners.** People who always keep others waiting regard themselves as far more important. They are sending a clear message that your time is not as important as theirs.
- **Most lateness 'junkies' have developed ways of distinguishing 'important' appointments from those they think don't matter so much.** They feel in their own minds that they are on time for the things that matter to them and selfishly ignore the effect on others who are kept waiting.
- **It is nonsense to convince yourself that you work best when you are under pressure.** That really is no more than an excuse for time-wasting and refusing to get organised.
- **To feel more in control of your time, take note of when you are late and by how much.** It's often a standard amount and conforms to a pattern. Often you can be punctual by giving yourself a margin of only ten minutes to get to the school gates, to work and to meet friends.

Best wishes for a punctual week!

Richard Blissenden
PRINCIPAL



BOOK CLUB

The current Book Club brochure Issue 4 2017 has been sent home with all students.

ORDERS FOR ISSUE 4 CLOSE 18.6.2017

To order and pay for Book Club by credit card visit www.scholastic.com.au. Please order and pay via the website. No orders are to be sent to the school office. Books will be delivered to the school and distributed to students. Any questions, please contact Kris Muir—Book Club Coordinator.

ROAD SAFETY

During the recent Walk Safely to School Day campaign we highlighted the recommendation that students hold the hand of an adult when crossing the road. We have noticed more children holding hands with their parent when crossing the road – well done everyone!

BIRTHDAY CORRECTION

We would like to wish Audrey Lampasona a happy birthday for May 19. Unfortunately she was left off the birthday list.

TEACHERS ARE LEARNERS TOO

Over the past week our staff have been engaged in many hours of professional learning including a 2 hour twilight with the staff of St Bernadette's Dundas on Multiplicative Thinking. The professional conversation and learning that took place was amazing! Our staff are certainly committed to learning. In addition to this I was fortunate to attend the Australian Catholic Principals Association Biennial Conference over three days last week. The conference brought together Catholic School Principals from around NSW with international presenters speaking around Pope Francis' challenge from Laudato Si, Care for Our Common Home. Speakers included Cardinal John Dew, Bishop Edwards, Dr Pasi Sahlberg, Dr Pak Tee, Prof Stephen Dinham, Prof Chris Sarra and Prof Louise Stoll. I look forward to sharing some of my learnings at the next P&F meeting.

HAIR CUTS

A reminder that hair cuts are not to be radical and that boys need a normal school boy's hair cut. This includes **NO mohawks, undercuts or lines cut** into the hair. Girls with long hair must have it tied back and off their face. Hair ribbons should be in school colours and not multiple colours etc. Thank you for your attention to this matter.

KINDERGARTEN ENROLMENTS FOR 2018

The process of gathering enrolment forms and meeting with families wishing to enrol in Kindergarten in 2018 has commenced. As I meet with new families I am regularly told of what a good reputation our school has in the area and that most new families are hearing about us through families currently here. This speaks volumes about how our current families value our school and the work we do together. If you know of families looking to start school next year (or who may be thinking of moving schools this year) please pass on our contact details so that they don't miss out on a place. Current families with siblings starting school next year should contact the school office **immediately** for an enrolment pack if they have not already done so.

BIRTHDAY CELEBRATIONS

May 31	Massimo Di Sano Yujin Choi
June 1	Seojin Choi
June 3	Alexander Melville
June 4	Odhran Connolly
June 8	Maiya Hughes
June 9	Alannah Cantrill
June 10	Eunice Kim
June 11	Antonious Mansour Gabriel Mansour
June 12	Marcus Scrivener

We would like to wish of all of these children a very happy birthday!

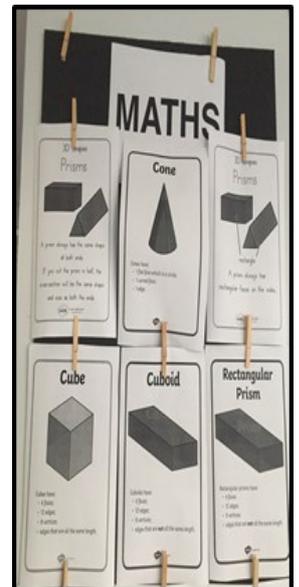
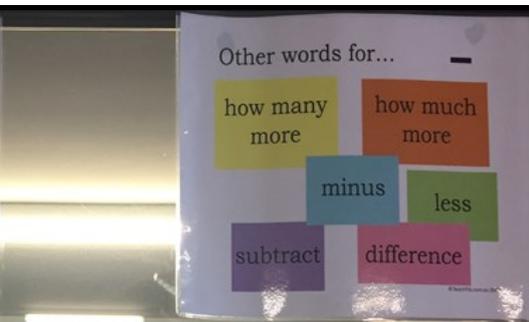
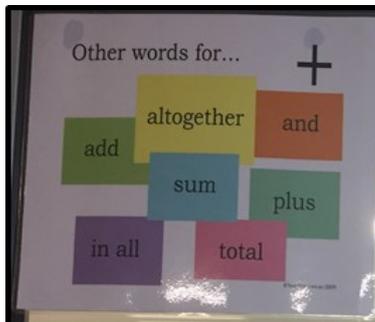
MATHS...

In today's classroom, a quiet math lesson is a cause for concern. Talk is an important part of children's learning, as it gives them the opportunity to communicate their thinking and talk through the problem solving process. Children who come from homes where reading and talking about reading is common place, are more likely to be successful in literacy throughout their lives. The same is true for math, "the more math and numbers there are around a child, the more likely they're going to like math and enjoy math and develop as mathematicians" (Geist, 2009).

As your child grows, so can the math talks that you have with them. Math talk is simply talking to your child about the math that they experience, either in the classroom or in other aspects of their lives. Parents can include math talks to their child's everyday experiences. For example, if we add four more children to your birthday party list, how many children will there be? How many sweets should we put in each bag to make sure they are equal? Allow your child to have think time, discuss the problem with you or their sibling and then work out an answer. The main purpose is to participate in friendly discussion over interesting mathematical ideas and concepts. The correct answer is not as important as the process of getting there. Give your child the opportunity to talk through the math and show you their reasoning. Being quiet, respectful and listening to your child is sometimes more helpful than offering endless assistance. Below are some examples of math in our school. Can you use these photos as prompts for your next math talk?

Reference

Geist, E. (2009). Children are Born Mathematicians. Merill eText: e-text ISBN-100132081679, ISBN-139780132081672



WHAT ARE THREE WAY INTERVIEWS?

What are 3WI's?

If you are a new family to St Mary's you may be unfamiliar with the Three Way Interviews (3WIs). The 3WI is part of our assessing and reporting process and it involves the child, parent and teacher in a 10 minute interview. It also provides a forum for teachers, students and parents to acknowledge student progress and achievement. It may involve students taking work home that has been assessed by the teacher and themselves. Parents then respond with a comment regarding their child's achievement and progress during the 3WI and learning goals are set for the rest of the year. 3WIs will be held in the last week of this term and information about times etc will be sent home soon.

In three way interviews, students typically lead by explaining their learning achievements as well as areas for further improvement. This may include displays of student work across a number of subjects and across a semester. Both strategies are important avenues for involving parents and students in the learning process and help parents understand the teaching and learning, assessment and reporting process. Three way interviews have benefits for teachers, parents and schools. Some of these benefits are outlined in the table below.

Teachers	Allows for shared responsibility of student learning, assessment and reporting Flows naturally from work produced in class Strengthens communication channels with parents about student's learning and progress
Students	Enhances self esteem by allowing them to share their learning opportunities in a positive environment Critically involves students in self assessment and allows them to take responsibility for their own learning Empowers students as they work toward and achieve syllabus outcomes
Parents	Increases their understanding of learning and assessment Allows them to participate in the reporting process rather than merely responding to it Provides evidence to support twice yearly written reports

CARE AWARDS TERM 2—Week 4



KA	Oliver Hill & Audrey Tomasoni
KT	Giorgia Trovato & Alexander Melville
1F	Sara Sangacche & Olivia Campos
1R	Jacinta Boustani & Alyssa Menin
2B	Jake Ban & Genevieve Boumalhab
2MV	Kiara Zwatzka & Vaiola Bogiso
3G	Isabelle Cesar & Lucas Piper
3S	Eugene Jung & Monique Gallagher
4J	Zoe Anderson & Liam Storey
4K	Ana Ogrizek & Marcus Scrivener
5E	Chris Mansour & Sienna Percovich
5L	Raymond Ghalloub & Giovanna Younis
6B	Andre Ibanez-Yousefi & Marcus Pastrovic
6W	Charlotte Bowskill & Carissa Gallagher

PRINCIPAL AWARDS TERM 2—Week 4



KA	Maxwell Norton & Molly Lewis
KT	Hayley Ghalloub & Xianjin Bugarin
1F	Andriana Simmonds & Donnie Yang
1R	Conrad Grant & Hugh Porter
2B	Natasha Smith & Johan Xie
2MV	Francesca Cimillo & Nico Fleitas
3G	Sami Boustani & Elise Sultana
3S	Tadhg O'Riordan & Max Ghest
4J	Ellen Watson & Joseph Lim
4K	Eric Mastronardo & Keira Gad
5E	Chris Padden & Zechariah Acosta
5L	Larissa Laguzza & Oscar Moy
6B	Oliver Homann & Aidan Williams
6W	Lilla Ward & Ryan Vaughan

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