Once again, the Holy Name community has generously contributed to The St. Vincent de Paul Winter Appeal, which is a practical way of helping the less fortunate in our community.

The Mini Vinnies have been very busy collecting grocery donations each week, counting amounts for each grade and collating this information onto a ‘donation thermometer’. (Which can be viewed in the corridor outside the staff room.)

Many thanks to all those families who have contributed groceries. And a huge thankyou to the Mini Vinnies who work through their lunch times to do this important work.
Well, here we are at the end of Term 2, already half way through our school year. The students have settled happily into their classrooms and learning routines. It has been so pleasing to observe the way in which students are engaging and working to build their reading, writing, speaking and listening skills across all curriculum areas. **Reading is our major focus at Holy Name for 2015. Our intention is to add value to all students’ learning, by delivering quality teaching to bring about individual and overall school improvement.** We are currently involved in the SIL program, which is a CEO initiative to support our Literacy learning across the school.

The Daily 5 is a reading framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently. You will notice from the choices listed below, that the majority of tasks have an explicit reading focus.

**How does it work?**

Students select from authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction. These choices may include,

- Read to Self,
- Work on Writing,
- Read to Someone,
- Listen to Reading, and
- Word Work.

The above tasks are determined by the individual teacher depending on the student’s learning needs and curriculum content.

In addition to this, there is a “CAFÉ” menu that lists skills and strategies focused around Comprehension, Accuracy, Fluency and Expanding vocabulary. Following, is a snapshot of some classroom “CAFÉ” menus that display the skills teachers and students focus on to build literacy knowledge.
At Holy Name, a number of classrooms have implemented this model to develop and build students’ reading competencies. Below are a few comments from students...

I like the comprehension games. Eli.

I get more time to practise my reading. Jimmy.

It has helped me build my reading stamina. I can get all kinds of “good fit books” to read. Bridgette.

I like it because you get to learn words and it has helped me to retell a story. Remi.

I like the different options. Jordan.

I get more time to read. Jimmy.

What do you like about the Daily 5?
Vocabulary is an important area to develop with children at all ages, and strong vocabularies are essential for literacy development. There is a clear relationship between vocabulary and reading comprehension. To understand what is read requires one to understand between 90-95% of the words in a text (Hirsch, 2003), as this allows the reader, or listener to understand the main idea of the text. (Sue McCandlish Speech Pathologist, 2012)

PREMIERS’ READING CHALLENGE...

We currently have 226 students registered for the Challenge and 23 students who have completed. Well done to all participants. You have until September 14 to complete your list of books.

Enjoy a great break and if you have any queries in regard to Literacy at Holy Name, please don’t hesitate to contact me.

Kind Regards,
Maree Foley-Smith (Literacy Leader)

HELPING YOUR CHILD TO READ, WRITE, SPEAK AND LISTEN

As readers and writers, children explore their world every day beyond school and home.

It’s important at home that you:

- Take a genuine interest in your child’s reading, writing and viewing of all different types of text.
- Let them see you read and write and tell stories.
- Talk to your child about their understanding and encourage their reading and writing efforts.
- Discuss television shows or films that you have watched together.
- Encourage your child to develop their own library of books.
- Talk about news in the paper and world events and ask for your child’s opinion on different topics to develop their thinking skills.
- Listen to your child and respond to their ideas with questions and ask more information.
● Write down your child’s stories as they tell you and encourage him or her to read it back to you.
● Look at junk mail and talk about the things for sale.
● Talk about family photos and histories.
● Explore new words by using a dictionary.
● Talk about what authors and illustrators do.
● Point out important things about a book- for example, the front cover, the spine, the contents page, or the title.
● Write a shopping list or add items to the list and tick off as you unpack them at home.
● Keep a board to write and read family messages.
● Plan and write your weekly menu together.
● Give your child a pad of sticky notes to write reminders for themselves.
● Solve crosswords, word puzzles, brain teasers, play word games and quizzes together.

“Reading is one of the major ways new words are learned”(Cunningham 2009)

Term 2 Prep News

This term the Preps have been listening to Indigenous Dreamtime stories and exploring the ways in which stories from the past are retold through storytelling. They have enjoyed listening to stories about “Tiddalick The Frog”, “Warnayarra The Rainbow Snake”, “How The Kangaroo Got Its Tail” and “How The Birds Got Their Colours”. The students responded to the stories through art and craft activities and created timelines to retell the stories in their own words. They have enjoyed hearing the stories and have developed an appreciation of the Dreamtime and the tradition of storytelling.
The Year One and Two’s went to Cooper’s Settlement!

Some reflections from students in 2C

The olden days teacher was very strict. In the olden days the kids had little desks not a big one. I learnt how they made cream in the olden days.
Sienna 2C

I learnt that the boys had to empty the chamber pots. The girls did delicate stuff. The teachers were very strict. If you were naughty you would get the strap.
Emily 2C

I learnt that the blacksmith made metal things like the outline of a wheel. I know that people washed their clothes with a rack. I know the houses were different to our houses.
Alex 2C

I learnt that the farriers nailed horseshoes into horses feet and it did not hurt them at all. Back then horse had to make power for machines that could help people survive in their life, until it gets like our years.
Cameron M 2C

We got to do olden days chores. My group had to scrub clothes with dirt on it. Yuk! Back in the olden days the teachers wrote on the blackboard with chalk. We had to write with quills and ink. We also met a blacksmith who makes horseshoes.
Parissa 2C

There were lots of machines that I had never seen before. I went into a very, very old house and we had to look for things like a toilet and a music player. My favourite part was when we went to the old school because we got to write with ink.
Nikita 2C

My favourite part was when the blacksmith made the metal leaf and when we did the chores. We washed the clothes and we rode Ben the horse in a cart and fed him a carrot.
Patrick 2C
What a busy Term it has been in Mathematics at Holy Name. The children have been working hard and the teachers have also been hard at work gathering assessment to inform the students’ reports.

Earlier this term we had a Maths Evening for the parents. The theme for this evening was about engaging in Maths at home, particularly how to use Maths games at home to engage with your child’s learning. The evening was a great success and I’d like to further reiterate my thanks to all of the parents who attended – it was truly pleasing to see the dedication you have to fostering a learning relationship with your children. The children attended a short session the following day in which they rotated through a variety of games led by some of our fantastic Year Six children… I hope they went home enthused and asking to play some of these games with their family and friends.

Next term promises to be yet another busy one with the upcoming school production. I am sure that the teachers will be looking to find links in the classroom with the Maths curriculum and will be demonstrating and modelling how various Maths skills apply to the planning and preparation for this very special occasion on the Holy Name calendar.

All the best over the two-week break and see you all again in Term Three.

Chris Borg
Mathematics Leader

Top Tips from ‘Helping Your Child With Maths at Home’ Parent Session

- Maths today is about understanding number patterns, not learning by rote.
- Saying "I was bad at maths too" is one of the worst things you can do, as it lowers their own expectations of themselves.
- There is always more than one way to get the right answer.
- Children are taught mental strategies, like using number lines, to figure problems out in their heads
- Ask "What is the question asking you?"
- Practise the times tables.
- Don’t jump in with the answers.
- Stay positive.
- Talk to the teacher if your child needs more help with concepts.
- Games are a great way to engage your children with Maths and make it enjoyable for them.
- There are games that cater for all ability levels.
- We teach so that children understand – NOT so they are able to blindly follow a process
Dear Parent Community,

Term Two has been a busy and exciting one as we continue to celebrate our school’s Catholic Identity. This term 24 of our Year Six students received the sacrament of Confirmation in a spirit filled ceremony conducted by Monsignor Tom Doyle. As I reflected in the newsletter the week after this mass, it was great to see our community coming together in prayer and song to witness our Confirmation candidates receiving the Gift of the Holy Spirit.

As a school, we also reflected upon ANZAC and Mother’s Day in paraliturgies held in our Church. Both celebrations were permeated with a Christian theme as we prayed for peace in our world and gave thanks to God for the sacrifice of our veterans and the work of our selfless mothers.

Our teachers have continued to plan and implement a Religious Education program based upon respecting the different faith practices of our students and honouring our Catholic traditions. Teachers are using an inquiry methodology incorporating school, local, national and world issues to give the learning an authentic context.

A core part of our school Religious Education program is allowing our students to experience opportunities to put their faith into action. Our magnificent Mini Vinnies group conducted their annual winter appeal this term for food products to help those within our community who are doing it tough. The response from our students was fantastic and gave the St Vincent De Paul Society at Holy Name Parish, a much needed replenishment of food supplies to distribute. Well done to all.

Mark Tierney