One of the notable and exciting highlights of Term 3 was the school’s celebration of its 75th anniversary with a ‘Back to 1939’ Day.
Back to 1939

What a day! It was wonderful to attend the assembly and flag raising at the beginning of the day with the students lined up, singing God Save the King. Thank you to all of the students and their parents for the wonderful effort put in to them dressing up. The students quickly marched inside after the length of the girls skirts were checked, along with the length of their fingernails and the length of some of the boys’ hair! Back in their classrooms the students completed a variety of activities from the time. They were copying off the ‘blackboards’, reciting songs and poems and being on their best behaviour. Sadly, the left-handed writers in the school had to struggle through and try to use their right hands to write. Students were amazed at the number of nuns and priests teaching in the school.

After lunch we moved into our house teams and different year levels played different games in the hall with Mr Hartnett and Miss Nettlebeck like tug-of-war and sack races. In the afternoon it was a time for the whole school to gather together and celebrate all of the learning we have completed in Inquiry for the term. Each year level shared some of their learnings which involved finding out about the good old days, learning about celebrations, finding out about the different decades and even designing and dreaming up what Holy Name might look like 75 years into the future.

I would like to thank all of the parents, staff and students for the time they put into the day, it was wonderful.

Miss Susan Mitchell
Learning and Teaching Leader
What a busy and exciting Term 3! An integral part of the celebration of our school’s identity during Term 3 was the celebration of the sacrament of First Eucharist over two Sundays in August. You may have read my reflection on these masses in the school newsletter. Both celebrations were spirit filled events and were a great fillip for both Father Peter and the staff to see so many people participating in a Sunday celebration of the Eucharist with reverence.

Our level Masses continued again in Term 3 and again, it was great to see so many parents attending these celebrations. Term Three saw the annual celebration of our Grandparents and Special People Day.

Term 4 is proving to be another exciting and spirit filled term, full of celebrations from our recent ‘Blessing of the Pets’ Mass which was a beautiful illustration of our faith in action between the school community, parish and pets (!) joining together in a prayerful atmosphere - to the graduation and farewell to our Grade Six students at the end of Term 4.

We are in the process of creating a display in the corridor celebrating the Catholic identity of our school. It is hoped the display will espouse our vision of being a Catholic community embedded in the Gospel values, and more importantly, display how we do this in the day to day life of Holy Name. You can view our current ‘work in progress’ display, which encapsulates the many and varied things we, as a school community, represent.

During Term 4, our Year Three students will receive the sacrament of Reconciliation for the first time. This will be an exciting time for these students as they receive their first sacrament since their baptism as infants. There is also the upcoming celebration mass for our school’s 75th anniversary which we look forward to celebrating as a school community, together with the extended Holy Name Parish.

Mark Tierney, Religious Education Leader
Celebrations & Special Days!
Dear Parents and members of our Holy Name learning community,

It has been an incredibly big year in Numeracy at Holy Name. We have seen amazing learning opportunities across all year levels. During my travels into classrooms throughout the year, I have witnessed first-hand how our teachers at Holy Name demonstrate extremely engaging lessons in the area of numeracy. The students’ feedback has been how much they have enjoyed learning Maths this year – becoming more responsible for their learning in their Maths groups. In this edition of the Curriculum News, you may read about some of the engaging tasks that the teachers are running, with the students at this point in time. Also included in this edition of the Curriculum News is a reading about some principles to assist with developing mathematical thinkers at home. Please use this as a guide and we will filter out more tips in the not too distant future. If you would like a copy of the full article ‘A Guide for Parents of Primary Aged Children: Helping Your Children with Mathematics’ please feel free to contact me at cborg@hnpe.catholic.edu.au and I will forward you a copy electronically.

Finally, thank-you to all members of our learning community who have made this a very enjoyable first year as Numeracy Leader at Holy Name. I look forward to another rewarding year at this amazing school in 2015.

Kind regards,

Chris Borg, Numeracy Leader
Numeracy News

The suggestions below have been prepared by staff at the Mathematics Teaching and Learning Centre at the Australian Catholic University as a guide for parents.

There are a number of general principles which you might keep in mind when you are helping your children.

- **Building on success is important.** Create the impression that learning mathematics well is desirable. Reward effort and see errors as part of the learning process.
- **People learn, not so much by being told things, as by working things out for themselves and linking new ideas to ideas that they already have.** You can help by asking your children questions, letting them work out answers for themselves, and then discussing their answers and strategies with them.
- **Children need time to think and time to answer.** When asking your children questions or talking to them about mathematics, give them time. Be patient. Wait for them to answer. Also, explain to older children that they need to give younger children time to answer questions, rather than always answering for them.
- **Encourage children to talk.** Talking about mathematics is an effective way of learning, especially when a mathematical situation arises naturally.
- **Use mathematical words when you describe things.** For example, instead of saying “the big red bucket” you might say, “the 10 Litre bucket”. Instead of saying “the large packet of rice”, you might say, “the 2kg packet of rice”. In this way, children get to hear the quantities being stated as an everyday way of describing things.
- **There is no hurry.** Children develop their mathematics skills gradually and there is no urgency about developing any particular skill. It is necessary to work progressively on helping them to learn mathematics. Start now, but there is no particular need to accelerate your child’s development.
Numeracy News

- Buy children’s books with mathematical themes. Some examples are:


  Read these with your children and ask them questions about the stories.

- Help your child’s teacher. Your child’s teacher is vitally interested in your child’s mathematical development. Talk to the teacher about how your child is going in mathematics and find out whether there are any ways that can help your child. Supporting teachers if they recommend any homework or home-based activities is highly desirable. Speaking positively about the school and teachers builds a positive feeling in the child about school and learning.
Maths Reflections by our students

Hi, my name is Deon and I am in 4B. I’m going to talk about Earn and Learn, which is part of Inquiry in Term 4. We are focusing on life as an adult - so we all have own bank accounts and our own personal banker! All Grade 4 students have different jobs in our community and we earn money for doing these jobs. There are five bankers and I am one of them. It is quite a complicated job. We have our own folders with all the students’ payslips. We mostly have to use addition and subtraction. We have to be careful because we are dealing with others’ money.

JORDAN’S MATHS REFLECTION (SM)

In Maths today we learnt about chance and data. We played a game called 6:2 lotto and we had a 1 in 15 chance of winning. I won none of the games. We worked out the % of how many times we won and it was 8.97% and the average was 6.66%.

This term the Year One’s have been changing Dojo points to Dojo dollars. Ever point is worth one dollar. Every week we reset the Dojo points but we still collect the money. During the term we are going to spend all the money on Royal Holy Name Show! Every Friday the bank pays money to the Children!
Erika, Isaac, Samuel, Noah & Chris

This term the Grade 1s have been using sticky notes for work they have done in their books as evidence. So the Grade 1s think that the whole school should do it in their books too!
By Elizabeth in 1Z
David Miller a well known author and illustrator visited Holy Name in Book Week and showcased his books and amazing artwork with all of the students. David works with paper to sculptor and create most of the illustrations seen in his books. Both the students and teachers were inspired and extremely impressed with his presentation. Here are some comments made by students after they had listened and worked with David.

**Nathan 2C** – “I liked his book called “Refugees” because the way he made the pictures makes it look really good to read.”

**Erin 2N** – “David Miller amazes me because I never knew someone could do artwork like that!”

**Charlie 2N** – “I liked his book, “SNAP went Chester”, because the crocodile looked real and he was made of paper.”

**Montana 4P** – “I liked David Miller because he was really creative and had a great imagination.”

**Luke 4P** – “I really liked his 3D animal paper sculptures, the tiger was my favourite. It is from his book “Ringle Tingle Tiger.”

**Anh thy 6M** – “I liked the way he showed us how to cut paper in a very detailed way to make the dinosaur.”
Literacy News.

David Miller Incursion

CONGRATULATIONS TO THE PHOTO COMPETITION WINNERS!
HOW YOU CAN SUPPORT YOUR CHILD’S READING AT HOME

Here are some ways to help your child learn the skills needed for comprehension, reasoning and critical thinking:

1. Ask your child what he or she would like to read about.

2. Read and talk about your own favourite books from childhood.

3. Look at the cover and the title of a storybook with your child, and ask your child what he or she thinks might happen in the story.

4. Encourage your child to ask questions and to make comments on the pictures and the story before, during, and after reading it.

5. Encourage your child to think critically about all books. Does he or she agree or disagree with the author? Why? Is the information accurate or not?

6. Think out loud about a book as you read, and encourage your child to do the same. For example, ask “Does this make sense? Why or why not?

Your child needs to learn to use information in the story, and from his or her own knowledge and experience, in order to make inferences – that is, to discover meaning that is not stated outright.

This strategy of reading “between the lines” involves gathering clues and using them to “create” meaning.

Riddles are one way to practise inferential thinking skills because successful readers make guesses based on what they read and what they already know. The object of this online riddle game is to infer what is being described by the clues you read.

http://www.philtulga.com/Riddles.html
THANK-YOU...

As we fast approach the end of another year, I would like to sincerely thank all of the Literacy Parent Helpers for their on-going commitment to assisting the teachers and students in classrooms. The work done behind the scenes doesn’t go unnoticed. I am in classrooms observing, working and supporting both teachers and students and it is so good to see the smiling faces of many mums and dads giving up their time to assist the students with their learning.

Please be sure to encourage your child to keep reading over the holidays so that they develop a love of reading and books. This is a major step to success in all areas of learning!

Enjoy a great Christmas break with family and friends,
Maree Foley-Smith (Literacy Leader)

Well done to the 114 enthusiastic students who participated in the Premiers’ Reading Challenge reading over 3,300 books! Popular books read included ‘Harry Potter’, ‘Clarice Bean’ and ‘Angel’ as well as favourites by Andy Griffiths. Grade 4 had the highest amount of participants in the Challenge, closely followed by our eager Grade 1 readers! All students who completed the Challenge earnt 10 bonus points for their House. A certificate will be issued to you in the coming weeks. Congratulations!
Term 4 is always a busy term with lots special events happening in the Church and the School. At the end of Term 3 most classes were given the opportunity to put forward ideas for Term 4 sessions. Across the board students indicated that they would like to create, dance, act, film, sing and perform! The following is a brief description of what we have been doing and what we plan to do in the future. In addition to this I have allocated some time at the beginning of some sessions for students to share their individual (& some group) skills. So far we have enjoyed dancing and piano pieces and are looking forward to drums, guitar, keyboards, piano and a magic presentation.

**Prep**

We continue to work on developing our cooperation and teamwork through drama games and activities. Each student has the opportunity each session to ‘perform’ individually – this can be using the microphone to speak, give a puppet a voice, playing an instrument, movement, creating a beat for peers to repeat. Prep have begun working in small groups to create short puppet plays, they have already created a character and voice for their puppets and some students have performed a puppet play to the class. The focus is on working in different small groups or teams and creating performance pieces to share each session. Students will also be getting to know our keyboards, playing simple tunes and experimenting with them.
Term 4 Performing Arts

Grade 1&2

Grieg, Strauss, Beethoven, Rossini, Ravel, Tchaikovsky... Grade 1&2 students have been listening, enjoying and responding to Classical Music. They have been identifying the orchestral instruments they hear in the music, discussing how the music makes them feel, discussing what mood or story they think the music is telling and moving to the pieces. They particularly love the drama that percussion instruments create, the ‘light and airiness’ of some of the woodwind instruments and the bossiness of the double basses! We have also begun exploring the MSO Learn App on which we can listen to each instrument being played and meet some of the musicians who perform with the Melbourne Symphony Orchestra. In future sessions students will be: exploring and experimenting with the keyboards and form groups and present a variety of performances – instruments, plays, dancing and singing. In Week 3, 2N presented some very entertaining pieces to their peers: a band, a puppet play, a play and dancing.

Grade 3&4

We began the term putting on our advertising and promotion hats to devise “Hooks” for the student’s stalls they are running as part of their Class Inquiry. I think any high end advertising company would be thrilled with some of the students’ stall concepts and marketing ideas!! Some of these are: creating jingles and slogans, providing taste testiners, costumes, uniforms, providing incentives and themes e.g. The beach, jungle, colours, patterns, to name a few! They have taken their ideas off to work in their classrooms during their Inquiry Sessions.

For the rest of the term students will be working on different tasks that include:
1. Devising and performing short acts for their peers. The Incredibles have already kicked off by creating and performing short puppet plays.
2. Making Juggling Balls and learning to juggle (We hope to have Mr Tierney share his juggling expertise with us!)
3. Sharing our newly developed juggling skills with some of the younger students.

Grade 5&6

This term we have finally completed outstanding presentations and have moved on our next tasks. Students are developing and presenting a performance piece that they have negotiated. Some students are working individually and others are working in groups. The students’ ideas are wide and varied – we have movies, music videos, parodies, trailers, singing, dancing, comedy pieces, learning to play a piece of music and plays. We are looking forward to viewing their finished products.

Naomi Marron

Performing Arts Teacher