



Friday, 23rd May 2025

This Week's Newsletter Items:

- 2026 Student Enrolments
- Enhancing A Professional Culture
- Having High Expectations
- Our Seven Staff Team Charter Behaviours
- Year 4 Melbourne Museum Excursion Reflection
- Student Absenteeism Due To Illness
- A Tale Of Two Jackets – Lost Property
- School Fees – Now Due
- Helping Students Master Multiplication Facts
- Term 2 Dates
- Avoiding Needle Stick Injuries
- Year 6 Winter Interschool Sports Report
- Generating Language Through Questions
- S.T.E.M. Update
- Year 2 Metro Trains Incursion
- Star Of The Week Awards

Dear Parents, Carers, & Students,

This week, we have had many visiting teachers and leaders from other schools to learn from and observe what we are doing in our efforts to transform student engagement in their learning. It's a great acknowledgement of the effort that all our staff have and continue to make as we aim to make St Catherine's the school of choice for Catholic families in this area.

2026 Student Enrolments

We are again facing high enrolments for next year. Parents of current students seeking to enrol their child for the 2026 Prep school year are asked to contact the school urgently if you have not yet taken an enrolment form or advised the office of your intentions.

Currently there is a waiting list for this year's Prep classes and only a few spaces available in Years 3 to Year 6.

Enhancing A Professional Culture Of Learning & Teaching

I had written previously about the two professional learning days that occurred at the end of Term 1 that focussed on developing a St Catherine of Siena Staff Team Charter. The purpose in developing a team charter is to achieve the following:

- Enact a co-created set of shared behaviours that reflect who we are at our best—both individually and collectively—in service of our students, their families, and one another.
- Provide a touchstone for our daily decisions, actions and interactions, ensuring they align with St Catherine's mission and goals.
- Ensures consistency in how we work and relate, helping us build a positive, professional and faith-filled environment where every member of our community can grow and thrive.

As a staff, we have identified and approved seven (7) specific behaviours that we have agreed to mindfully choose to enact on a daily basis in our interactions with each other, with students and families and with the community.

On the following page, we have published these seven team charter behaviours to share with you and convey the culture and vision we are trying to achieve.



Having High Expectations

Earlier this week, I was fortunate to read correspondence sent out from one of our teachers to their students' families that reflected many of the behaviours identified in the staffs' team charter.

What was so impressive in reading her words was the way she conveyed her professional care, pride, hope and high expectations for her students. Further, why these expectations are so important for her students and classroom.

We are reprinting this correspondence for all families as a way of prompting each of us to reflect upon our own expectations for our child/ren and how these expectations are reflected in our student's words, actions and social interaction with each other.

A Letter To Her Students' Families

This morning, I spent some time with 6B discussing the importance of positive behaviour and how it supports every aspect of their learning and wellbeing. I'm proud to say that most of the class are meeting our expectations, but we're not quite where we need to be yet—some expectations are not being followed consistently. We talked about why good behaviour matters. It helps improve academic achievement, social development, wellbeing, mental health, creativity and confidence. It also creates a safe, calm and respectful environment where every student can thrive.

Together, we revisited our school behaviour routines and our classroom expectations. I also shared the role I play as their teacher and the role they have as learners. I reminded students that consequences are not about punishment—they're about care and feedback. They help students understand that their actions have meaning and impact and that everyone is responsible for contributing to a positive learning environment.

In 6B, every student is expected to participate 100%. To support this, it's important that students come to school rested and ready to learn. Some students have mentioned staying up late on devices, even on school nights. Getting a good night's sleep is crucial for helping them focus and fully engage in class. I appreciate your support in ensuring your child is well-rested and ready for the school day.

Students were also given homework today—a sheet on fractions and another on 3D shapes. These are due on Friday. If your child has misplaced their sheet, please let me know and I'll be happy to email you a copy.

Thank you, as always, for your continued support.



Our Seven Staff Team Charter Behaviours

Pursuing Clarity → *“Keep It Crystal”*

Start with clear thinking: Clarity lays the foundation—before we can act, lead, or collaborate well, we must understand what we're doing and why. Creating shared direction and clarity prevents confusion.

Embracing Accountability → *“Own It”*

Then take ownership: Once we're clear, we commit to being responsible and accountable—following through, learning from mistakes, and owning our role in the bigger picture.

Upholding Professionalism → *“Show Up Well”*

Bring our best: With clarity and responsibility in place, we show up with consistency, pride, and professionalism—setting the tone for a respectful and high-functioning environment.

Communicating with Respect → *“Speak Kindly, Listen Fully”*

Be intentional in how we interact: Respectful communication is essential to a strong culture—it deepens trust, strengthens teams, and supports student and staff wellbeing.

Collaborating with Purpose → *“Team Up with Heart”*

Build together: Having established clarity, ownership, professionalism, and respectful communication, we work together—purposeful, compassionate, and effective.

Acknowledging Achievements → *“Shout Out the Wins”*

We create moments to celebrate: While working hard together, we pause to notice, appreciate and share success—reinforcing positive behaviours and uplifting one another.

Igniting Joy → *“Spark Joy, Daily”*

Continue with joy: Joy is the heartbeat that helps us thrive and smile together—it reminds us that our work is sacred, that small moments matter, and that our community is a place of light and life.

Year 4 MELBOURNE MUSEUM EXCURSION REFLECTION

On Monday, 12th of May, 2025 the Year 4 students attended an excursion to the Bunjilaka Aboriginal Cultural Centre (Melbourne Museum). Students visited the First Peoples Gallery to view Indigenous artefacts and learn more about their cultural use and significance. This experience further enriched their learning within the current Inquiry Units, which explore the longstanding culture of First Nations Australians and the Impact of European settlement. Our students have written some wonderful recounts of their excursion and we encourage you to take the opportunity to read them.

Ms Letitia Sheridan
Year 4 Teacher



Taylor 4A:

On Monday the Year 4s visited the Melbourne Museum. Here are some of the things we saw and learned about. We learned about First Nations culture by visiting the First Nation's Gallery. We had a chance to see how fire was made, and learned about First Nation languages.



Mikayla 4B:

My class's first stop was at the Melbourne Story. I discovered lots of old things like spoons and forks. Then we had our food and moved on to the First Peoples gallery. I got to see tree bark canoes and possum skin cloaks that had Aboriginal art on them. After that we got to see dinosaur fossils and learned facts about their bones



Abby 4C:

At the First Peoples Gallery there were iPads connected to a TV which had photos of custodians (First Nations People) who lived here and information about them. We also got to see artifacts and a special room with Bunjil the eagle. At the end of our excursion we got our bags, lined up and went on the bus back to school.



Student Absenteeism Due To Illness

This week has seen a dramatic rise in the number of children and staff absent due to illness.

We very much understand that a sick child can represent a day off from work, or having to reschedule important meetings or appointments if a carer is not available. We have staff who, like yourself have children and have to make the same call from time to time, when their own child is ill.

There are two particular reasons that children are excluded from school while they are ill, sick or unwell. Firstly, so that they have the chance to recoup and get well, and secondly, so that their illness is not passed on to others.

The following is a guide to assist you in making the call if to send them or keep them home. But please, if they are pale and clearly unwell, please do not send them to school. Home, bed and rest are the best medicines for improving their health.

Keep a Child at Home if You See the Following:

Fever. This is one symptom that automatically rules out school, no questions. Your sick child should be fever-free without medication for at least 24 hours before you send him/her back to school. As a school, we do not administer over-the-counter fever-reduction medication; instead, we believe that it is definitely worth keeping your child home, making sure they drink plenty of fluids so they can recover from whatever they are battling.

Diarrhoea. This could be a sign of a viral infection, so it's best to keep your child at home. It's also important to keep rehydrating him/her with an oral rehydrating solution when s/he has diarrhoea, and the best way to do that is by keeping him/her at home.

Vomiting. Aside from the fact that your child won't be comfortable, s/he could vomit again. Keep him/her home until s/he has gone 24 hours without throwing up – that way you won't feel guilty if you send him/her to school and we call you up to come and collect your vomiting child.

Cough. This depends on how severe the cough is. Coughs can spread infection to other students. A serious cough can also keep a child from getting a good night's rest, which means s/he'll be too tired for school in the morning. As a general rule, if your child has a serious wet cough, particularly if it's accompanied by breathing troubles, seek medical advice. But if it's just a mild cough and s/he has no other symptoms, s/he can probably go to school. The wearing of a face masks in these circumstances is greatly encouraged.

Rashes. Skin rashes could be a sign of a contagious infection, such as impetigo. You should have a rash evaluated by a doctor before sending your child to school.

Conjunctivitis. This infection can quickly and easily spread from one child to another, as many parents of primary-school age children already know all too well. Keep your child home until the doctor says s/he is no longer contagious.

Stomach ache. This one can be tough to call. If s/he doesn't have diarrhoea and isn't constipated, tummy trouble could be caused by any number of things from anxiety to food poisoning. If the stomach pains are minor enough to allow your child to continue walking and behaving in his/her usual boisterous fashion - and there are no other symptoms – this might be one of those times worth risking sending him/her to school. Later, you can talk to him/her about any emotional issues that may be on his/her mind.

Ear infection. As with coughs, you should evaluate all his/her symptoms before making the call. If s/he has mild ear pain, s/he'll likely be fine; but if s/he's clearly uncomfortable, s/he will have trouble concentrating in class anyway and should be kept at home. If there are any other accompanying symptoms such as a fever, it's a definite sick day.

Runny nose. Let's be realistic: If you kept your child home every time s/he had the sniffles, s/he'd miss a lot of school. Use your judgment. If s/he has a runny nose but seems otherwise fine, then it's probably okay for him/her to go to school (with a box of tissues in his/her bag and possibly a face mask). If it's clear and runny without any other symptoms, that should be ok. However, if it's of a thicker and darker colour, this is a good indication of infection in which case your child should stay home.

Trust your instincts. If your child seems lethargic and is just not themselves (if s/he's not interested in playing, that is often a big clue), keep him/her home and monitor him/her for any signs of illness.

If we follow these simple guidelines, our children will be far healthier and happier.

Thank you for your understanding and assistance.



A Tale of Two Jackets

On Tuesday morning, two jackets were found left on the concrete in front of the oval. Discarded and wet, we knew that two children were going to go cold on this frosty morning.

Hoping to return the jackets to their owners, we found that one had a name scribed in permanent ink, the other had no name.

Given the cost of these jackets, we want to ensure that they are always returned to the rightful owner. Could we ask that over the weekend and into this coming week, that ALL your child's jumpers, jackets and school hats are labelled with your family name.

If your child has lost their jacket this week, please contact your child's teacher. They may be able to help.

For everyone else, we ask that you help us out so that these wonderful jackets are able to do the job they were designed to do – keep your child/ren warm. Winter has arrived!



Reminder: School fees are due!

If you did not receive your child's school fees to pay, please contact the front office with an updated email & address.

Parent whose accounts are currently over \$2000 and have not entered into a fee payment plan, are being contacted to ensure that school fees are paid. This will allow the school to continue providing the high level of resources and support it currently offers.

Help Students Master Their Multiplication Facts



This term, students in Grade 3-6 have been putting their knowledge of multiplication facts to the test. All students have been assessed and now have a goal to target their multiplication learning.

The aim is for students to be fluent and automatic in their response to the multiplication facts. If students can accomplish this, they will be better prepared to tackle mathematical problems and become more efficient in other areas of mathematics.

To support students at home, they will receive a bookmark that relates to their current multiplication goal. These bookmarks have the multiplication facts in a random order on one side. On the other side are ways children learn their facts, mental computation strategies and what you can do at home to support their learning.

$$5 \times 12 = \underline{\hspace{2cm}}$$

$$5 \times 3 = \underline{\hspace{2cm}}$$

$$5 \times 8 = \underline{\hspace{2cm}}$$

$$5 \times 5 = \underline{\hspace{2cm}}$$

$$5 \times 1 = \underline{\hspace{2cm}}$$

$$5 \times 12 = \underline{\hspace{2cm}}$$

$$5 \times 7 = \underline{\hspace{2cm}}$$

$$5 \times 6 = \underline{\hspace{2cm}}$$

$$5 \times 2 = \underline{\hspace{2cm}}$$

$$5 \times 9 = \underline{\hspace{2cm}}$$

$$5 \times 4 = \underline{\hspace{2cm}}$$

$$5 \times 11 = \underline{\hspace{2cm}}$$

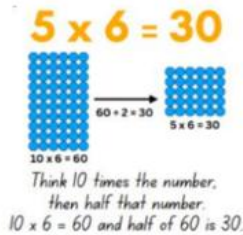
5 Multiplication Facts

When solving our 5x tables, we use arrays to help us:



e.g. $5 \times 4 = 20$

Mental Computation strategy: Think 10 times the number, then half that number



Activities you can do at home to support this understanding:

- Orally practice 5x tables in a random order

TERM 2

Week 6

National Reconciliation Week

Monday 26/05

- Saint Philip Neri
- Year 1 Excursion – Royal Botanical Gardens
- [National Sorry Day](#)

Tuesday 27/05

- Saint Augustine of Canterbury
- Staff Meeting 3.30pm - 4:30pm

Wednesday 28/05

- **YEAR 3 ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2.15pm

Thursday 29/05

- Saint Paul VI
- LSO Meeting 2:15 - 3pm
- Staff Meeting 3.30pm - 4:30pm

Friday 30/05

- MPSSA Lightning Prem

Saturday 31/05

- The Visitation of the Blessed Virgin Mary
- **First Eucharist @11:00am and 1:00pm**

Sunday 01/06

- The Ascension of the Lord-WHITE
- Jesus commissions the eleven, ascends to heaven-Luke 24: 46-53

Week 7

Monday 02/06

- Saints Marcellinus and Peter

Tuesday 03/06

- Saint Charles Lwanga and companions
- Staff Meeting 3.30pm - 4:30pm

Wednesday 04/06

- **YEAR 2 ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2.15pm
- **Interrelate Human Development Family Night - Tricky Talks 6:30 - 8:00pm**

Thursday 05/06

- Saint Boniface
- MPSSA Year 5/6 Soccer Tournament
- LSO Meeting 2:15 - 3pm
- Staff Meeting 3.30pm - 4:30pm
- Inform and Empower Parent session

Friday 06/06

- **School Closure Day**
- Saint Norbert
- Saint Marcellin Champagnat

Sunday 08/06

- **Feast of the Immaculate Heart of Mary**
- **PENTECOST SUNDAY-RED**

When students complete sets of their multiplication facts they will receive a wristband. To receive a wristband, students need to master their multiplication facts as listed below:

Red - 0, 1, 10 and 2 times tables

Blue - 5, 4 and 8 times tables

Green - 3, 9 and 6 times tables

Yellow - 7, 11 and 12 times tables

We are excited to see students gain confidence in knowing all of their multiplication facts.

Mr Matt Galea

Numeracy Leader



Week 8

Monday 09/06

- **King's Birthday – Public Holiday**
- Mary, Mother of the Church

Tuesday 10/06

- Staff Meeting 3.30pm - 4:30pm

Wednesday 11/06

- *Saint Barnabas*
- **YEAR 1 ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2:15pm

Thursday 12/06

- LSO Meeting 2:15pm - 3pm
- Staff Meeting 3.30pm - 4:30pm

Friday 13/6

- *Saint Anthony of Padua Feast Day*
- ONWZ Principal Network
- Instalment 2 - Family Fee Payment Due

Sunday 15/06

- SOLEMNITY OF THE MOST HOLY TRINITY-WHITE

Week 9

Monday 16/06

-

Tuesday 17/06

- Staff Meeting 3.30pm - 4:30pm

Wednesday 18/06

- **YEAR 6 and Prep ATTENDING PARISH MASS @ 9:15am**
- **Year 5 Talent Show 11:30am – 1:30pm**
- Whole School Assembly 2.15pm

Thursday 19/06

- Staff Meeting 3.30pm - 4:30pm

Friday 20/06

- Saturday 21/06
- *Saint Aloysius Gonzaga*

Sunday 22/06

- Saints John Fisher and Thomas More
- SOLEMNITY OF THE MOST HOLY BODY AND BLOOD OF CHRIST (Corpus Christi) – WHITE

Week 10

Monday 23/06

- *Saint Paulinus of Nola*

Tuesday 24/06

- THE NATIVITY OF SAINT JOHN THE BAPTIST
- Staff Meeting 3.30pm - 4:30pm

Wednesday 25/06

- *Saint Romuald*
- **2026 Prep Enrolments Close**
- **Whole school mass for the Feast of the Sacred Heart @ 9:15am**
- Whole School Assembly 2.15pm

Thursday 26/06

- Staff Meeting 3.30pm - 4:30pm

Friday 27/06

- *Saint Cyril of Alexandria*
- *Solemnity of the Most Sacred Heart of Jesus*
- **Semester 1 Student Reports Sent Home**

Saturday 28/06

- *The Most Immaculate Heart of Mary*

Sunday 29/06

- Saints Peter And Paul – RED

Week 11

Monday 30/06

- *The First Martyrs of the Holy Roman Church*

Tuesday 01/07

- **Parent Teacher Learning Conversations 3.45pm to 7.15pm**

Wednesday 02/07

- **YEAR 5 ATTENDING PARISH MASS @ 9:15am**
- **Parent helper afternoon tea**
- Whole School Assembly 2:15pm

Thursday 03/07

- *Saint Thomas*
- **Parent Teacher Learning Conversations 3.45pm to 7.15pm**

Friday 04/07

- *Saint Elizabeth of Portugal*
- **Last Day of Term 2**
- **Dismissal Time 3.15pm**

Avoiding Needle Stick Injuries

It was brought to our attention this week that one of our students had found a syringe in the park beside our school and out of curiosity picked it up. We've undertaken a search of the area to see if there are any further syringes laying around. No injury occurred but it is a great reminder for all parents to remind their child/ren not to touch discarded syringes and to inform an adult as soon as possible as to where the syringe is.



Fortunately needle stick injury is rare in the community setting and usually arises from the accidental puncturing of the skin by a needle left in places such as parks, playgrounds, laneways or public toilets.

When a person experiences a needle stick injury, there may be anxiety and distress. This is a natural response when thoughts of potential infection with blood borne viruses occur. The risk of BBV transmission by accidental needle stick injury in community settings however is very low.

Year 6 Winter Interschool Sports

Our Year 6 students have kicked off the Winter Interschool Sports season with great enthusiasm! Competing in T-ball, netball and AFL football students are enjoying the opportunity to represent our school and verse other local schools each week.

These events are not only a fun way to stay active, but also help students build important skills like teamwork, communication, resilience and sportsmanship. We're proud of the positive attitudes and effort shown so far, and we look forward to seeing their growth throughout the season!

Below is a wonderful recount of our students experience on the day.

Shanthi Di Falco
Senior School Team Leader
Year 6 Classroom Teacher



Year 6 Winter School Sports 1st Round

The first round of the winter interschool sports was held on the 16th of May at Aintree. There were three different sports: AFL, netball, and T-ball.

I was in the T-ball team, and we gave it our best shot! We came really close, but Aintree just managed to beat us. The girls' T-ball team did especially well, with a final score of 10-10 – it was a draw! The boys' score was 6-10 to Aintree.

In AFL, the teams were mixed (boys and girls together), and they played amazingly well, managing to beat Aintree!

I'm not sure how the netball team went, but I'm sure they tried their best too.

The next round of winter interschool sports will be on Friday, the 23rd of May. We're looking forward to another great day!

Braxton 6B



Generating language through questions

There are many types of questions you can ask your child to get information. Often adults ask children closed ended questions which will generate single word responses. Ask open ended questions and try to set up a daily routine for talking about the day. Encourage responses in sentences.

Often when parents ask the questions:

"How was school today?" response - **"ok"**

"What did you do?" response - **"nothing"**

Instead try asking, "What was something good that happened at school today and tell me why it was good?"

Rather than asking these questions at the busy, noisy school pick up time, try asking it at the dinner table or as part of bedtime routine. Get everyone to take turns asking the questions and take turns answering them.

Initially you might use a starter phrase:

"One good thing that happened today was..."

"It was good because..."

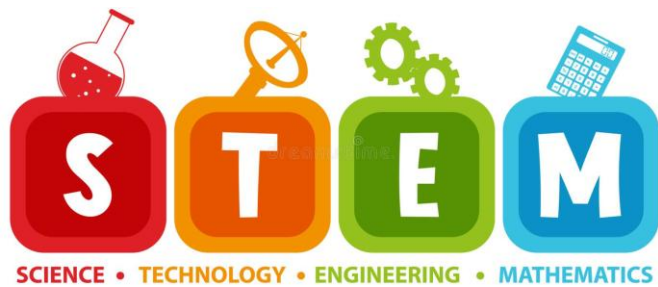
Include "Why do you think..." or "What would happen if ..." types of questions that don't have a right or wrong answer.

Questions can relate to imaginary scenarios "What do you think would happen if instead of driving home I drove us all to the moon?"

Children often enjoy nonsense scenarios and can come up with some wonderfully creative responses.

Include a family word for the week that everyone needs to try and use each day. The word for this week could be **/magnificent/**.

*Remember to try and get your child to respond in sentences. Producing good oral sentences in conversation is a precursor to being able to produce good sentences in written work. Make sure you allow enough think time for a response.



Prep students continued developing their coding and sequencing skills by working with Beebots. They successfully navigated the robots around maps using forward, backward and turn commands while also tracking each movement using sequencing cards.



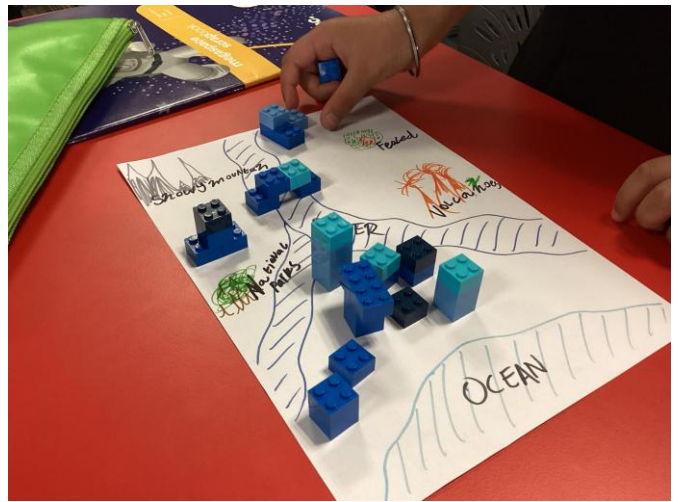
Grade 1–2 Students

This week, our Grade 1–2 students learned how to safely use a hot glue gun. With careful guidance, they put their new skills to use by constructing letters out of paddle pop sticks—an exciting and creative building activity.



Grade 3–4 Students

Thinking like civil engineers, the Grade 3–4 students were challenged to design their own towns. They worked within specific criteria and constraints, encouraging critical thinking, collaboration and



problem-solving as they planned their ideal communities.

Grade 5–6 Students

Our senior students continued exploring digital media skills, using their Chromebooks as video recording devices. They began creating trial videos in Canva, developing their confidence with both video production and design tools.

Year 2 Metro Trains Incursion - Introduction to Rail Safety

This past Tuesday our Year 2 classes participated in an Incursion provided by Metro Trains to support our Inquiry Unit on Transport Systems. The one-hour session engaged students in an interactive story following the journey of two children travelling by train to the Melbourne Aquarium.



Students learnt about important emergency assistance information when travelling on Metro trains, helpful people such as Metro staff and Authorised Officers and ways to stay safe when travelling on trains and at train stations and rail crossings. They were also very surprised to discover how transport has changed over the past 200 years and some interesting history about Flinders Street Station.



Prep A

Bryce P - For Reading over 70 nights at home so far. What a superstar!

Mikyla K - For neat handwriting. You are so focused during writing time. Keep it up!

Prep B

Flynn B - For your fantastic days of learning last week. Keep up the great work.

Maddison C - For being a caring member of the Prep community and showing patience with your friends.

Prep C

Prabhnoor L - For trying your best to use your knowledge of heart words and letter-sound relationships to write a sentence. Well done!

Athena W - For demonstrating our PBL value of Respect by being ready to learn and participating eagerly in our phonics learning.

Year 1A

Achan B - For showing great spelling strategies when sounding out a word. Keep up the great work!

Frazer A - For showing responsibility for your learning and showing wonderful initiative in the classroom. Your actions show leadership, care, and independence — you're a true example for others!

Year 1B

Ayii D - Taking accountability of your words and actions. Keep it up!

Austin N - For making a conscious effort following instructions. Keep it up!

Year 1C

Achol A - For being ready to learn by having everything that you need when working with Mr Walker or Ms Mizzi.

Pypah M - For working calmly at your desk, demonstrating our PBL value of respect.



Year 2A

Serah A - For your excellent participation in all learning tasks. You are always 'ready to learn' and cooperate with others. Well Done Serah!

Zane S - For demonstrating your understanding in our whole class Maths sessions by confidently explaining your thinking to the class. Keep it up Zane!

Year 2B

Noah K - For showing great improvement in your focus during class, staying on task and engaging more actively in your learning. Keep it up!

Victoria M - For gaining confidence socially with your peers and in your learning. Keep being amazing!

Year 2C

Ana D - For your increased confidence to share ideas in the classroom. Keep it up!

Hirwa S - Applying your knowledge of spelling patterns to writing tasks. Keep up the great work.

Year 3A

Lukas F - For displaying a readiness to learn and trying your best to complete set tasks with a growth mindset.

Mayom A - For continuously showing a dedication to your learning, keep up the great work!

Year 3B

Isaac M - For your use of syllables when decoding unfamiliar words. You did a fantastic job at independently identifying the syllables in the words. Great reading!

Jason D - For your focus when using measuring instruments to find the length of different objects using standard formal units. Good job!

Year 3C

Khiani S - For using class time effectively to catch up on your learning particularly in our Novel study of Yirra and her deadly dog, Demon.

Marion R - For becoming more confident in your learning by asking for assistance during your numeracy lessons.

Year 4A

Carlos M - For showing amazing focus as an independent learner when learning about the Mass. Amazing effort!

Fennet T - For adding adverbial phrases to add more detail about the place in your sentences. Well done!

Year 4B

Harrison P - For demonstrating excellent measuring skills by accurately calculating lengths of objects around the classroom.

Bonnie R - For demonstrating excellent measuring skills to calculate lengths and the perimeter of shapes.

Year 4C

Anyel S - For accurately creating sentences with adverbials of time to strengthen your writing. Amazing work!

Reighson F - For your success in finding the perimeter of regular and irregular shapes. Amazing work, you are a math superstar!

Year 5A

Nyanthon N - For always showing our values of kindness and respect in all that you do.

Stephanie F - For being engaged in your learning and doing so well on your post fractions assessment! You should be so proud!

Year 5B

Lewis L - For consistently demonstrating our PBL value of Respect by listening attentively during class discussions and treating your classmates with kindness. You're a star

Xavier M - For the great progress you've made in your reading fluency! Your hard work and persistence are really paying off. Keep up the fantastic effort!

Year 5C

Johnny S - For being more focused and for improving your spelling and Maths skills. Well done!

Ellie Y- For working on your times tables and asking for support when you need it. Keep it up!

Year 6A

Alexis S - For demonstrating an increased confidence and enthusiasm to participate in classroom discussions using context specific language.

Jaiden G - For persisting and demonstrating a growth mindset when planning your fable and clearly identifying the different features during conferencing.

Year 6B

Benji E - For being a fantastic Year 6 leader during Kaboom Sports, showing great initiative, kindness and patience while guiding and teaching younger students how to play the games.

Amelie B - For always approaching every task with full effort, enthusiasm, and a commitment to doing your best. Well done!

Year 6C

Chelsea G - Your outstanding ability to complete tasks with both speed and accuracy.

Miron F - Showing growth and commitment to making a positive change in behaviour.





This Weekend's Gospel

A reading from the holy Gospel according to
[John 14:23-29](#)

The Holy Spirit will teach you everything and remind you of all I have said to you.

Jesus said to his disciples:

'If anyone loves me he will keep my word,
and my Father will love him,
and we shall come to him
and make our home with him.

Those who do not love me do not keep my words.

And my word is not my own:

it is the word of the one who sent me.

I have said these things to you
while still with you;

but the Advocate, the Holy Spirit,
whom the Father will send in my name,
will teach you everything
and remind you of all I have said to you.

Peace I bequeath to you,

my own peace I give you,

a peace the world cannot give, this is my gift to you.

Do not let your hearts be troubled or afraid.

You heard me say:

I am going away, and shall return.

If you loved me you would have been glad to know
that I am going to the Father,

for the Father is greater than I.

I have told you this now before it happens,
so that when it does happen you may believe.'

Gospel Reflection

Just like last week's gospel, this passage also comes from the Last Supper discourse in the Gospel of John. Again, although its original context was pre-crucifixion, the language works in the post-resurrection Easter season as we anticipate the celebration of the Ascension next week. This double purpose language is, of course, no accident. The gospel was written 60 or more years after the death and resurrection of Jesus and so the writer was consciously conveying the double meaning of 'going away': Jesus going to his death; and Jesus

going back to the Father. But Jesus also promises his return in this speech. Continuing the double meaning, the gospel writer knew that Jesus had come good on his promise to return after his death and so conveys to the gospel audience, and to us, a sense of confidence and hope that the second promised return will also be fulfilled at the right time. In the meantime, Jesus promises to send the Holy Spirit to the disciples and to the world. The Holy Spirit is to be the Advocate (the Paraclete) of the Father and the Son. The Holy Spirit performs a dual purpose: firstly, to carry on the teaching; and secondly, to continue to remind the believers of all that Jesus said and did. The action of the Holy Spirit continues in the world today – inspiring and teaching those who are open to hearing and keeping alive the memory of Jesus, his teaching and his compassion. We talk about being full of school spirit and team spirit but these feelings of loyalty and commitment are only a distant echo of what it is to be filled with the Holy Spirit.

Historical Context – The time of absence

At the time of writing of the Gospel of John (during the last decade of the 1st Century), the community of believers were beginning to come to terms with the continued absence of Jesus. In the earlier gospels, particularly Mark, there is a feeling of expectation evident in the writing – an expectation that Jesus' promised return was imminent. By the time of John's community, there was an acceptance that the glorious return of Jesus still lay some time in the future. They wrestled with keeping alive the memory and message of Jesus when there was no end in sight.

Gospel Focus – Advocate

In the text, Jesus describes the Holy Spirit as the Advocate, sometimes translated as Paraclete. Both words have very similar meanings. Today when we describe someone as an advocate we usually mean that they stand up for and speak out for someone else or a particular cause. Advocate also has a legal meaning where the advocate bears witness and attests to the validity of another. The Holy Spirit is the Advocate of Jesus in that the action of the Holy Spirit continues to bear witness to the message of Jesus.

Different View – Peace

Jesus promises his peace to the disciples in today's gospel passage. However, some people argue that the world has not known that peace in the time since then. Some Jewish people cite this as one of their arguments against Jesus being regarded as the promised Messiah. One of the prophecies about the Messiah was that there would be universal peace once the Messiah arrived. Those who argue against Jesus as the Messiah point to the fact that since the time of Jesus, not a single day has gone by in our history in which there has not been some war or conflict occurring somewhere on earth.