



Wednesday, 2<sup>nd</sup> April 2025

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# SCHOOL HOLIDAYS

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Dear Parents, Carers, & Students,

This first term of learning has passed all too quickly with teachers and students making the most of the learning time available to them. Last year, at this time, the school was going through a major overhaul in curriculum delivery, assessment & reporting, classroom facility upgrades and greatly increased expectations as to student engagement.

The priority for us continues this year in ensuring the explicit instruction in numeracy & literacy as well as implementing Positive Behaviour for Learning so that students of Saint Catherine of Siena attain great learning and social outcomes.

The raising of expectations in regard to learning & teaching, and improved behaviour, is already having a positive impact on student academic results.

A further improvement to the learning program, commencing next term is the implementation of a strategic Multi-Tiered System of support in literacy. We encourage families to make themselves familiar with what this means by reading the article titled by the same name further in this newsletter.

Next term will begin all too quickly and we want to make the most of the time we have with your

children. There is only five hours of face to face teaching time in a day. The effectiveness of that teaching and learning time is impacted upon by the preparedness of both teacher and student, explicit teaching practice and an enthusiasm to learn and experience success in that learning.

A healthy body allows one to have a healthy mind. With the onset of winter, we ask that students are rested well during the coming school holidays and weeks to come. That students are dressed according to the weather conditions as per the school's uniform policy (Term 2 & 3 – Winter Uniform) and have both a substantial breakfast and lunch so that they have a great start to each day.

With Palm Sunday occurring on Sunday, 13<sup>th</sup> April our attention now turns to Holy Week as we look forward to Easter Sunday. It has been wonderful to see our students attending and participating in the weekend Eucharist, especially to see students in their school uniform on a Sunday, offering to the community, the food collected and distributed to those in need. I encourage parents to do their best in supporting children in their own journey of faith by participating in the Holy Week and Easter liturgies. They are all each filled with ritual, meaning and the story of us.

This weekend's Gospel is a great example of the story of us. Without going into too much detail as it is available to read further back in the newsletter, the Gospel could as easily be addressed to each of us as it was to the community it was originally written for. We all feel at times that we've done the wrong thing – something we don't deserve to be forgiven for. However, Jesus says to us, I know you've done the wrong thing, and you are already forgiven, but you need to make a commitment to change and not repeat the error. It is Jesus' promise not to give up on us – not to forget about us – that we can draw strength from as we try to respond to his challenge to change. It's something that we as parents and educators try to help children learn and grow from their mistakes.

May the coming two weeks provide your family with a time to connect, draw closer, rest and enjoy doing things as a family. Even if that be to play a board game, go for a walk together or catch up with extended family. Our children grow up all too quickly and these opportunities will pass all too soon.

Wishing you each a very happy, safe and holy Easter.

With every blessing.

Des Noack  
**Principal**

# celebrating Mother's Day

With Mother's Day coming up on Sunday 14th May we are looking forward to celebrating with our mums with a **Mother's Day Mass at 9.15am on Wednesday 7th May 2025**, followed by classroom visits and a special morning tea. An Operoo form will be sent to all families shortly with the hope that our mums, grandmothers, aunties and special mother figures in our children's lives will be able to join us in celebrating this very special day.



In Term 2, students in Year 4, who are baptised Catholics, will be celebrating their First Eucharist on **May 31st, 2025**. There are also some Baptised Catholic students in Years 5 and 6 who have enrolled to celebrate this sacrament.

There will be a **Mass celebrated at 11am and another at 1pm**. This year we will be celebrating this sacrament with St Dominic's Catholic Primary School.

These Masses are capped at 40 communicants so please ensure you book as soon as possible to ensure you get the time you prefer. Once a Mass is full there will be no choice but to book the mass with the remaining spots available.

As part of their preparation, you will also be required to attend:

- a **Eucharist Family Evening on Wednesday May 7th, 2025 at 6:30pm, and**
- a **Presentation and Commitment Mass on Saturday May 24th at 6pm.**

Please keep these dates free and add them to your calendar as attendance at **both** these events are an expectation for all communicants.

**Booking will open on Wednesday, April 2nd at 7pm and will close on Saturday, April 19th at 7pm.**

We look forward to being a part of the next step in your child's sacramental journey.



## Booking Information And QR Code Details

Parent/Guardians can book for this event by going to the school interviews website at <https://www.schoolinterviews.com.au/> and entering the event code **qec6c**.

OR

Click the booking link or scan the booking QR code below to streamline the booking process.

### Booking Link

<https://www.schoolinterviews.com.au/code/qec6c>

### Booking QR Code





## Prep And Year 1 Maths Learning Night

On Thursday, 1st May from 7:00pm – 8:00pm, we will be hosting an information night for the Prep and Year 1 parents focusing on Mathematics.

Having analysed the student data from this term and knowing that we can make further improvements to our student's confidence, knowledge and skills in number knowledge, we have put together a family maths session to assist families in supporting their child with specific areas to do with number knowledge and application. This extra-curricular learning event will take place in the upstairs meeting area of the school.

To book your place, please click on the link below or scan the QR code:

Parent/Guardians can book for this event by going to the school interviews website at <https://www.schoolinterviews.com.au/> and entering the event code **9z2rv**, which will take you to step 1 of the booking process.

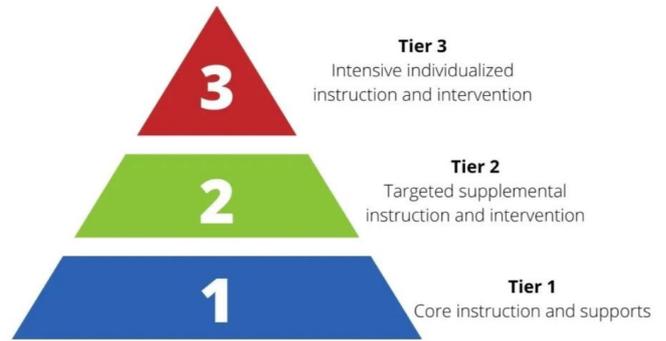
### Booking Link

<https://www.schoolinterviews.com.au/code/9z2rv>

### Booking QR Code



## Multi-Tiered System of Support: The Difference Between Tier 2 and Tier 3 Interventions



Credit: <https://creswell.k12.or.us/teaching-and-learning/multi-tiered-system-of-supports/>

We are pleased to advise parents & carers that the school has now implemented an intensive literacy intervention program commencing from the start of next term. The MiniLit program will provide small group focus sessions with a teacher 3-4 times a week.

At St Catherine of Siena, it is important to note the literacy intervention offered to students is at a high engagement level and the groups are constantly monitored for personal growth, attendance and engagement. At times, students are removed from the specific program in response of low attendance or non compliant/disruptive behaviour.

While Tier 2 and Tier 3 interventions both aim to provide additional support beyond core instruction, they differ significantly in their intensity, focus, and implementation.

Understanding these differences is critical for educators, especially when addressing the needs of students requiring the highest level of support. Moreover, the expertise of a reading specialist becomes crucial at Tier 3, where the challenges are most profound and individualized approaches are essential.

### Overview of the Multi-Tiered System

#### Tier 1: Core Instruction

Tier 1 represents classroom-based instruction provided to all students in general education.

This tier includes:

- Universal teaching strategies aimed at meeting the needs of the majority of students.
- Regular assessments to monitor progress and identify those who may require additional support.

Most students succeed with Tier 1 instruction, but some may need supplemental help, which leads to Tier 2 or Tier 3 interventions.

## Understanding Tier 2 and Tier 3

### Tier 2: Learning Support and Enrichment

- **Purpose:** Targeted support for students who are not making adequate progress with core instruction alone (Tier 1).
- **Group Size:** Typically small groups of 4-6 students.
- **Focus:** Address specific skill gaps identified through assessments, such as phonics, fluency, or comprehension in reading.
- **Program Design:** Often structured programs with evidence-based practices, applied consistently across a group of students with similar needs.
- **Duration:** Interventions are short-term and progress is closely monitored.

Tier 2 programs often use standard interventions, such as a scripted reading program or a math skill-building activity, that have been proven effective for the majority of students who need extra support.

### Tier 3: Intensive Interventions

- **Purpose:** Intensive, individualized support for students who show minimal progress despite Tier 2 interventions. These students often have more significant learning difficulties.
- **Group Size:** One-on-one or very small groups of 1-2 students.
- **Focus:** Highly specific, individualized goals based on detailed diagnostic assessments.
- **Program Design:** Tier 3 interventions are not just more intense versions of Tier 2 programs. They often require customized instructional approaches tailored to the unique needs of the student.
- **Duration:** Longer-term interventions with frequent monitoring to adapt instruction.

By understanding the distinction between these tiers, we can better align our support with the needs of each student, ensuring the intensity and approach match the complexity of their challenges.



Picture of our baby stick insect named Remy, named after Remy in Prep who found him on Monday morning with the egg still attached to it.



With 156 entrants for the PBL Mascot Competition, we managed to get it down to 6. And from this 6 we have a winner!!!! Congratulations to Ava K (6B). Ava will now work with a graphic artist to further develop her concepts for publication.

We would also like to congratulate Gloria M (2A) who is our Term 1 PBL Token Winner.

## TERM 2

### Week 1

**Monday 21/04**

- **EASTER MONDAY**

**Tuesday 22/04**

- **Students Return Today**

- Earth Day
- Staff Meeting 3.30pm - 4:30pm

**Wednesday 23/04**

- Saint George
- Saint Adalbert
- **YEAR 6 and Prep ATTENDING PARISH MASS @ 9:15am**
- **Whole School Assembly 2:15pm**

**Thursday 24/04**

- *Saint Fidelis of Sigmaringen*
- Staff Meeting 3.30pm - 4:30pm

**Friday 25/04**

- **ANZAC DAY (Public Holiday)**
- *Saint Mark*

**Sunday 27/04**

- 2<sup>nd</sup> Sunday of Easter- WHITE

### Week 2

**Monday 28/04**

- *Saint Louis Grignon de Montfort*
- *Saint Peter Chanel*
- Parent Support Group Meetings

## Tuesday 29/04

- **Saint Catherine of Siena Feast Day**
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

## Wednesday 30/04

- *Saint Pius V*
- **Whole School Mass – St Catherine of Siena Feast Day @ 9:15am**
- Whole School Assembly 2.15pm
- Parent Support Group Meetings

## Thursday 01/05

- ONWZ Principal Network
- *Saint Joseph the Worker*
- International Workers Day
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

## Friday 02/05

- *Saint Athanasius*
- Parent Support Group Meetings

## Saturday 03/05

- *Saints Philip and James*

## Sunday 04/05

- 3<sup>rd</sup> Sunday of Easter-WHITE

## Week 3

### ONLINE CYBERSAFETY SESSION FOR YEAR 1-6 THIS WEEK

#### Monday 05/05

- Parent Support Group Meetings

#### Tuesday 06/05

- **Parent Advisory Committee 7:00pm**
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

#### Wednesday 07/05

- **Mother's Day Mass 9:15am (Whole School) & Morning Tea**
- Parent Support Group Meetings
- Whole School Assembly 2.15pm
- **Eucharist Family Night @ 6:30pm**

#### Thursday 08/05

- **Mother's Day Stall**
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

#### Friday 09/05

- Parent Support Group Meetings
- Year 3 Excursion – National Gallery of Victoria: How we express ourselves!

#### Saturday 10/05

- *Saint John Avila*

#### Sunday 11/05

- **Mother's Day**
- 4<sup>th</sup> Sunday of Easter: WHITE
- World Day of Prayer for Vocations

## Week 4

### ONLINE CYBERSAFETY SESSION FOR YEAR 1-6 THIS WEEK

#### Monday 12/05

- *Saints Nereus and Achilleus Saint Pancras*
- Yr 4 Excursion – Melbourne Museum
- Yr 2 Incursion – Metro Trains Awareness

## Tuesday 13/05

- *Our Lady of Fatima*
- Staff Meeting 3.30pm - 4:30pm

## Wednesday 14/05

- *Saint Matthia*
- Whole School Assembly 2.15pm
- **YEAR 5 ATTENDING PARISH MASS @ 9:15am**

## Thursday 15/05

- International Day of Families
- Staff Meeting 3.30pm - 4:30pm

## Friday 16/05

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## Saturday 17/05

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## Sunday 18/05

- Saint John I
- 5<sup>th</sup> Sunday of Easter - White

## Week 5

### ONLINE CYBERSAFETY SESSION FOR PREP THIS WEEK

#### Monday 19/05

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#### Tuesday 20/05

- **Mary, Mother of the Church**
- *Saint Bernadine of Siena*
- Staff Meeting 3.30pm - 4:30pm

#### Wednesday 21/05

- *Saints Christopher Magallenes and companions*
- **Staff Flu Vaccination Program**
- Whole School Assembly 2.15pm
- **YEAR 4 ATTENDING PARISH MASS @ 9:15am**

#### Thursday 22/05

- *Saint Rita of Cascia*
- Staff Meeting 3.30pm - 4:30pm

#### Friday 23/05

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#### Saturday 24/05

- *Our Lady, Help of Christians*
- **First Eucharist Presentation and Commitment Mass @6pm**

#### Sunday 25/05

- *Saint Gregory VII*
- *Saint Mary Magdalene de Pazzi*
- *Saint Bede*
- 6<sup>th</sup> Sunday of Easter-WHITE

## Week 6

### National Reconciliation Week

#### Monday 26/05

- *Saint Philip Neri*
- **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

#### Saturday 31/05

- The Visitation of the Blessed Virgin Mary
- **First Eucharist for SCS and SD @11am (SD Choir) and 1pm (SCS Choir)**

#### 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*
- 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*

#### Saturday 07/06

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#### Sunday 08/06

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

### Week 8

#### Monday 09/06

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

#### Tuesday 10/06

- **Parent Advisory Committee 7:00pm**
- 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*
- Instalment 2 - Family Fee Payment Due

#### Sunday 15/06

- SOLEMNITY OF THE MOST HOLY TRINITY-WHITE

### Week 9

#### Tuesday 17/06

- Staff Meeting 3.30pm - 4:30pm

#### Wednesday 18/06

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

#### Thursday 19/06

- *Feast of Corpus Christi*
- Saint Romuald
- 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

- *Saint Irenaeus*
- *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**

# LIVING THE GOSPEL

## *This Weekend's Gospel*

A reading from the holy Gospel according to John (8:1-11)

*Let the person without sin be the first to throw a stone.*

Jesus went to the Mount of Olives. At daybreak he appeared in the Temple again; and as all the people came to him, he sat down and began to teach them.

The scribes and Pharisees brought a woman along who had been caught committing adultery; and making her stand there in full view of everybody, they said to Jesus, 'Master, this woman was caught in the very act of committing adultery, and Moses has ordered us in the Law to condemn women like this to death by stoning. What have you to say?'

They asked him this as a test, looking for something to use against him. But Jesus bent down and started writing on the ground with his finger.

As they persisted with their question, he looked up and said, 'If there is one of you who has not sinned, let him be the first to throw a stone at her.' Then he bent down and wrote on the ground again. When they heard this they went away one by one, beginning with the eldest, until Jesus was left alone with the woman, who remained standing there. He looked up and said, 'Woman, where are they? Has no one condemned you?' 'No one, sir,' she replied. 'Neither do I condemn you,' said Jesus 'go away, and don't sin any more.'



## Motivating Your Child for Excellence

The request to "Wake up for school please Ashton" was met with a groan.

"I don't want to go to school mum."

Most parents will experience a child who is not motivated to be at school at some point in their lives. Many parents were that child!

Trying to stimulate your child's motivation at school is extremely difficult for parents, primarily because so much of what happens at school is out of your control. The environment provided by the teacher, other students, and the school community can have a powerful impact on your child's level of motivation. There are, however, several things that parents can do to increase their child's motivation at school:

### Remember, relationships matter

Encourage your child to develop positive relationships with other students at school. If the peer environment is one that is safe, fun, and comfortable, then your child will be more motivated to be at school than if bullying or teasing is common place.

Your child's relationship with the teacher should be positive

Look for ways to speak with your child about what the teacher is doing well, and the positive aspects of the student-teacher relationship. By building a positive perspective on classroom relations, children are likely to be more motivated at school.

### Speak positively about the school

When our children hear us openly criticise school, the teachers, or the principal, we undermine their faith and confidence in the people who are influencing and teaching them each day. Look for things that the teacher or school are doing well, and emphasise them publicly. When your children hear you speaking positively about their school, they will experience your enthusiasm as an endorsement and respond accordingly.

## Encourage mastery and mistakes, not performance and perfection

Developing competence requires practice, mistakes, and a long-term approach to mastery. If you've ever had a boss watching over your shoulder you will know how your focus on perfect performance can cause you to unravel. It also probably reduced your motivation! When children know they will not be judged on their performance, they feel free to experiment, make mistakes, and try again. By reducing pressure for perfect performance learning becomes an enjoyable process, and motivation goes up.

## Emphasise effort

When your child brings home an award (or when any evaluation is occurring in relation to schoolwork), emphasise the effort that they're making over the results they're achieving. Ask questions such as, "Do you feel like you're working hard?" Point out what a teacher says about your child's effort and ask, "Is your teacher right about this? Are you putting in less effort than you can?" Emphasise that you care more about effort than outcomes.

## Share your child's successes

When your child demonstrates competence, let him/her hear you telling other people about what was accomplished.

"Ella has been making such a big effort at school, and today she received an award for it."

"Jack got 22 out of 25 on his weather project."

"Matt just did his first serious high school exam. I've never seen him put in so much effort before. We still don't know what he scored, but I'm so proud of him for working so hard."

By telling people about the successes your child experiences, and by finding the good in what they do, your child will be more motivated to continue to work hard, practice, and develop good academic outcomes.

THE WORDS YOU  
SPEAK BECOME THE  
HOUSE YOU LIVE IN  
-HAFIZ

## The Choices We Make Affect Our Health And Well Being' Grade 3 Incursion



On Friday the 28th of March, 2025, the Year 3 students participated in an incursion related to our Inquiry topic 'The choices we make affect our health and well being'.

The incursion was presented by the Drama Toolbox and focused on the importance of making healthy choices for our bodies. As part of the incursion, students had the opportunity to role play body systems such as the digestive system, circulatory system, respiratory system and nervous system and discovered how these systems work together to keep us healthy. Furthermore, they had the chance to dress up as brain neurons, red and white blood cells, oxygen, and gastric juices in an immersive and hands-on STEM experience.



Here are some of reflections from Year 3 students about their experience:

On Friday, we learned about our body systems with Gavin. He taught us about blood cells and how they are used to drive oxygen around our bodies to the neurons in our brain. I was the white blood cell for the first time and the neuron for the second time. One of our

teachers was Bazza, who was sick. We had to find out what was happening in his body to make him sick. My favourite character was the oxygen because they flew around. (Michaiah, 3B)

On Friday the 28th of March, we had an incursion in the hall. The instructor's name was Gavin and the patient was Mr. J. Mr J's character's name was Bazza. We learned about white blood cells, red blood cells, hearts, oxygen, brains, neurons, and lots, lots more. The reason it relates to our classroom learning is because we have been learning about health and how to look after ourselves.



We also brainstormed some of the ways we could be healthy and help Bazza be healthy. Bazza was sick and wasn't feeling well because he was playing games or watching tv all the time at night and all day long. It wasn't good for his brain or his neurons as his brain needed to get enough sleep every single day. You need to get enough sleep so that your brain is rested and refreshed. We learnt and discovered so much new stuff about what makes us healthy. I really enjoyed the incursion. It was so much fun! (Sanaya, 3B)

Sleep is the single most effective thing we can do to **reset our brain and body health each day.**

DR. MATTHEW WALKER



### Prep A

Marina T - For gaining confidence socially with your peers and in your learning. Keep being a superstar!

Taylor T - For always being an active learner during our daily Heggerty lessons. You're a superstar!

### Prep B

Imogen K - For being an inquisitive learner and always asking questions during learning time, your sharing about our class stories is always fantastic.

Luca C - For being a knowledgeable learner when applying your sounds to your writing.

### Prep C

Solange S - For trying your best to form your letters when writing our decodable sentences. Keep being an amazing learner.

George I - For adding one more to collections up to 10 and saying the new amount! You have had an awesome week of learning

### Year 1A

James K - For having a go in all his tasks throughout the day and having a positive attitude. Keep up the great work!

Sarah T - For gaining the confidence to participate in classroom discussions, and for always having a go. Keep up the great work.

### Year 1B

Yalise O - For always using feedback to improve your writing. Keep it up!

Cyrus N - For your fabulous participation in Heggerty lessons. Keep it up!

### Year 1C

Christian D - For demonstrating our PBL value of respect, by listening to and following the teacher's directions throughout the school day.

Cody S - For demonstrating our PBL value of respect, by following your teachers' instructions when completing your learning tasks.

### Year 2A

Aluel A - For being responsible by letting teachers teach and learners learn everyday and for taking pride in all your work. Fantastic effort Aluel!

Oskar S - For your great ideas when making a list of good things people can do to be more like Jesus and for being kind to others. Well done Oskar!

### **Year 2B**

Ofure O - For always being eager to learn, showing curiosity and enthusiasm in every lesson. Your passion for learning inspires those around you.

LinDeanna W - For being a kind and considerate classmate who always supports others with patience and encouragement. Keep it up!

### **Year 2C**

Genevieve J - For using multiple adjectives to paint a descriptive setting for the reader.

Jayce F - For having a can-do attitude to all your learning this term. You should be proud of the bravery and courage you demonstrate every day in the classroom.

### **Year 3A**

Chout M - For your outstanding participation in the Mathematics unit on Multiplication and Division. You have shown great knowledge in creating arrays and writing multiplication and division equations to match. Well done on your hard work!

Leshaye M - For your amazing effort during spelling, especially in applying the double consonant rule! Your dedication and hard work have helped you grow. Keep up the fantastic work!

### **Year 3B**

Audrey K - For your enthusiastic participation in the Inquiry incursion, 'The Body Investigators'. It was great to see your learning about what helps us to be healthy.

Sienna L - For being an excellent role model of the PBL values. You always demonstrate the four values of being kind, respectful, responsible and safe. What a star!

### **Year 3C**

Andrew M - For your clear understanding of conjunctions and their correct use in writing lessons.

Charlotte K - For successfully expanding your sentences in our novel study of Charlotte's Web

### **Year 4A**

Bailey M - For your creative poem on Avery's Frog from Charlotte's Web. Great word choice and rhythm! Well done!

Ava K - For consistently demonstrating dedication to your learning and showing increased confidence to participate in class discussions. Amazing effort!

### **Year 4B**

Roman H - Creating a poem on the character of Templeton from Charlotte's Web using organised structure and rhyme

Violet B - Creating a poem on the character of Charlotte from Charlotte's Web using organised structure and rhyme

### **Year 4C**

Emmanuel B - For recalling the 4 times tables with confidence and accuracy. Amazing work, Miss Jacobson is so proud!

Ronida G - For showing confidence and accuracy in creating multiplication and division questions from arrays. Keep up the great work!

### **Year 5A**

Jayden R - For your hard work and efforts during maths. You have done an amazing job in trying to solve multiplication problems using the area model and base 10 blocks. Keep up the great learning!

Riley D - For consistently demonstrating exceptional handwriting. Your attention to detail and neatness sets a high standard. Keep up the fantastic work!

### **Year 5B**

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

Kaylee P - For showing improvement in using a clear and confident voice during fluency pairs

### **Year 5C**

Mayeno B - For doing your best to be focussed and achieving better results. Keep going!

Sarah B - For demonstrating great research skills during our inquiry project. Well done!

### **Year 6A**

Liam D - For showing resilience, enthusiasm and being a reflective learner as shown in his dedication to improve in all our learning tasks.

All of the wonderful students in 6A for your amazing dedication and resilience throughout Term 1 ! You have all developed a 'can do' attitude and I can't wait to see what Term 2 brings!

### **Year 6B**

Maya B - For consistently staying focused in class and actively participating in discussions, showing a keen interest in learning. Well done!

Whole class 6B- Congratulations to the amazing 6B class for a fantastic term of learning, growth, and teamwork! Your hard work, positivity, and dedication have made this term a great success- bring on Term 2!

### **Year 6C**

Athieei T - For helping the teacher and supporting classmates in daily activities and for working hard in math last week.

6C Class Award: For taking accountability and changing behaviour. Supporting each other and encouraging one another to make good choices.