

St Maria Goretti Primary School – Inglewood

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Thursday 16th March, 2017

Dear Parents and Carers,

Thank you to the families who attended the BBQ and footy skills session with the boys from St Joseph's College last weekend. We are very appreciative of their time with us and enjoy the service projects that they complete each year. The students are using our great picnic tables to sit at to eat at each break.

My gratitude this week goes to our P&F for their support in replacing the interactive whiteboards in our classrooms. Visual Focus installed this equipment on Monday and the teachers (and aides) are so excited to be able to do so many things on them to enhance the learning for our students and that they are so clear to read. Thank you!

As a result of the show being cancelled, we are going to display all our students' work around the school and hold our own little competition. All entries will be on display around the school from next week for parents to view.

Tomorrow is St Patrick's Day and Sunday is St Joseph's Day. Both important feast days in our church and our community. I include this prayer said on assembly today, for everyone...

May God give you... for every storm, a rainbow. For every tear, a smile. For every care, a promise and a blessing in each trial. For every problem life sends, a faithful friend to share. For every sigh, a sweet song and an answer for each prayer. Amen.

It was great to see parents at our P&F and School Board meeting yesterday. We were privileged to have a guest speaker, Bernadette Kreutzer, from Queensland P & F Association in attendance. She spoke to those present about the roles of P&F play in each community and that we are about engaging parents, and how we do this will look different in each community. The P & F will reflect on what has been shared by Bernadette and see what may happen in the future.

Toowoomba Catholic Schools Office have developed an Aboriginal and Torres Strait Islander Education Plan for 2017 – 2020. As part of that plan there are goals that each school is required to meet. As this is unpacked I will share what the goals are and discuss how we will look to achieve the goal. (I have included the goals and timeframe for your perusal.)

Next week, Casey will be attending a Graduates networking meeting for two days in Toowoomba with other graduate teachers. In her absence, Marianne Jordan will be working with our Prep to Year 3 students. We also wish her a speedy recovery.

A question was raised at the P&F meeting yesterday which I thought I might address to all our families – about relief teachers. I am well aware that our teachers have been out of the classroom at various times this term but this is always necessary for teacher professional development and the way for the start of a year. We are very appreciative that Marianne can be a consistent relief teacher for our school as she has learnt what the classroom routines and expectations are for both rooms. Both teachers comment about how their plan is always taught and completed at the end of the day and that it is business as usual. If you have any concerns when a relief teacher has been in our school, please see myself or the classroom teacher on their return if it is the next day.

We have a new OHS co-ordinator, after Belle's resignation and finishing up last Friday. Naomi Smith has been selected to take over this role in our school.

Mary MacKillop's reflective saying for this week is "Gods' love is too deep for words to express." 6.8.1870

Enjoy your long weekend.

In God's love

Paula

STUDENT PROTECTION CONTACTS:

Paula O'Rourke

Mandy Mead

Next week at a glance:

Tues: Harmony Day

Thurs: Assembly

Library borrowing

Fri: Tuckshop

Swimming



Well done to Kaylah, Lachlan, Mackenzie and Rory who were recognized for their achievements this week.



17th March: No Tuckshop due to Public Holiday

24th March: Worker: Carla Trevisiol
Home Cooking: Sandra Beard, Paula O'Rourke

P and F Meeting
Wednesday 19th April
3:30pm

Board Meeting
Wednesday 19th April
5:30pm



Well done to these students on their
Mathletics Certificates.



Our Prep—3 class presented some of their
show entries on assembly this morning.

Mary MacKillop Club



Toowoomba Catholic Schools
Visiting services

22nd March

Suzanne Cavanagh (Senior Education Officer—
Teaching and Learning)

Jane Murphy (Advisory Visiting Teacher)



The first activity for the Mary
MacKillop Club is Harmony
Day. See the full page advert
in this newsletter!

LEARNING NEWS

If I can say it,

I can
read it!




If I can say it,

I can
write it!



Reading is the **KEY** to learning

If I can read it,
 I can write it!

GRIP Leadership



HARMONY DAY



Wear a white ribbon on Tuesday 21st of March to show that you support everyone no matter what cultural or religious background you belong to.



'Everyone Belongs'

Mary Mackillop club will hand out white ribbons on Tuesday morning to show we support Harmony between all cultures.



Goals and targets

Goals and targets are arranged using four strategic organisers.

1. Culture, identity and partnerships
2. Catholic identity and mission

The targets are designed to be measureable, with data collected annually to inform progress towards the goals.

Culture, identity and partnerships

1. Goal

The school, in genuine partnership with local and wider Aboriginal and Torres Strait Islander staff, families, students and communities, plans and delivers ongoing activities which contribute to cultural identity for Aboriginal and Torres Strait Islander students, and develop cultural awareness and cultural competencies for all school staff and students.

Targets

- 1.1 By the end of 2018, 60% of schools have an Aboriginal and Torres Strait Islander education team/group/committee which assists in facilitating effective Aboriginal and Torres Strait Islander education in the school. This group provides opportunities for partnerships with Aboriginal and Torres Strait Islander parents, families, agencies and community (see Glossary).
- 1.2 By the end of 2020, all schools have an Aboriginal and Torres Strait Islander education team/group/committee which assists in facilitating effective Aboriginal and Torres Strait Islander education in the school.
- 1.3 By the end of 2018, 60% of schools have begun to document a formal commitment to reconciliation in a School Reconciliation Action Plan (RAP templates are available from Reconciliation Australia).
- 1.4 By the end of 2020, 100% of schools have a School Reconciliation Action Plan (RAP).

Catholic identity and mission

2. Goal

The school, in genuine partnerships with local and wider Aboriginal and Torres Strait Islander staff, families, students and communities, provides a culturally inclusive learning environment where:

- all staff and students develop an appreciation of the deep and complex spiritualities of Aboriginal and Torres Strait Islander peoples that have their roots in a centuries-old spiritual connection to God's gifts of land and country.
- Aboriginal and Torres Strait Islander students are invited to learn more about Jesus and his 'Good News' about God, human responsibility and delight in life, as expressed through the Catholic Tradition.

Targets

- 2.1 From 2017, all schools will annually complete at least one school prayer or liturgical event reflecting Indigenous spiritual and cultural perspectives in Religious Life of the School activities eg in connection with significant Indigenous calendar dates.
- 2.2 By 2018, 50% of schools are utilising local and/or wider sourced Aboriginal and Torres Strait Islander people and resources in Religious Education and faith development programs.
- 2.3 By 2020, 100% of schools are utilising local and/or wider sourced Aboriginal and Torres Strait Islander people and resources in Religious Education and faith development programs.

3. Leadership and school improvement
4. Curriculum and quality teaching

Leadership and school improvement

3. Goal

There is a whole of school approach to Aboriginal and Torres Strait Islander education where it is practiced as 'everyone's business'. School leadership, in collaboration with Indigenous staff, students, families and community, considers appropriate annual initiatives which are then included in school planning and budgets.

Targets

- 3.1 From 2017, all schools are guided by the TCS Aboriginal and Torres Strait Islander education plan 2017-2020 and annually complete the *Aboriginal and Torres Strait Islander education plan Appendix: School self-assessment and planning guide* to inform possible school initiatives and planning.
- 3.2 By the end of 2018, all schools are participating in annual professional learning related to Aboriginal and Torres Strait Islander education:
 - 3.2.1 for schools with Indigenous enrolments over 10%: the school completes at least one in-school professional learning for all staff regarding general cultural awareness and/or effective teaching strategies for Aboriginal and Torres Strait Islander students per year.
 - 3.2.2 for schools with under 10% Indigenous enrolment: representative/s from key staff attend professional learning regarding Aboriginal and Torres Strait Islander education at least once a year.

Curriculum and quality teaching

4. Goal

The school investigates, budgets for and implements initiatives which:

- provide education for all staff and students about Aboriginal and Torres Strait Islander histories and cultures.
- provide a minimum of age appropriate curriculum achievement for Aboriginal and Torres Strait Islander students, with a specific use of evidence based, culturally responsive pedagogies and resources.

Targets

- 4.1 By the end of 2018, all schools are implementing the Australian Curriculum History and embedding the Cross-curriculum priority - Aboriginal and Torres Strait Islander histories and cultures across subject areas. There is a whole school approach where content is embedded in teaching programs, and where possible, planned and delivered in collaboration with local and wider Aboriginal and Torres Strait Islander peoples.
- 4.2 By the end of 2020, all schools have investigated and implemented culturally responsive pedagogies proven to be effective with Aboriginal and Torres Strait Islander students, and are tracking the impact on individual and cohort achievement through NAPLAN and school based assessments.





Diocese of Toowoomba Catholic Schools

Overview: Goals and Targets, TCO Aboriginal and Torres Strait Islander education plan 2017-2020

Targets	From 2017	By the end of 2018	By the end of 2020
Goal 1 Aboriginal and Torres Strait Islander education team/group/committee which assists in facilitating effective Aboriginal and Torres Strait Islander education in the school.		60% of schools have an Aboriginal and Torres Strait Islander education team/group/committee	By the end of 2020, all schools have an Aboriginal and Torres Strait Islander education team/group/committee
Goal 1 School Reconciliation Action Plan.		60% of schools have begun to document a formal commitment to reconciliation in a <i>School Reconciliation Action Plan</i> .	100% of schools have a <i>School Reconciliation Action Plan</i>
Goal 2 Religious Education and faith development teaching programs are inclusive of Aboriginal and Torres Strait Islander perspectives and spiritualities.	All schools will annually complete at least one school prayer or liturgical event reflecting Indigenous spiritual and cultural perspectives in Religious Life of the School activities.	50% of schools are utilising local and/or wider sourced, Aboriginal and Torres Strait Islander people and resources in Religious Education and faith development programs	100% of schools are utilising local and/or wider sourced, Aboriginal and Torres Strait Islander people and resources in Religious Education and faith development programs
Goal 3 Schools are guided by the TCS Aboriginal and Torres Strait Islander education plan 2017-2020 and annually complete the <i>Aboriginal and Torres Strait Islander education plan: School self-assessment guide</i> to inform school initiatives and planning.	All schools are guided by the TCS Aboriginal and Torres Strait Islander education plan 2017-2020 and annually complete the <i>Plan Appendix: School self-assessment and planning guide</i>	All schools are participate in annual professional learning related to Aboriginal and Torres Strait Islander education: <i>-for schools with Indigenous enrolments over 10%: the school completes at least one in-school professional learning for all staff regarding general cultural awareness and/or effective teaching strategies for Aboriginal and Torres Strait Islander students per year.</i> <i>-for schools with under 10% Indigenous enrolment: representative/s from key staff, attend professional learning regarding Aboriginal and Torres Strait Islander education at least once a year.</i>	
Goal 4		All schools are implementing Australian Curriculum History and embedding the Cross-curriculum priority - Aboriginal and Torres Strait Islander histories and cultures across subject areas.	All schools have investigated and implemented pedagogies proven to work with Aboriginal and Torres Strait Islander students, and are tracking the impact on individual and cohort achievement through NAPLAN and school based assessments



EASTER HAT PARADE

Thursday 30th March after assembly

Make a hat for the Easter hat parade.

Categories:

- 1. Best use of recycled material**
- 2. Best reflection of the Easter story**
- 3. Best in the Prep-Year 3 class**
- 4. Best in the Year 4-6 class**

**Followed by a visit to Casa Mia
At 10am for morning tea.**

Parents are most welcome to attend!

International Read to Me! Day

March
19



Leigh Hobbs



Tips for Parents

Parent involvement that makes a difference



In August 2011, People for Education released a report, *Doing what matters most: How parents can help their children succeed in school*, which reviewed thirty years of research from Canada, the United States and England.

The four key things that parents can do to help ensure their children's success are outlined here:

1. Have high expectations for your children.

Let your children know that you think it is important that they do well in school. High parental expectations have the greatest impact on student achievement. When parents consistently express belief in their children's potential and tell their kids that they expect them to succeed academically, students do better.

2. Talk about school.

Talk with your children about what's happening at school – activities, programs and what they are learning. Surprisingly, this has a greater impact on academic achievement than monitoring homework, being at home after school for your kids, or limiting the time they are allowed to watch TV or go out during the week.

According to our kids, we may not be doing such a great job in this area. In student surveys conducted by the Education Quality and Accountability Office (EQAO), less than half of students in grade 3 (46%) report they talk to a parent or guardian “every day or almost every day” about their school activities. By grade 6, that percentage drops to 38%.

3. Help your children develop a positive attitude toward learning and good work habits.

The research shows that the greatest influence you can have on your kids' chances for success in school lie in how you influence their attitudes, their sense of personal competence, and their work habits, including persistence, seeking help, and planning.

So rather than trying to directly “teach” your children, focus on helping them handle distractions and crises of confidence, praise them for effort and persistence and demonstrate a positive attitude about school as a whole. Bit by bit, these are the attributes that will build solid foundations for ongoing success.

“The evidence is clear. Parents make a difference. And the way they contribute most to their children's education is through what they do at home. Being a parent can be challenging, but the good news is that you don't have to be ‘volunteer of the year’ or an expert on the war of 1812 to help your child succeed at school.”

4. Read together (in any language)

Reading is one of the foundations of all education, and you can make a big difference by reading and talking about books and stories with your children. Reading with children is the best way to turn them on to reading. But this doesn't mean that you should be forcing them to sound out words. Instead of focussing on teaching your children the mechanics of reading, teach them to **love** reading. Make reading fun and enjoyable!

Once again, our kids are telling us that there is room for improvement when it comes to time spent reading together. The EQAO student survey found that only 21% of children in grade 3 report reading together with a parent or guardian "every day or almost every day".

The evidence is clear.

Parents make a difference. And the way they contribute most to their children's education is through what they do at home. Being a parent can be challenging, but the good news is that you don't have to be 'volunteer of the year' or an expert on the war of 1812 to help your child succeed at school.

Parent involvement in school activities

Whether it is attending a school concert, cheering on a school team, or participating in community events and meetings planned by your school council, parent involvement in school activities can foster a sense of community within the school. It can build stronger relationships between teachers and parents, and provide an opportunity for parents to connect with and support each other.

School-based activities may not have a direct impact on student achievement, but they can be a fun and engaging way to build a stronger school community. When you can, take advantage of the opportunity to participate in school events to show your support for your children's school.

For more information:

www.peopleforeducation.ca

Read People for Education's report on parent involvement, *Doing what matters most: How parents can help their children succeed in school*. It provides a background on all the research behind this tip sheet. You can also join our online community to connect with other parents, and go online and get your questions about education in Ontario answered.

www.eqao.com

To find out more about the questionnaires that students, teachers, and principals complete every year as part of the EQAO testing, or see the survey results, visit the Education Quality and Accountability Office website.

tvoparents.tvop.org

TVOParents has a wide range of useful resources for parents, including videos in many languages, interviews with experts and up to date research.



2017 ICAS

ICAS stands for International Competitions and Assessments for Schools.

Each year the school offers students (with parent permission) the opportunity to participate in some international tests. All students who participate are given a certificate according to their results. These certificates are presented to students at Assembly.

There are practice questions that the students can complete before the time as well.

Listed below are the different tests available and their costs. Could you please return this form with an indication of which tests your child will be participating in and payment (to the office). It is a voluntary basis and we don't force children to participate.

TEST	TEST DATE	COST	TOTAL
<input type="checkbox"/> Digital Technologies (Years 3-6)	Tuesday, 23 rd May.	\$8.80	_____
<input type="checkbox"/> Science (Years 2-6)	Tuesday 30 th May.	\$8.80	_____
<input type="checkbox"/> Writing (Years 3-6)	Monday, 12 th June.	\$18.70	_____
<input type="checkbox"/> Spelling (Years 2-6)	Wednesday 14 th June.	\$12.10	_____
<input type="checkbox"/> English (Years 2-6)	Tuesday, 1 st August.	\$8.80	_____
<input type="checkbox"/> Mathematics (Years 2-6)	Tuesday, 15 th August.	\$8.80	_____

TOTAL COST: _____

NAME OF STUDENT: _____

Parents signature

____/____/____
Date

Parent Engagement sessions

What is it that you would like to know more about with your child's learning at school?

Please tick a box or indicate in the space what you would like...

English:

- ☐ Writing
- ☐ Grammar
- ☐ Punctuation
- ☐ Spelling
- ☐ Reading strategies
- ☐ Comprehension strategies
- ☐ Other _____

Maths:

- ☐ Number facts
- ☐ Addition
- ☐ Subtraction
- ☐ Multiplication
- ☐ Division
- ☐ Algebra
- ☐ Place value
- ☐ Other _____

Any other subject or area? _____

We will look at supporting you with your child through offering in classroom sessions, PD after school or during school. We will organise it to suit!

Please return to the office by March 6th.

Parent/Guardian's name: _____