Dear Families,

What an eventful few weeks we have had here at Galilee!

It has been wonderful to see so many families involved in some way in our community.

Mother's Day Events

Our mums, female guardians and grandmothers warmly supported our Mother’s Day events. It was lovely to see so many ladies enjoy the company of each other, and of course, the scones, jam and cream with their tea or coffee. The Prep students again stole the show with their beautiful singing both at 9.00am and 3.10pm - not a dry eye in the house! Thank you to Holly and Brighid for preparing them so well.

The Fundraising and Events Team did a wonderful job with the Morning & Afternoon Teas and also had 25 mothers attend their luncheon at Gioia Mia. A big thank you to Sally Callan, and her band of helpers for organising the events and to Jessica Conway for liaising with Mrs Orr and the teachers for the beautifully hand-made gifts.

Our Mother’s Day mass was memorable and well attended. Our mothers and guardians were touched by the readings and reflections. Thank you to Simon, Kayla, Anastasia, Joss, the Yr. 6 students and parents for their thorough preparation and confident presentations.

It was certainly a wonderful beginning to the Mother’s Day weekend.

Dad’s of Galilee

Our Galilee dad's had their first gathering at the Montague Hotel last week with 30 attending. The men enjoyed getting together over a meal and have planned further events. Thanks to Paul Mapley and Stephen Brooks for coordinating this initiative.

Class Representatives

Thank you to our many Class Reps who have been very busy organizing social occasions for both parents and students, as well as Morning Teas, teacher birthdays and assisting at school events. These all help to unite our community.

Until further notice, Park St entrance will be closed from 8.50am until 3.25pm. Please use Bank St between these times.

In Christ We Live, Love & Learn
Principal's Letter

Cross-Country

We were lucky to have blue skies and sunshine for the Cross Country at Murphy’s Reserve on Thursday, 5th May for our Yrs. 3 – 6 students.

Thank you to Mr Tobin, for his thorough organisation and attention to detail and to the many parents who volunteered to help out in some way. The students ran well and most were determined to complete the course.

Ten students from each age group (60 in total) will now represent Galilee at the Dendy Cross-Country at Bald Hill Park, Clayton tomorrow, Friday 20th May.

We wish them all luck!

NAPLAN 2016

NAPLAN is now completed and the assessment papers have been sent for correction to the VCAA Assessment Centre. The students’ results will be sent back to Galilee late in Term 3. These will then be distributed to parents.

Thanks to the teachers for preparing our students so thoroughly, so they were able to confidently and calmly do their best with the assessments.

Dendy Football and Netball/Community Sport

This term our Yrs. 5 and 6 students have been participating in the Dendy Football and Netball Competition against other similar schools. They have enjoyed the games both at home (Murphy’s Reserve – foot- ball & Galilee court – netball) and at the away matches.

Those students who did not wish to play either of these games have enjoyed Community Sport. These are Hip Hop dance at Dance World, tennis at Albert Park Tennis Club and golf at the Albert Park Driving Range. We have been very fortunate to have such experienced coaches

- Kate (golf), Nicole (tennis) and Jess (Dance) to coach our students.

The next round is Friday May 27th:

♦ Football at De La Salle College
♦ Netball at Sacre Coeur College

I hope you all continue to enjoy a positive involvement here at Galilee.

Kind regards,

Julianne Price
Deputy Principal
Student Wellbeing/Student Services Leader
Galilee Community Night

The Emerald Hotel
Clarendon Street
South Melbourne

Thursday June 9 from 7pm

This is a child free event and a chance for all year levels to get together.

Drinks at bar prices.

Dinner options available and some entertainment from Russell Robertson (Prep E).

UPCOMING SCHOOL EVENTS

TERM 2
June 9 – Parent Night
June 17 (T.B.C) – Movie Night – P – Yr. 2/ Disco Night – Yrs. 3 – 6

TERM 3
T.B.C – Walkathon
August 27 – Trivia Night
September 1 – Father’s Day B.B.Q.
T.B.C – School Concert (September 1?)

TERM 4
November 10 – Art Show
T.B.C – Galilee Day Lunch
T.B.C – Christmas Carols
December 12 – Graduation Mass

THANK YOU!

Thank you to all the Galilee Mums that joined us on Friday May 6 to celebrate Mother’s Day.
The morning and afternoon teas were well attended and the prep children were in full voice for a special Mother’s Day song. All of the kids really enjoyed being a part of the day, a big thank you to the grade 6 children for helping with the serving of the Store 6 scones!

Although not intended as a fundraiser, the hamper prize secured $389 which will be added to the Parents & Friends Fund and will also go towards some of the minor costs for the morning.
Lunch was also enjoyed by 25 Mums at Gioia Mia and it was great to meet some new Mums from all school year levels.
Thank you to all the Mums that helped with the serving and preparation, it really was a fantastic day!

Our next event is the parent / guardians night out on Thursday 9th June @ the Emerald Hotel. We hope you can join us - meal options available and drinks at bar prices.

The calendar of events for the remainder of the year will be updated and distributed in the next few weeks.
Dads of Galilee

What can I say, Who let the DOGS out!!
With what can only be described as a successful evening, as the inaugual gathering of D.O.G.s took place 2 weeks ago at the Montague Hotel.

It was a night of intelligent and meaningful conversation around football and our families.
With over 30 dads in the room, there were many things to speak of and new faces to add a name to.

There was a plethora of ideas and ways in which we can make valid contributions to the school, so watch this space.
It really did emphasise the value of such a group and the need to connect more with other D.O.G.s (Dads of Galilee), so much so, that one dad wants to do it every week!
The date of the next night out will be announced in July; no doubt it will be a full house.
We have some exciting and FUN stuff happening and look forward to invigorating the school community with some great ideas.

Join the D.O.G.s it's FREE, and kick goals for Galilee! Go Tigers! (had to get that in)
To make sure you don’t miss a night out, Contact: paul@beachtennis.com.au (Siena 3R Stephen.brooks55@gmail.com (Sophia Yr 4)

CLASS AWARD WINNERS

May 12th Award Winners

Prep E- Kurtis  Prep F- Phoebe  1B- Dane  1S- Nicholas B
2C- Lachlan  2G- Willow  3F- Isabella H
4C- Mark  4 0- Alice  5F- Jack C  5G - Sienna C
6HR- Findlay  6C - Luca C

May 19th Award Winners

Prep E - Hannah  Prep F - Jacob
1B - Isabella B  1S- Charlie D
2C- Amity  2G - Henry V
3F - Charlie A
4C - Andrew  4 0- Lewis
5F - Benjamin K  5G - Isabella T
6C - Benjamin H  6HR - Cassiel
Yesterday afternoon I had the enjoyment of interviewing a group of preps. Some of which were my buddies, and my friends’ buddies. I asked them five questions relating to school and how they liked it so far. Here are my answers, obviously they’re not long as I had to do this during playtime and they wanted to do this fast!

**Question 1:** What is your favourite thing to learn about in school?

**Answer:** We like everything, including maths, reading and writing. But we like maths the best because we can already count to one hundred!

**Question 2:** What has been the hardest thing about school so far?

**Answer:** Writing, because we have to sound out letters from the alphabet, but it is getting easier because we write about our weekend every week!

**Question 3:** Has it been hard to learn everyone’s names?

**Answer:** No, it was easy. I have a picture at home and I can point at everyone and say their name.

**Question 4:** What is your favourite specialist at school?

**Answer:** ART! Because we get to learn lots of different things, and we use paint and oil pastels and other things to draw with.

**Question 5:** What is the hardest change you had to make from kinder to prep? Maybe wearing a uniform or lining up.

**Answer:** Learning to write is really hard and we didn’t do much of it at kinder. But lining up is easy - all you do is get into a line then walk into your classroom, boring! We like our uniforms especially winter!

So there you have it, that is the end of my list of questions answered by the preps themselves. I’d like to especially thank Bridget, Daniela, and Elsa for taking the time during play to answer these questions for me.

**By Sarah**

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Interview with Adam and his buddies, Benjamin and Maxwell, and Luca and his buddies, Jacob and Luca.

**Question One:** What has been your favourite thing about school this year?
- Jacob: Playing outside and with my friends
- Luca: Playing on the monkey bars
- Maxwell: Planting beans
- Benjamin: My teacher

**Question Two:** What do you like about your buddy?
- Jacob: I don’t like him, I love him
- Luca: My buddy helps me
- Maxwell: Adam’s glasses
- Benjamin: Nothing

**Question Three:** What is your favourite subject at school?
- Jacob: I love Maths
- Luca: Italian
- Maxwell: Library is my favourite
- Benjamin: Maths
EDUCATION IN FAITH

Sacrament of First Eucharist
The Sacraments of First Eucharist will be held:
St Peter and Paul’s, South Melbourne – Sunday 26th May, 10:00am
Our Lady of Mt. Carmel, Middle Park – Saturday 28th May, 3pm & 6:00pm

All are welcome to come and support the children and their families who will be celebrating their First Eucharist.

Parish Masses
At Galilee we believe that it is important to build connections with our Parish Communities. Next week the Prep – Year Two students will attend a midday parish Mass at Ss. Peter and Paul’s Church, South Melbourne. We would like to extend this invitation to the parish Mass to all parents and families in our school community.
Prep – Tuesday 24th May, 12pm at Ss. Peter and Paul’s, South Melbourne
Year 1 – Wednesday 25th May, 12pm at Ss. Peter and Paul’s, South Melbourne
Year 2 – Thursday 26th May, 12pm at Ss. Peter and Paul’s, South Melbourne

Whole School Mass
End of Term Two – Feast of St. John the Baptist:
Our next whole school mass will be at Ss. Peter and Paul’s Church on Friday 24th June, 9:30am, to celebrate End of Term 2 – Feast of St. John the Baptist. The school mass will be prepared by the Year 3 students and teachers. We do ask that NO HOT DRINKS be taken into the church.

John the Baptist was a prophet who helped teach and prepare many people for the coming of Jesus Christ. John agreed to baptise Jesus in the Jordan River to display the importance of turning towards God and away from sin.

WHOLE SCHOOL MEDITATION – Every Friday Morning
At Galilee, we incorporate Prayerful Meditation as a regular practice at our school. The whole school participates in prayerful meditation every Friday morning between 8:55a.m. – 9:10a.m. We extend this opportunity to our whole school community. The hall will be set up for parents and those who drop off the students at school, to take a moment from their busy lives to stop and reflect.

EUCHARIST
Eucharist completes initiation into the Church. As the ‘repeatable sacrament of initiation’ it is the ‘source and the summit of the Christian life’. All the other sacraments are oriented toward the Eucharist for in it we receive Christ himself whose real presence heals, restores and forgives us. A bishop or priest celebrates the liturgy of the Eucharist at the Mass. A bishop, priest or deacon, or an authorised lay person, administers the sacrament of the Eucharist.
TEACHING AND LEARNING NEWS

What is an invention I hear you ask? Wonder no more, the answer is at your fingertips.

**invention**

*noun*

1. the action of inventing something, typically a process or device.
2. something, typically a process or device, that has been invented.
3. creative ability.

This term, your children will be developing their creative ability and exploring the action of inventing something, whether it be a fairy tale, a house, a transport vehicle or even a new playground. They will be engaged in many hands on and engaging activities that, I have no doubt, will spark the interests of many.

Discussion at home about simple machines, for example a knife or fork, could be a good dinner table topic.

There are many resources online from Science Kids, Kids Konnect to Fact Monster that may assist with projects at some point throughout the term.

Incursions have taken place, and I know that the Year 4 and 6 students still have theirs to look forward to.

Learning about Technology is very interesting, and I am excited to work with your children throughout the term.

**World Environment Day**

*June 5th*

World Environment Day began in 1972 in Stockholm, Sweden. Every year, since then, people raise awareness around the growing concerns in regards to our environment, such as, the depletion of the ozone layer, toxic chemicals, desertification and global warming.

*Be an Agent of Change!!*

On June 5th I encourage the Galilee community to cut down on rubbish and have a rubbish free lunch day. The little things count!

Do you like coffee?

Fun Fact: In 2013, Nespresso said it collected 75% of all capsules sold worldwide, according to consumer group Choice. But while it may have collected 75% of the capsules, Nespresso doesn’t say whether that many have actually been recycled. Nespresso has sold an estimated 26 billion capsules worldwide and counting – that’s about 28 million kilograms of aluminium, much of which may be sitting in landfill.

Source News.com.au


**Year 6C**

This term 6C have been investigating Inventions. Their challenge was to find out about an invention and create a model. Their work is outstanding and they should be very proud of themselves. If you have time, pop into the classroom to take a look.

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Miss Kayla Hart
Teaching & Learning Leader
(Thursday, Friday)
khart@gmelbourne19.catholic.edu.au

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Can you help?

This term, our unit on Technology will see many classes creating, making and designing inventions. The Year 4O, 6C & 6HR would love any recycled materials to assist with our unit. This may include and is not limited to: tins, tins, milk cartons, ice-cream containers, etc. If you can assist, that would be greatly appreciated. Please ask your child’s classroom teacher if they would also like recyclable materials donated to their classrooms.
Should you recycle your coffee pods?

One “press button, get coffee” at a time, we’re creeping up the world’s landfill with tiny capsules.

When you only use a couple of small coffee pods a day, it’s hard to see how such a tiny amount could add up to a growing environmental problem. Fast, efficient, and relatively cheap, these disposable capsules are continuing to invade coffee-dependent households and offices across the country. Which means they add up — according to some reports, Australians consume around 3 million single-serve coffee pods every single day.

Even though individuals consider these pods tiny and inconspicuous, millions of kilograms of aluminium have potentially ended up in landfills since Nespresso introduced their colourful pods into the market. Aluminium is the most abundant metal on Earth’s crust, but its production is energy-intensive, and thus the material should be reused whenever possible.

According to Brad Gray, head of campaigns at the environmental foundation Planet Ark, the aluminium used in Nespresso pods is actually quite easy to recycle — but you can’t just toss them in your home recycling bin and feel better. Materials recovery facilities are not equipped to cope with items that small.

“The recycling system is designed to deal with bottles and cans, and things like that — if you put a pod in their recycling bin, it will just fall through the (filtering) screen and become a contaminant in the recycling system,” explains Gray.

Instead, to recycle your pods you need to collect them in a plastic bag and return to a Nespresso collection point. The company claims that by 2013 they were able to collect 75 percent of all capsules sold worldwide, but they haven’t revealed data on how many they actually recycle. In Australia, pod collection is done by a company called TerraCycle, whose mission is to divert non-recyclable waste from landfills. Even if it is the best case scenario that aluminium pods go to a second life, there are plenty of other brands on the market — and this poses additional sustainability problems and increases landfill waste even more dramatically.

“The difficulty arises when you have other materials in the pods,” says Brad Gray. “Some of the other brands, particularly supermarket home brands, are made out of plastic, or plastic with an aluminium lining, so they’re not recyclable at all.” Such a composite plastic capsule could sink around in the environment for centuries, and potentially contaminate the world’s growing plastic problem.

In a few decades there will be more plastic than fish in the world’s oceans.

A recent report says plastic waste is so prevalent, it will soon outweigh fish in the seas — unless we do something about it.

Eco friendly alternatives

Some will argue that coffee pods are economical, because they only use five grams of coffee per pod, while a barista will dish out a good 30-35 grams. But the mischievous amount of grounds can affect flavour, too. In taste tests conducted by consumer advocate group Choice coffee pod brew has been described as “watery”, “stale”, or “undrinkable”.

Still, the convenience still appeals to many, and people are in search of ways to enjoy single-serve pods without a heavy weight on their conscience. One greenie option is The Ethical Coffee Company’s pods, made out of vegetable fibre and starch. The company claims these containers completely biodegrade within 6 months — but there’s a catch there, too.

“Biodegradable pods are heading in the right direction, but for the most part they need to go through a commercial compost, rather than through a small home compost bin,” explains Gray. “And if they end up going to landfill, they’ll just end up acting like any other biological material landfill, so they’ll break down, and potentially produce methane.”

However, some would consider this a better deal than an aluminium capsule that hangs around that same landfill for 150 years.

Just don’t dispose

To counter the disposability nature of the product, and cut down on costs, refilling pods are starting to appear, too. These plastic caps with flip-top filters can supposedly extend the life of a single coffee pod to 10 or even 20 uses.

Some consumers are even DIY refilling their Nespresso pods and replacing them with a piece of aluminium foil to squeeze a bit more life out of the container, while others are getting down to as fast as much work, or as too unpredictable in terms of coffee quality. In the end, if you want to be an environmentally friendly consumer, disposability has to be taken into account, and avoided as much as possible.

“Pods are kind of an equivalent to a plastic bag or a disposable coffee cup,” says Brad Gray. “If you can find options that are not single-use, in almost all cases that is better for the environment.”

Source: www.abc.com.au

FAIRTRADE CAMPAIGN

Learn more about the current campaigns and join Fairtrade in demanding a fair deal for farmers and workers.

Fairtrade Australia works hard to spread the word that trade often isn’t fair. They campaign to raise awareness of the needs of farmers in developing countries, share the good reasons to buy Fairtrade products and persuade policymakers to change the fundamentally unfair trade system.

Fairtrade Fortnight: 6 - 22 May 2016

Fair Trade Fortnight is an annual, nationwide celebration of all things fair trade & the difference that choosing Fairtrade makes for millions of farmers & workers in developing countries.

Fairtrade has some exciting activities planned across Australia and New Zealand including bringing the world's first World Fairtrade Challenge down under! Check their website or Facebook page for more information,
Friendship Groups

On Friday, 6th May we continued with our Friendship Groups and the students excitedly meet with their group and leader to participate in some interesting activities.

The ‘Learning Intentions’ for the session were for:

- Students to predict possible outcomes in a range of problem situations
- Students to think of possible options to solve problems
- Students to consider the positives and negatives of a range of choices available in a problem situation
- Students to identify what they think the best option would be in a problem-solving situation.

The students had great fun playing a range of cooperative games in which they worked together to solve the problem.

The students were then read a story – ‘Rupert’s Feathery Problem’. As they listened to the story, they were asked to consider which characters in the story had a problem.

Together they then talked about the feelings and challenges the characters had handling the problems and in small groups within their Friendship Groups put on their creative problem-solving hats to solve the problems.

The students enjoyed this activity and had many varied and creative ways to come up with a happy ending for Rupert.

This session gave the students an opportunity to listen to their friends’ discuss options of handling problems, which they can then transfer into their everyday lives.

We hope you were able to talk about this activity with your child/children.

Our next Friendship Groups will take place on Friday, 10th June.

Dr. Craig Hassed (Monash University) has described Georgina Manning’s ‘Peaceful Kids’ Program as a practical, systematic way to teach children to understand themselves better and to develop ways to not just to survive in the modern world, but to thrive in it.

‘Peaceful Kids’ is a Mindfulness and Positive Psychology based program to lessen
program to lessen anxiety and stress and increase resilience in children.
The program has been created to fulfill a need in schools to offer all children who suffer from anxiety, a developmentally appropriate program that gives children the skill, practise and support to utilize coping strategies that lessen the symptoms of anxiety and stress. This program helps children to build their emotional resilience, so they are better equipped to deal with the day-to-day stresses that life brings them.

The program also involves parental involvement and commitment to supporting the strategies at home.
The aims of the 'Peaceful Kids' program include the following:

- To minimize the symptoms
- To build emotional resilience
- To empower children to self-manage their anxiety
- To teach children Mindfulness exercises they can use for life
- To build a reservoir of ‘strength’ to enable children to cope with life more effectively
- To minimize anxiety symptoms occurring in the future
- To teach children to use a range of effective coping strategies
- To teach children to self-calm
- To develop emotional intelligence skills
- To teach children life-long skills to manage stress and prevent stress build up
- To support children so they know that they are not alone with suffering from anxiety

We are excited to commence this program at Galilee next week.

Mrs. Price has been trained to run ‘Peaceful Kids’ and has presented the program to the staff. Students who have been identified to participate in the program have met the program’s criteria and their parents have been invited to attend an Information Session.

We look forward to seeing the development in our students in the coming weeks.
The ‘Peaceful Kids’ program will be continued later in Term 3, when new students will be selected.

If you require any more information, please do not hesitate to call me.

Julianne Price,
Deputy Principal,
Student Wellbeing/Student Services Leader
Email: jprice@gsmelbournesth.catholic.edu.au
English News

Listening, Speaking, Reading, Viewing, Writing (various genres), Spelling, Grammar and Handwriting............

This week at Galilee, I have been lucky enough to visit and teach some of the classes during their English time. There is such an amazing amount of learning that is taking place that I thought it would be beneficial if I shared this, and provided parents with some conversation starters!

In Prep this week, the students have been learning about the letter ‘Ww’. You could ask your child… ‘What letter of the alphabet are you learning? What sound does it make? What begins with this letter? How do you form this letter?’

In Year One, the students have been learning about ‘plurals’. You could ask your child… ‘What does plural mean? How can we make a word plural?’

In Year Two, the students have been reading Roald Dahl books, looked for the meaning of words in glossaries, and have also completed their own procedural texts. You could ask your child… ‘What are the features of a procedure? When would you use this genre of writing?’

What an exhausting but informative week! Stay tuned for the next newsletter and discover the learning taking place in English, in Years Three, Four, Five and Six.

Linda Florenca-Grillo
Literacy Leader
MATHS IS ALL AROUND US!

"When will I use this in real life?" Let's not deny it, but many of us are guilty of asking this same question, when doing maths at school.

What many people don't realise is that they do maths every day without realising they're actually doing it.

Types of calculations used in everyday life?
(Northcote & McIntosh, 1999, APMC, 4(1), 19-21)

In 1998, between February and September, 200 volunteers were surveyed and asked to record the typical mathematical calculations they completed in a 24-hour period. Volunteers ranged from recent school leavers to aged pensioners.

The results showed:
- 84.6% of all calculations involved some form of mental calculation compared to 11.1% written mathematics, 6.8% calculator use or 19.6% other objects;
- Almost 60% required only an estimate compared with 40% in which an exact answer was needed;
- 24.9% involved time and 22.9% involved shopping;
- 47.9% of the calculations were completed inside the home, 18% at shops, 9.1% in cars, 4.6% at entertainment venues;
- 45.7% involved addition, 42.5% subtraction.

This research project confirmed the theory that practical activities add more value to maths, but it also suggests that mathematics learned in this way has a 'long life expectancy'.

Here are some real-life activities you can do with your children.
Some are general and some relate to specific aspects of the Mathematics curriculum...

ESTIMATING
Estimating is an important activity and applies to all aspects of mathematics. Whenever possible, ask your children to guess quantities. For example:
- estimate the number of jelly beans in a jar
- estimate how many people are in the room
- estimate how many pieces of bread are in a loaf
- estimate the biggest house number in the street that you have just turned into
- estimate how far it is to a particular point in the distance whilst driving
- estimate how long it will be until you walk to a particular point
- take 15 seconds, say, to walk to the other side of the room
- estimate how many steps there are from the bottom to the top when you are walking up some stairs

On some occasions work together to find the actual amount, distance, etc.

REMEMBERING
It is helpful for children to get practice at remembering numbers and other information. Examples of the type of information which we commonly try to remember are:
- telephone numbers: when children are young you might ask them to repeat back to you 2 or 3 numbers in a row; as they get older they should be able to repeat back to you longer strings, and even to remember some numbers, such as their own phone number and those of their grandparents
- addresses: help the children to learn their own address and others such as their grandparents
- car registration numbers
- birthdays: children can learn the birth dates in your family, and also those of other relatives and friends
- times of special events.
MESSAGES FROM LEADERSHIP

LENGTH
We often compare objects and distances by length and height. Children can first do this without using units, then using informal units (like paces). Then they learn about metres, centimetres and kilometres. Also:
• when you are measuring with sewing or building materials, ask the children to estimate where a particular mark would be
• put up a height measurer for children, marked in centimetres, on which the children can record their height at progressive intervals, such as once every two months. The children take an interest in the way that they grow, and it also provides a language for describing how their height is changing.

WEIGHING
Children learn first to compare things by hand, and by using balances. Later they learn about kilograms and grams. You can:
• talk to children about different ways of weighing things
• talk about containers in terms of how much they weigh
• compare the size and weight of items in the supermarket
• weigh ingredients when you are cooking (learning to cook is helpful in many ways).

CAPACITY
Children learn to compare containers by their capacities. Sometimes children think that a tall, skinny glass holds more than a short, fat one. Playing with containers and water helps.

Children can use water or rice to compare the capacity of containers. They also learn about litres, then about millilitres.

You can:
• talk about the size of the containers, of items such as washing detergent bottles and medicine glasses
• describe objects in terms of their capacity, such as the 375mL bottle of Coke, or the 5mL spoon.

TIME
It is important that children can read both analogue (clock face) and digital time. It is useful to get them to learn to do particular tasks, such as:
• setting alarms/timers, which not only require setting up a particular time, but setting them up for a particular length of time
• asking the children, “What is today’s date?”
• keeping track of family birthdays and knowing which ones are coming up
• estimating how long it would take to find a particular name in the phone book
• examining use-by dates on items and comparing the dates with today’s date
• reading timetables, e.g. ask, “What time would we need to catch the train to get to the football by one o’clock?”
• asking time calculations like, “How long is it from now until bedtime?” “How long till your next birthday?”

MONEY
For obvious reasons, children can learn about money at home. This can include:
• calculating money amounts an different ways to make coins and notes to present particular amounts, e.g. “Show me $2.50”, “How much do I have in my hand?”
• keep track of money, e.g. using a calculator when going around the supermarket to keep track of the cost of purchases
• calculating which of two different size items is the better buy
• giving change, particularly change from $1 or $10, and asking how much change they would expect to get.
Messages from Leadership

DIRECTIONS
Parents have a variety of opportunities to help children learn about directions. You might like to:
- describe how to do various household tasks, e.g. when setting the table, give instructions like, “Put the fork on the left hand side, the knife and tablespoon on the right hand side of the knife”
- use north, south, east, west to give directions rather than simply pointing
- when there are maps, such as maps of the suburb, maps of the city, maps of showgrounds that children need to use for navigating or locating, let the children take some responsibility for interpreting such maps.

SHAPES
Children can learn about shape names by hearing them used in everyday speech. You can also:
- use shape names to describe objects, such as the square table, or the rectangular vegetable garden
- get them to sort the cutlery drawer
- have them help tidy items in the tool shed
- make buildings using different shaped blocks

LEARNING TO COUNT
Learning to count is important. Counting 1, 2, 3, 4... is the main way, but also counting using pattern:
- 2, 4, 6, 8... 5, 10, 15, 20... 100, 99, 98, 97... 100, 90, 80... 0.5, 1, 1.5, 2...
- Monday, Tuesday, Wednesday, ...
- January, February, March, ...
- Nursery Rhymes help, e.g. “Five little ducks”, “1, 2, 3, 4, 5, once I caught a fish alive”, “10 green bottles”, etc.

Hope you find these suggestions helpful!

Anastasia Romios
Mathematics Leader & Yr 6HR Teacher
aromios@gsmelbournesth.catholic.edu.au
ISSUE 4 IS OUT NOW.

ORDERS DUE BY 8th June
DOWNLOAD THE SCHOLASTIC LOOP APP TO MAKE YOUR ORDER.

ICT NEWS

Don’t be an open book – The more we share the more people can learn about us. We might post our birthdays on one site, our address on another, and personal details or situations in a gaming or social networking account. One post one always makes two and details can be easily connected.

The ripple effect – Is based on the understanding that we are all connected. Everything we do and think affects the people in our lives and their reactions in turn affect others. The choices we make have far reaching consequences. Today, young person’s lives are documented daily, both by themselves as well as by their friends and family. Educate your child to think about what influence might that post have on others?

Know your connections – We need to choose consciously who we connect to. In many cases young people may get a request from someone they don’t know, so they do their own online investigation and often feel comfortable adding the person if they notice at least one other friend has allowed them on as a follower. Even when they tell people they actually know “Oh ya – I know Sarah she’s a girl in grade 9”, we need to encourage them to think if this new friend will take responsibility with what they share?

Know your sites – A made a comment that you regret? As a conscientious digital citizen we need to be aware of how to remove information from sites that we use. If someone posts something about you that you are not happy about, you should ask them to take it down and they refuse, make sure you know how to report it.

What parents can do.

Help them design their own tattoo – Online is an amazing space where your child can collaborate, create and construct. We actually want children engaged online and designing their own positive reputation. Contrary to many parental beliefs we actually need to encourage children to use social media (following the age guidelines of courses) to start forming their positive online identity. With little digital identity information available somewhere else could do it for them and their digital reputation may be at stake. This comes back to the personal branding component of digital citizenship – and it is crucial for youth today.

Think before you ink – With every new profile, post or photo just imagine you are adding another tattoo. We all have one or more people we know, as well as those we don’t, can see it and learn a lot from it. We are all quite familiar with the concept of a digital footprint, however footprints can be washed away in the next wave or high tide. Online is permanent. Like the ink in a tattoo.

Youth are still developing their critical thinking skills.

Today’s online permanent records don’t leave much room for children to make developmental mistakes that may create lasting proof and possible longterm embarrassment. Each of us carries within us the capacity to change the world in small ways for better, let’s work on showing that through our tattoos.

Classroom Connections

Critical Thinking Workshops
1300 653 867  www.classroomconnections.com.au
Office of the Children’s Safety Commissioner

Classroom Connections is certified training provider of

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www.esyley.gov.au to learn more.

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Prep News

Last week, we read the book Jack and the Beanstalk. Jack sold his cow for some magic beans. Our Inquiry focus for this Term is all about materials and the properties that materials have. In the story Jack and the Beanstalk, we explored what the hen, coins, beanstalk and harp look like, feel like and sound like.

However, the most important part of the story was of course the beanstalk! We discussed what we thought the beans might need to grow. The children came up with some great ideas.

We learnt about the life cycle of a bean plant.

We looked at some dried white beans and explored their smooth, hard texture.

The Preps decided to see if we could grow some beans. First, we collected the materials we needed: plastic cup, paper towels, cotton balls and beans. Next, we placed the beans around the wet paper towel. Then we covered them up with wet cotton balls. They stayed on our window sills all week. By Thursday, each person had at least one bean with a sprout!

Over the weekend the sprouts continued to grow. On Monday, we planted the beans in Learning Street. Let’s hope we will see some plants grow soon!
Work by Year 5 students during their Religion classes

My painting is...
A painting of pushing through hard times, but sometimes you fall back. The purple and black represent the times you fall back and get a bit sad. The yellow, orange and light blue represent the times you are happy and joyful. The red and green represent the times you think about the bad things but you just push through it. The dark blue represents the times when deep down inside you are sad but you don’t tell anyone and just keep it to yourself.

By Luc

This painting is based on the book ‘Missing Mummy’ by Rebecca Cobb. It follows a young boy as he finds out his mummy is dead and how he feels. At the top I started with green, green when they are envious of the other people who still have their relative alive. It merges into blue, which is the stage of sadness. Then there is a bit of blue, which represents fear. It fades into red, which is anger because they feel angry that the person is gone and then the black comes. The black represents everything in one, plus more, depression, anger, whatever you want to call it. And then Yellow - they are happy again. They are comforted by the people around them. This is the happier ending. I would like to call it - yellow, happy, comforted, Moving on.

By Roxy

Painting of feelings In religion we read about heaven and death. Based on the book ‘Missing Mummy’. We had to paint a picture of what we thought the characters in the story felt like in colour code!

Green: ‘I don’t know what to think or feel’.
Red: ‘what’s happening?’
Blue: the tears rushing down your face.
Purple: angry because you want her back.
Green: worried about what will happen.
Black: sorrow and time is really hard.
Yellow: happy because you have got more relatives to love you and take care of you.

By Ella

My painting

By Christian

The story I did was ‘Missing Mummy’, a picture about a boy who lost his mum and everything the child feels. The colours I did were blue, red, purple and grey. Blue is for sad, red is angry, purple is for scared and grey is confused. The big blue rectangle is for the sky and all the rest of the colours are in the shape of a triangle because triangles have 3 sides and the family had three people in it after the mother died.
SPORT REPORT

Football
On Friday 6th May, the 5/6 football team travelled by bus to Murphy’s Reserve to play a fun match of football against Saint Patrick’s. Before we went we had to talk tactics. We sorted out which positions we thought we would be good at and spoke about the rules involved.
At 12:30 Saint Patrick’s came and dropped their netballers off at school and we hopped on the bus. When we got there Mr. Tobin went over the rules with us again and we started some drills. We won the toss and we decided to kick towards the city end. We started the game and straight away the ball was kicked down our end and we scored! That was basically what happened for the rest of the game. Their defence was quite good but we think we outsmarted them in terms of tactics.
Both teams played exceptionally well and we’re looking forward to our next game against St Joan Of Arc at Murphy’s Reserve.
By Imogen and Susie

Cross Country 2016
On Thursday 5th of May, Galilee students from Year Three to Six competed in the annual cross country. The weather was warm, sunny and slightly windy. All the students worked hard to earn points for their house.
The event was held at Murphy Reserve, Port Melbourne. We were placed in the middle of the oval to cheer for our teams. The first event was the 12/13 girls, then the 12/13 boys, then the 8/9/10s in the same order; then finally the 11 year olds.
When I ran, I heard the cheers from my house cheering me on. By the time I finished my race, I was exhausted, but still happy with what I did. I was proud and would like to thank all the teachers and parents for all their support and all the students for doing their best.
The next race is the 20th of May at Bald Hill Park, Clayton from 12:00pm – 2:30pm.
Thanks for Reading!
By Hannah and Erin
Local Census jobs available now

Make a difference in your community and join Australia’s largest logistical peace time operation – the 2016 Census of Population and Housing.

Census night is August 9, and the Australian Bureau of Statistics is right now looking for dedicated, enthusiastic self-starters to fill up to 6,900 Field Officer positions across Victoria. If you’re community minded and comfortable using a mobile or tablet device, the ABS wants to hear from you.

Field Officers play a critical role by visiting households and ensuring everyone makes the Census count. They’ll also earn around $21 an hour and enjoy flexible, part-time work hours for up to three months. To do the job you’ll need to be a good communicator, reasonably fit, licensed to drive and able to travel and work independently.

To apply or find more information, visit www.abs.gov.au/careers

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