

St Patrick's Catholic School Latrobe



School Newsletter Number 23 Tuesday 4th August 2020

PRINCIPAL'S REFLECTION

The book of James (2:14-17) states, "What good is it, my brothers and sisters, if someone claims to have faith but has no deeds? Can such faith save them? Suppose a brother or a sister is without clothes and daily food. If one of you says to them, 'Go in peace; keep warm and well fed,' but does nothing about their physical needs, what good is it? In the same way, faith by itself, if it is not accompanied by action, is dead." I am fully aware of the pitfalls of quoting scripture as 'the' perspective or to be used as the 'sole arbiter' of argument, however, this passage from James is a passage that I had highlighted in a previous reading and it continues to have resonance because it speaks of action, of engagement, of relationship; all three qualities that are intrinsic to what I believe defines an 'effective education' (which not to be confused with a 'perfect education').

Staff are 'called to action' throughout their busy days, whether it is the collaboration amongst colleagues in preparation, the personal 1:1 conversations with students, the regular correspondence with parents or their involvement with daily informal or formal professional learning opportunities - a parent of a student at St Patrick's Catholic School expects staff of St Patrick's School to be people of action, and staff are absolutely worthy of, but so rarely indulge in, important breaks from these student-centred actions.

Parents are 'called to action' as part of the multitude of roles and responsibilities that they undertake in the pressing demands and amazing delights that characterise parenthood, which is so often combined with pursuing a career - staff at St Patrick's Catholic School expects parents to be people of action, and staff appreciate that parents are absolutely worthy of, but so rarely indulge in, important breaks from these student-centred actions.

Staff and parents, therefore, share so much common ground as people of action in regard to living our faith as expressed, in one context, by way of engaging collaboratively in the interests of 'a' child, whilst recognising our obligation for the common good.

During morning assemblies this week we are focusing on the simple four-letter word, 'care', a word that possesses a simplicity and, therefore, often overlooked as we search for words that apparently contain greater impact; however, as we expressed during yesterday's assembly, take the 'care factor' out of '**Welcoming**', '**Encouraging**', '**Sorry**' or '**Thankfulness**' and all you have are empty words, similar to the message of James.

Thank you to all in our unique school community who work hard in being people of action in the context of displaying care; your efforts are acknowledged and greatly appreciated.

Regards,

Rod Linhart (principal)

SCHOOL CALENDAR

AUGUST

- | | |
|---------------|--|
| Monday 3rd | 8.55am Morning award/certificate presentation assembly. Sean Gill, Deputy Director Catholic Education Tasmania visiting. Anthea Denholm, Student Support Education Officer, visiting |
| Tuesday 4th | Sophie (School Counsellor) visiting. |
| Friday 7th | 9.00am-10.30am Set-up for Success/ Inquiring Minds birth to 4 program (all are welcome.) |
| Monday 10th | 6.00pm School Board meeting - school staffroom Principals' Meeting 10.00am 2.00pm — Mr Linhart away |
| Wed 12th | 2.00pm Latrobe High visiting Year 6 P & F Fish & Chips Day. DP meeting (Mr Atkins away) |
| Thursday 13th | |

SCHOOL STUDENT TERM DATES 2020

Term 3 Tues 21st July 2020 - Friday 25th September 2020
Term 4 Mon 12th October 2020 - Thursday 17th Dec 2020

55 Bradshaw Street Latrobe, Tasmania 7307
Telephone: (03) 6426 1626 Fax: (03) 6426 2697
E-mail: stpatslat@catholic.tas.edu.au
www.stpatslatrobe.tas.edu.au
School Banking Details:
BSB Acct: 067-000 Acct: 1027-3325

Open Ended Mathematics Questions (Mr Atkins)

During our last staff meeting, staff looked at how Open Ended Maths Tasks could be used in their classrooms. Open Ended Maths Tasks involve using maths questions that are open ended. This means that there are many possible answers to the problem. Traditional closed maths questions only have one specific answer. Below is an example of an open ended question.

I have a farmyard with ducks and pigs in it. I count the number of legs on all of the animals combined and reach 24 legs in total. How many ducks and pigs might there be in the farmyard? Notice in the above question that there are many different combinations of answers and also many different methods that could be used to come up with answers. This allows for greater levels of differentiation in the classroom, where students can enter the task at their own level. An example of a task for older students is below.

I need to work out $267 + 379$ on a calculator, but the number 7 key doesn't work. How could I still work out this equation on the broken calculator?

Once again, for this open question, there are a range of possible solutions and multiple entry points, meaning that students at different ability levels can access the task. This question also allows for a range in complexity of responses. This means that staff can diagnose student abilities and then provide students with appropriate intervention at their required level.

Research indicates that using Open Ended Maths Tasks fosters higher levels of thinking and engagement for all students. They enable students to make connections that they may not get when answering only closed questions, because students are finding multiple answers, which allows them to see patterns in the responses. If you would like to try using some open ended questions at home with your child/children, simply take a closed question, such as $\$59 + \$29 = \$88$, and instead say to your child "I have two items that together cost \$88, how much might each item have cost?" The answers they produce, as well as the discussion about the possible answers, will make for a wonderful mathematical conversation.

PARENTS & FRIENDS (Tameika Anthony, P & F President)

The St Patrick's School P & F will be holding a lunch day on Wednesday 12th August. It will be a fish and chip day. An order form is included with today's newsletter. Orders close on Friday 7th August at 3.00pm.

No late orders will be accepted.

Soccer Training

Open 6 (Damien Thompson): Fridays 12.50-1.20
Under 10 (Felicity): Tuesdays 3.00-3.40pm

Open 5 (Carl Garrad): Tuesdays 3.00-3.45pm
Under 7 (Adrian) Thursdays 3.00-4.00pm

Parents are requested that they are present during their child's training and children are not left unattended.



Mini Vinnies
says
THANK YOU!

to everyone who has supported our
initiatives over the last 18 months.



WEST Award

Congratulations to Jovi Smith (Year 3) who received a WEST certificate during Monday's morning assembly. We will continue to acknowledge those students who exhibit WEST (*Welcoming, Encouraging; Sorry; Thankful*) qualities and Mercy Values (Hospitality, Compassion, Mercy and Respect) by presenting awards at our Monday morning assemblies.

House Raffle Winners

Byrne House: Harper (Year 2)

Dooley House: Zander (Year 1)

Martyn House: Gideon (Year 5)

Year 6 News

Year 6 students welcomed Mrs Downward, the Regional ATSI Education Officer, to school recently and, as part of a collection of Tasmanian Aboriginal Artefacts, the class engaged in a Zoom meeting with a member of the Tasmanian Museum and Art Gallery and a member of the Tasmanian Aboriginal Community explained some aspects of the collection. Zaria, Melanie and Mac volunteered to lead some discussions on a few artefacts with the Year 5 class, captivating the students with accurate recollections of their own new learning in this area. Some feedback on this session with the Year 6 class includes:

- Samuel and Himash – liked learning about how the wallaby has a hidden tooth behind the bottom set of teeth.
- Aiden – learned that if you see something like a stone tool you should call an expert to find out if it is specifically an Aboriginal tool.
- Beau – was interested in how the Tasmanian Aboriginal people built their huts and how they dug the floor down a metre into the ground.
- Tilly – was surprised to learn that the baby mutton-bird is twice the size of its parents.
- Luca Adams learned that mutton-birds fly a distance of the moon and back three and half times in their lifetime.
- Allie – learned that 3D printers were used create images of Tasmanian Aboriginal people working at the Tasmanian Museum
- Ava – liked learning about how the shell necklaces were made using the jaw-bone of a wallaby to punch the holes out with.
- Zaria – Learned that the Tasmanian Aboriginal people extracted the oil from the digestive system of the mutton-birds.
- Eden – Enjoyed seeing the abalone shell because she has one in a collection from Hawley Beach.
- Bradley – learned that the canoe was made from dry stringy bark.
- Maddy – learned that it was the Aboriginal men who catch the mutton- birds.
- Thomas – was interested in the mutton-bird oil. It was yellow and smelled like fish.
- Kyle – liked how soft the fur of the wallaby was. The mutton-bird oil reminded him of fishing with his pop.
- Grace – liked how the shell necklace was so shiny and how it made her feel proud of our ancestors.
- Melanie – really liked learning about how the tendons from wallabies were to the make the string of the shell necklaces.

STUDENTS OF THE WEEK

Prep: Jackson Ryan-Woodhall for excellent work in Art. Very good detail.

Year 1: Zander Bloomfield - for demonstrating sound work habits and sharing thoughtful contributions to class discussions.

Year 2: William Hawkins for his application and attitude to learning in Year 2.

Year 3: Jovi Smith for being a welcoming and supportive friend to his classmates.

Year 4: Jack Chapman for demonstrating the WEST qualities and being a caring friend to his classmates.

Year 5: Kale Garrad for outstanding work on multiplication algorithms.

Year 6: Eden Mayes for consistently working hard to ensure she completes all set tasks within the allocated time-frame.



COMMUNITY NEWS & REMINDERS

Care and Concern

Thank you to the many families who have contacted the school to offer of assistance by providing ingredients or cooking meals for families who might be doing it tough. A reminder for all families that we have the ability to prepare some prepared meals and to let the school office or Mr Linhart now if you would like a meal delivered. Please feel welcome to be included in our Care and Concern Volunteer List - thank you to the many school community members who are already on this list and are assisting others: **Always please contact the office staff or Mr Linhart if you feel we could offer support in any way to anyone in our school community in need.**

School Banking

School Banking has resumed and will be every **Thursday**. If your child has previously participated in School Banking, or has an existing Commonwealth Bank Youthsaver account, they can start banking straight away by bringing their Dollarmites deposit wallet to school on School Banking day. If you would like to know more about School Banking, please ask for a 2020 School Banking program parent guide from the school office or visit www.commbank.com.au/schoolbanking

Emergency Practice

Within the next four weeks we will hold an unannounced emergency practice with staff and students to test our response to a potential scenario that staff identify a threat warranting the school go into lockdown (opposite to evacuation). We recognised the worth to test this process. We have plans in place to make this practice as least disruptive as able. If you have queries you are welcome to call our Safety Officer Simon Natoli on 0400 105 476.

Mini Vinnies Thank you Cupcakes

A very big thank you to Lorraine Young for generously giving of her time on two occasions to assist our Mini Vinnies group with making, icing and giving out our 'Thank you' cupcakes last week. We are very appreciative!


Are you the parent/caregiver of a 4- to -5-year-old?
Would you like to do an online survey about how you find life for them, and for you?

We are two Honours students studying Psychological Science at the University of Tasmania. We are inviting parents and caregivers of children born preterm (before 38 weeks) or at term (38 weeks or later), aged 4 to 5 years to complete an online, multiple-choice survey. It takes about 45 minutes to complete. We are interested in studying the experience for parents of looking after their children, as well as the effects of preterm birth. If you would like more information or are interested in participating in this study, please scan the QR code or copy the URL below to access the survey.

Kind regards, Student researchers, Holly and Ellie.

<https://tinyurl.com/ybuye9o7>



**Central Coast
Tutoring Service**
TAS

AFTER SCHOOL TUTORING

Tutoring in your home to support or extend
skills and cater to individual learning needs.

Primary: All subjects, \$30
Secondary: English, HaSS and Health, \$35

Monday, Tuesday and Friday
3:00pm – 7:00pm
45 minute blocks

Zoe Meyn
Bachelor of Education P-12
Ph: 0403 669 411
Email: centralcoasttutoring@outlook.com.au

References, qualifications, WWVP and Police Check available upon request.
ABN: 61652294433 <https://www.facebook.com/centralcoasttutoringservice/>