



News from the Heart

Together we Grow & Rejoice

Thursday, 5th July 2018



Stage 3—Faith Page



Mark 6:1-6

A Prophet without honour

Jesus left there and went to his hometown, accompanied by his disciples.² When the Sabbath came, he began to teach in the synagogue, and many who heard him were amazed.

"Where did this man get these things?" they asked. "What's this wisdom that has been given him? What are these remarkable miracles he is performing?"³ Isn't this the carpenter? Isn't this Mary's son and the brother of James, Joseph, Judas and Simon? Aren't his sisters here with us?" And they took offense at him.

⁴ Jesus said to them, "A prophet is not without honour except in his own town, among his relatives and in his own home." ⁵ He could not do any miracles there, except lay his hands on a few sick people and heal them. ⁶ He was amazed at their lack of faith.

SCRIPTURE THROUGH THE SENSES

LITERAL

In this Scripture, Jesus returned to his country in order to teach in the Synagogue at Nazareth. It begins with a positive reception from the people. However, in verses 2-3 this begins to change, as the people question Jesus' wisdom and his mighty work because they knew him to be the carpenter and the son of Mary. The townspeople rejected Jesus, as they could not believe that this familiar local boy had become a great teacher and Prophet who could perform miracles.

SPIRITUAL

When Jesus' extraordinary teaching and wisdom astonished the townspeople, they believed that he was "someone different, someone special; he must be God-sent." However, when they realised his background, a carpenter and the son of Mary they began to believe that God could not work in him in these ways, as he was just a familiar local boy.

As a result of remaining at the surface; seeing Jesus as just a local boy, they were unable to see the real value of Jesus. They were unable to identify that the grace of God worked in Jesus; that he was in fact the Son of God sent into our world to be a teacher, a preacher and perform miracles,

APPLICATION- What does this Scripture call me to do in my life?

DIGNITY- Treat each person with respect, move beyond our bias and our prejudices which often affect our judgement and decisions.

JUSTICE- Treat all people fairly and equally.

I wonder.....

How I can show dignity and justice for all people *through prayer?*

How I can show dignity and justice for all people *through my words?*

How I can show dignity and justice for all people *through my thoughts?*

How I can show dignity and justice for all people *through my actions?*

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RIP Mrs Annette Axiak**Annette Christine Axiak**

29 January 1963 – 23 June 2018



It was with great sadness that we farewelled Mrs Annette Axiak on Friday 29th June, 2018 at her funeral mass which was held at Our Lady of the Angels, Rouse Hill. Annette was a parishioner at Sacred Heart, her 5 children attended Sacred Heart Primary School, she supported the school as a parent helper and she also worked in the COSHC before and after school. Annette was a very faith-filled woman who despite a diagnosis of pancreatic cancer, remained positive and trusted in God's providence.

Our prayers and thoughts are with her parents, John and Lucy, her husband Paul, her children Michael, Timothy, Nicolette, Olivia and Gerard, and the rest of her family and friends at this difficult time. Eternal rest grant unto her, O Lord, and let perpetual light shine upon her. May her soul and the souls of all the faithful departed rest in peace. Amen.

DATES FOR YOUR DIARY**6th July**

Assembly-Kindegarten 2:30pm
Last Day of Term 2

Sat 7th July—Sun 22nd July

School Holidays

Monday 23rd July

Staff Development Day
Pupil Free Day

Tuesday 24th July

First Day back for students Term 3



Congratulations to Maya Byrnes and Daniel Barletta for receiving the First Eucharist on 17th June 2018

Construction has commenced

Today a scaffold fence was erected on the playground, cutting off access to the grass area so that work can commence on the grass area and adjacent BBQ area.

Inspiration Day—15th June 2018

I chose to be Mother Teresa because she was very nice. I chose her because I love her costume too! Mother Teresa helped all the poor people and children get some food to eat and she also helped them feel a little bit better and well.

-Jana Dsouza

My mum is inspiring to me because she looks after the whole family and loves us.

-Evana Ishak

I am dressed like my mum because she inspires me to be just like her when I grow up".

- Kiara Price

For inspiration day I dressed up as Ariana Berlin. Ariana Berlin is an American artistic gymnast, dancer and film actor who competed for the UCLA Bruins gymnastics team from 2006 to 2009. She is known for her comeback following a car accident in 2001. Ariana Berlin inspires me to always believe in myself. Something I have learnt from Ariana Berlin is "Sometimes you have to fall before you can fly."

-Isabella Nough

My sister Jowelle inspires me because she is a primary school teacher. When I grow up I want to be a primary school teacher just like my sister Jowelle because I want to teach little children how to learn many subjects and help them if they need it. I love to help children because it's nice to be like God and to also teach them to be nice just like God. I love my sister and I think she is super awesome and when I grow up I want to be just like her.

-Jemma Chahine



I dressed up as my mum because she is kind and loving and she is smart too. Whenever we have questions she knows most of the answers. When someone's hurt she rushes to help them or when someone old is walking she offers them a ride. She teaches me how to be a better person and does everything for me. I want to be **JUST LIKE HER!**

-Sahara Salati

[A Successful Literacy Parent Forum](#)

The Literacy Parent Forum was a very successful night as parents were taken through the writing process.

Articles we shared on the night were taken from a blog written by Misty Adoniou:


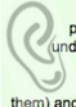


<https://theconversation.com/profiles/misty-adoniou-107235/articles>

There are many blogs, however the three mentioned below are interesting reads and support the work that we are doing as a school to try and improve spelling and writing.

- *What spelling bees can tell us about learning to spell*
- *Could you make it more...interesting? Six ways to improve student writing.*
- *Why some kids can't spell and why spelling tests won't help*

Spelling is meaning based and learnt in the context of reading and writing continuous texts. Did you know that there are 600,000 words in the English language? That's a lot of spelling lists to learn! Therefore, rather than learning words off by heart, we aim to give students a tool kit to allow them to be flexible and problem solve words. Attached is an overview of the 'Types of Spelling Knowledge' that we shared with the parents at the forum.

Types of Spelling Knowledge

<p>Visual Knowledge knowledge of the way words and letter combinations look</p> 	<p>Visual Knowledge</p> <ul style="list-style-type: none"> • symbols/letters are used to write words • spaces between words • a letter string may represent different sounds • the probability of letter order in the common letter strings in English.
<p>Phonological Knowledge phonological processing requires an understanding of phonemic awareness (involving being able to hear the sounds in words and manipulate them) and alphabetic awareness (knowledge of letter sound correspondence)</p> 	<p>Phonological Knowledge</p> <ul style="list-style-type: none"> • letter names • sounds represented by symbols- vowels and consonants • onsets and rimes (eg tr-uck; sh-op; p-et) • spelling patterns—strings or clusters of letters that occur in many words sharing common sound units (eg ite/ight).
<p>Etymological Knowledge knowledge of word origins</p> 	<p>Etymological Knowledge</p> <ul style="list-style-type: none"> • words derived from Latin and Greek • homonyms - homophones and homographs • blended words: blending the start of one word with the onset or rime of another eg Medibank—medical + bank • proprietary names: trade name or trade mark, for example, Bandid • eponyms: originates from the names of people, places or institutions, for example, leotard—J. Leotard, a trapeze performer
<p>Morphemic knowledge knowledge of the meaning of words and how they take different spellings when they change form</p> 	<p>Morphemic Knowledge</p> <ul style="list-style-type: none"> • using morphemes • adding suffixes and prefixes to base words • generalisations about adding suffixes/prefixes • spelling patterns common to word families (ie letter strings) • apostrophes for contractions and possession

Ms Owens also shared the oral language, writing, reading and spelling tips for Infants which parents may also find useful.


DEVELOPING ORAL LANGUAGE

- » talk with your child daily
- » ask questions about the world
- » model rich language
- » praise turn taking and good listening
- » encourage your child to talk about their thinking
- » sing songs, share rhymes and tell stories
- » talk about the great books you read together
- » play games with words and have fun
- » take the time to listen, answer and ask questions
- » let your child have time for imaginative play




DEVELOPING WRITING

- » encourage your child to write lists, messages, emails, cards, letters
- » talk about places and things they have done to encourage writing
- » talk about what letters and words to use when they are writing
- » talk about what they want to say, writing is about communicating a message
- » give them different tools to write with - pens, chalk, textas, pencils
- » give them different things to write on - note pads, sticky notes, windows, whiteboards
- » use an alphabet chart



DEVELOPING READING

- » talk about the story, illustrations, words, information
- » find books that your child likes
- » give them the time to have a try, don't jump in
- » talk about the beginning of the word
- » point to the illustrations to help your child with the meaning of the story
- » telling them the words they can't work out themselves
- » encourage them
- » if the book is hard - you read, easy - they read, just right - take turns



DEVELOPING SPELLING

- » Play spelling games - hangman, boggle, scrabble
- » look at words in the environment - at the supermarket, street signs
- » help your child to find patterns in words - boy, toy, would, could



Story Fest Stage 3

The Stage 3 students celebrated their Story Fest on Monday 2nd July. They have been working on sharing a picture book that they love, acting it out after memorising a script, and discussing the moral of a story. The students did a great job of capturing the audiences' attention and generating an interest and love for reading picture books. Congratulations on the great work Stage 3.



School Holidays and Pupil Free Day

The last day for Term 2 for the students is **Friday 6th July, 2018** before our two week holiday.

Students return to school on **Tuesday 24th May, 2018**. (Please note: Monday 23rd May is a Staff Development Day/Pupil free day).

Also, just a reminder about boy's haircuts, the school expectation is that their hair is cut no shorter than a number 2. No lines to be cut in the hair. While this may be fashionable, please ensure that your child has the correct hair cut at **all** times as I have had to speak to several students lately who have the inappropriate hair cuts and styles. Students need to abide by the uniform rules and expectations.

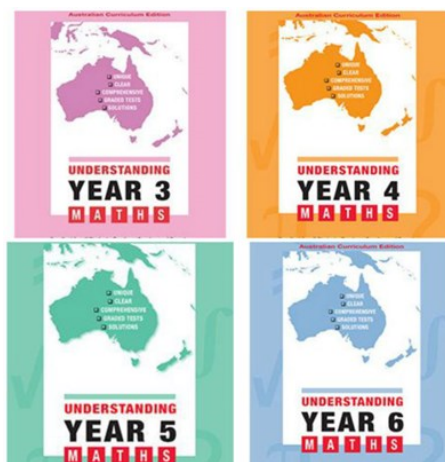
Holiday Activities

Practice spelling list for the Spell-a-thon

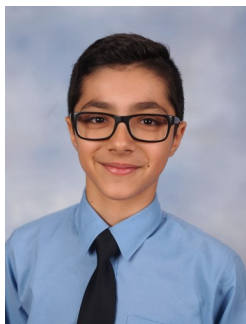
Practice skipping for the Skip-a-thon

Reading and writing daily

During Parent Teacher Interviews many parents asked questions about Mathematics and the way we teach it to the students today being very different to the way they were taught when they were at school. The Mathematics Syllabus can be found online, however if parents are looking for a text that can support them in understanding the processes used in Maths, (and I don't usually recommend text books, however many parents have asked for this), I find that the series 'Understanding Year 3 and 4 Maths' etc is aligned to our syllabus and offers the parents and students the steps to solve problems, gives a few guided examples and then has sets of questions for the students to practice which progressively get harder.



Year 6 Snapshot



Name: Raymond Seaib

Favourite memory of school	My favourite memory at school is the colour days with Mrs Roberts, Stage 3 camp and all the gala days we have had.
Contributions I have made to the school	Contributions I have made to my school community are that I was lucky enough to be in the school forum to improve the school. I have also been able lead my kindy buddy.
One way I think I can make a difference in the world	Is that I can spread the Word of the God, give to the less fortunate and help others using the mercy values.
My ambition for the future	My ambition for the future is to become a Design Architect.
Words to live by: My Motto	Do not pray for an easy life, pray for the strength to endure a difficult life.
What makes Sacred Heart Primary School unique?	What makes Sacred Heart unique is that we have a loving community and welcoming staff to help us and put us back on track when we get distracted.



Class Merit Awards

Term 2—Assembly 4, Friday 22nd June 2018

Kindergarten

<u>Student</u>	<u>Description of Award</u>
Jerome Haddad	Identifying initial sounds and finding new words to improve his writing.

Year One

<u>Student</u>	<u>Description of Award</u>
Auriella Eid	Using environmental print to assist her learning.

Year Two

<u>Student</u>	<u>Description of Award</u>
Matthew Elias	Measuring objects in centimetres with accuracy.

Year Three

<u>Student</u>	<u>Description of Award</u>
Tony Loulach	Creating and contributing to deep conversations.

Year Four

<u>Student</u>	<u>Description of Award</u>
Ashok Singh Otuhiva	Creating an effective desk caddy using a variety of recycled materials.

Year Five

<u>Student</u>	<u>Description of Award</u>
Natalie Doumit	Making detailed connections to texts she reads.

Year Six

<u>Student</u>	<u>Description of Award</u>
Sharanya Kugan	Showing a deep understanding of the link between fractions, decimals and percentages.

Honour Awards

Term 2—Assembly 4, Friday 22nd June 2018

Kindergarten

<u>Student</u>	<u>Description of Award</u>
Zoe Fernandes	Always striving for excellence across her learning

Year One

<u>Student</u>	<u>Description of Award</u>
Benjamin Abraham	Displaying service by always assisting his peers and teachers.

Year Two

<u>Student</u>	<u>Description of Award</u>
Elizabeth Achram	Always looking for ways to serve others.

Year Three

<u>Student</u>	<u>Description of Award</u>
Christian Youssef	Treating others with respect at all times.

Year Four

<u>Student</u>	<u>Description of Award</u>
Angelina Homsy	For embodying Compassion on the playground.

Year Five

<u>Student</u>	<u>Description of Award</u>
Rita Frim	Always welcoming others and acting with kindness.

Year Six

<u>Student</u>	<u>Description of Award</u>
Crystal Semaan	Showing and acting with service in all she does.

Principal's Awards

<u>Student</u>	<u>Description of Award</u>
Lea Nethercott	Independently exploring measurement at home.
Bea Nethercott	Measuring items in centimetres around the home.
Nasslei Dimla	Creative artworks that reflected a History unit of work.
Kiara Price	Creative artworks that reflected a History unit of work.
Joseph Baini	Artistically responding to "We are the Church" during a Faith In Action task.
Brigid Jeffries	Artistically responding to "We are the Church" during a Faith In Action task.
Lara Tyler	Artistically responding to "We are the Church" during a Faith In Action task.
Olivia Doumit	Artistically responding to "We are the Church" during a Faith In Action task.
Matthew Liew	His ability to organise his work and justify his thinking.
Thanos Kingsley	Providing great advice to a friend in need.
Angelina Saide	Investigating and exploring her family history by interviewing her grandmother.
Camilla Sheikh	Counting a collection independently and explaining her answer.
Annalise Nehme	Identifying distinctive characteristics in our Sacred Heart Parish