Harrison Herald Newsletter

Dear Parents

I hope all families enjoyed a restful Easter and were able to celebrate what is the most important
time in the life of the Church. I know the teachers have been working with the children explaining
the true meaning of Easter and the children were attentive and reverent during our liturgies.

As you may have read, we have had to postpone our Wild West Night due to lack of numbers. On
Tuesday afternoon we had only 8 bookings but lots of promises. Unfortunately we could not pro-
ceed with the event unless we had at least 100 people attending. While this is disappointing, we will
run the night on Saturday June 22 here in the school hall. Please mark the date in your calendar as
we need lots of support from our community.

Class Contact Parents

The following is a list of class contact parents and we shall have a meeting early next term to discuss
their role. You will note there are a couple of vacancies, and we are looking for volunteers to fill this
role. Please contact your child’s teacher should you be able to assist. My thanks to the people who
have nominated for this important position:

Red Jelly Fish          Purple Starfish          KoolKid
Olivia Howell          Monique Batten

Blue Whales            Green Turtles           Kinder Teal
Kerrianne Abbott       Carla Santarossa

Yellow Seahorses       Kinder Aqua             Kinder Sapphire
Philippa Eggerton      Victoria Davidson       Karin Pumpa

Kinder Teal            Kinder Sapphire          Kindergarten
NA                     Monica Fernandez

1 Amber                1 Ochre
Sandra Prendja         Libby Hemming

1 Orange               1 Tangerine
Kelly Ciampa           Emma Kelso

2 Emerald
NA

2 Jade
Kelly Ciampa

3 Lilac                 3 Violet
NA

4/5 Crimson
Kathleen Brooker

4/5 Magenta

Social Skills

Our next Social Skill is respect. We are going to be using the catch cry at Mother Teresa you can ....
‘expect respect’. In discussions with the staff we have noted that while we are looking to catch the
children doing the right thing we also need to have some consequences for children who are not
demonstrating respectful behaviour and good manners in the classroom.

Our policy states that the children will be warned about inappropriate behaviour then asked to move
to another place in the classroom to continue their work. From next week if children continue with
their inappropriate behaviour they will be required to attend a 30 minute session with me during
their lunch time when they will be asked to complete an age appropriate form and reflect on their
behaviour. This form will be sent home and signed by parents. If the form is not returned then I
shall phone parents. We hope that this measure will help redirect some behaviours to be more re-
spectful.

Three Way Conversations

The booking sheets for Three Way Conversations are available online next week. We will again be
using ‘Google docs’ and hope this method is more convenient and time efficient for our families. The
link to access Google docs is https://accounts.google.com/ServiceLogin?

service+wise&passive=1209600&continue=https://drive.google.com/?authuser%3D0
23&followup=https://drive.google.com/?authuser%3D0&tmp1=drive  enter email address

mothertharrison@gmail.com and the password to use is calcutta1. BOOKINGS CLOSE THIS FRIDAY.
Happy birthday to everyone celebrating their birthday this week including Andreas Niesen, Alexei Contis, Lara Crawford, Eva Ellenberg, Hayley Cousins, Layla Bettiol, Molly Michie, Matthew Martin, Mikayla Rawson-Donnelly and Alois Huetter. Have a great day.

Lost Property
I would not normally put items of lost property in the newsletter however there are two items that are noteworthy. One is a pair of girls, almost new, school shoes left behind at after school care and a set of car keys that look like they belong to a Toyota Prado. Both can be claimed from the front office.

Working with Vulnerable People
Please note that there will be an opportunity for all parent volunteers to register with the WWVP by attending Holy Spirit School at Nicholls next Tuesday, 9 April between 2:00—5:00pm. For parents who assist in the classroom there will an information session at school the first week back in Term 2.

Preschool
Samantha Morris (Yellow Seahorses)
Oliver Hawkins (Blue Whales)
Bianca Milin (Purple Starfish)
Ellen Johns (Green Turtles)

Kinder
Liesbeth Fittler-Van Tilburg (Aqua)
Caleb Ernstzen (Sapphire)
Mackenzie Buchanan (Teal)
Eva Ellenberg (Turquoise)

Year One:
Mia Askew (Amber)
George McGoram (Ochre)
Brody Leemhuis (Orange)
Winifred Keating (Tangerine)

Year Two
Sofia Carton (Emerald)
Alois Huetter (Jade)
Jesse Pumpa (Lime)

Year Three
Sam Barac (Lilac)
Isobelle Toohey (Violet)

Year Four/Five
Jennifer Rigney (Crimson)
Madeline Dooley (Magenta)
WHOLE SCHOOL FOCUS: The Journey

Tolerance

Is the value for the next two weeks

We show tolerance by:

● Including others
● Being patient
● Displaying compassion &
● Allowing others to be themselves

Thank you to Mrs Roweth and Kinder Teal for a great focus assembly. They retold and acted the lovey story of ‘Green Feathers’, a ragtag little chicken who was picked on by the other chickens, then turned into a handsome rooster and was the envy of all the hens. They sang ‘We are one’ a great song that has a terrific message for all us.

What’s the first thing that comes to mind when you hear the word, “harmony”? Would it be music and all those musical instruments of differing sizes, shapes and volumes working so well together to produce harmonious sounds? Or perhaps you have been doing some painting around the house, you have used a variety of colours in the same room and have achieved a pleasure of harmony to the eye. Harmony Week is about bringing together the many faces of Australia, celebrating the differences and treating those around us with consideration and dignity so that we can have a living experience of harmony.

If ever you thought that God might have been more considerate and allowed humankind to be one race and language, then, this brief poem might tell why not.

“I cannot change the way I am
I never really try,
God made me different and unique,
I never ask Him Why.

If I appear peculiar,
There’s nothing I can do,
You must accept me as I am
As I’ve accepted you.

So often we will criticise
The things that others do,
But, do you know, they do not think
The same as me and you.

So God in all His wisdom,
Who knows us all by name,
He didn’t want us to be bored,
That’s why we’re not the same.”
Author unknown.

It is said that culture is the “lens” through which we view the world, make sense of what we see and how we express ourselves. As well as a variety of artistic expressions in the form of literature, dance, music and films, culture has a variety of social practices in the form of language, religion, family customs and personal values.

Values are the things that we hold as important. Just as each individual holds certain values, each culture promotes different ones. For example, Australians value money, so wrongdoers will be punished by being fined, whereby money is taken from us. The Mbuti pygmies of Africa value social support, so wrongdoers in their society are punished by being ignored. Understanding people’s values is the key to understanding their behaviour.

People who disagree with us on fundamental issues can be difficult to relate to, but they can also be of value to us. Travel broadens our outlook on life; so, accepting personal differences can be an inner sort of travel. When we truly value the worth of other people, we come to value better our own worth.

When someone is strange or different from us, it might be a natural reaction to shy away, to think we’re better. However, to lose out on the richness of human diversity, to live our whole life in one little corner of human experience, would be tragic indeed. Friedrich Nietzsche once said, “The surest way to corrupt a young person is to teach him to esteem more highly those who think alike than those who think differently.”

Hopefully, as we make our way, hand in hand with our children, our minds and hearts will be focussed positively on increasing our understanding about tolerance and acceptance.

God, our Father, may Your Spirit direct us towards goodness, truth and justice in our daily lives, that we may truly live for the good of all. Amen

PROJECT COMPASSION

A very big thank you to everyone for your generous donations to Project Compassion this year. The grand total $3,255.30 for Project Compassion! Fabulous effort everyone!

HOLY WEEK LITURGIES

Thank you to the Year 1 students and teachers for their wonderful enactment of the Resurrection on Tuesday. Their choice of songs helped us reflect on the events of Holy Week and then celebrate in the joy of the Resurrection. As always our parents have been a wonderful support at the various liturgies. Thank you!

Peace and Best Wishes
Anne Leet (Religious Education Co-ordinator)
Welcome to Week 9. I can’t believe that this term is nearly over! The children did a great job during the Easter liturgies, they sang beautifully during our Palm Sunday presentation, and behaved very reverently during the other liturgies. Between the liturgies the children discussed and reflected on the Easter story, and some of their comments were very insightful.

After the long weekend the children have returned full of energy for the last two weeks of school, and much work has been going on. So here is what has been happening in the classrooms:

The Red Jellyfish have been continuing with their world theme and have been looking at food from around the world. They have looked at the different names that items of food are called in different languages. They looked at a website with the French words for different foods and learnt that the word for fish in French is le poisson, but they call a hot dog, le hot-dog! They chose to make the traditional Australian food of ANZAC biscuits, which were delicious, and also tried some spaghetti art.

The Green Turtles have been spending a lot of time practising for their assembly. There has been a swap of assembly dates, and the Green Turtles will be having their assembly next Wednesday 10th April, instead of the Blue Whales. The children have been practising a great song in which they use rhythm sticks, and also a magnificent dance. Don’t forget to log on to LIFE to vote for the name of their new turtle, votes will be counted on Friday!

Whilst the Purple Starfish were walking back from the hall on Tuesday one of the children noticed that the moon was out. There was great concern because part of the moon was missing. The children talked about why they thought it was missing and where the missing piece was. They then brainstormed what they knew about the moon. This is a wonderful start to a project and they will be carrying out more discussions and investigations next week. If you have any resources on the moon and stars for example books or models etc please bring them in.

The Yellow seahorses are continuing with their Elmer project. They are using the milk cartons they have collected to make pretty impressive Elmers. They have been reading Elmer’s Special Day and have decided to have an Elmer day next Thursday. The children will need to dress in Elmer colours and they will be having a picnic. There will be a note sent home later this week with more information. The children have also been practising for their school Assembly which will be in Week 3 next term. Miss Sadler is also looking for boxes for collage, so if you have any at home please send them in.

In the Blue Whales they have been painting feet! The children painted the bottom of their friend’s feet with rollers and then they pressed them on to the paper, it was very tickly! The children are now cutting out the feet to be part of their ‘Then and Now’ display. Mrs Haydon and Mrs Raward are just waiting for the last few baby photos so please send one in if you haven’t already done so.

And finally in the Rainbow Fish the children are really enjoying their transport project with Mr Greaney,

Thank you for your continued support,

Clare Addinell and the ELC team.
See the Value in Social Skills

We are into our third week of “Playing Fairly”. In each class the children have been discussing the ways we can play fairly on the playground.

- play by the rules
- check that everyone understands the rules before each game
- share and take turns
- listen to your friends
- don’t get angry or upset if you have bad luck in a game
- encourage your friends

The children should be able to memorise the slogan for the new social skill:

Fair players get to play more games

“Do’s and Don’ts of “Playing Fairly”.

**Do’s**
- Play by the rules.
- Comment on other players’ good moves.
- Wait your turn.
- Get started and pay attention.
- Have your go reasonably quickly when it’s your turn.
- Allow other players to have a reasonable amount of time for their turn
- If you have bad luck, just accept it and move on

**Don’ts**
- Don’t comment on other people’s bad moves or bad luck.
- Don’t play when it’s not your turn.
- Don’t muck around before you start.
- Don’t take too long and hold up the game.
- Don’t put unfair pressure on people to hurry up when it’s their turn.
- Don’t cheat.
- Don’t grizzle or complain if you have bad luck

Helping your child to play fair

1. **The more the better.** Provide lots of opportunities for a variety of play. Try pretend play, board and ball games, competitive games of skill such as chess, competitive games of chance, and cooperative games such as charades.
2. **Find a range of playmates.** Your child can benefit from playing with children who are older or younger. For example, he can learn to be responsible by looking out for younger children, maybe showing them the rules.
3. **Go over the rules of the game.** Before kids start playing, make sure everyone knows the rules of the game.
4. **Introduce some social rules.** Let your child know that she needs to wait for her turn. Also encourage her to be polite. For example, remind her to congratulate others when they win.
5. **Use opportunities to teach.** Point out what your child did well. For example, you can say, ‘I thought it was great the way you shook hands with the other team at the end of the game’.
6. **Give feedback.** Praise your child for sharing, taking turns and other good sporting behaviours.
7. **Lead by example.** Children learn how to play fairly by watching what their parents say and do. Playing fair yourself, by following the rules, accepting decisions, being a good sport, is good role modelling.


**Challenge**— With your child/children write a list of words that a “fair player” would say when playing a game or when playing with a friend. Email me your responses and I will put them in next weeks newsletter. brendon.pye@cg.catholic.edu.au. On the next page are the responses to last weeks challenge
Why is it important to play fairly?
If you don’t play fairly your friends will be upset and frustrated with you. You will lose friends if you continue to not play fairly.

How do you play fairly at school?
If I get out in handball I don’t argue or whinge, I just take it and move to the back of the line.

How do you play fairly in weekend sporting teams or outside school activities?
I share the ball and kick it to all of my team mates, I always shake hands and congratulate the other team.

Emma Howse
Why is it important to play fairly?
So everyone is happy and it makes the playground a peaceful place.

How do you play fairly at school?
Include others and play by the rules.

How do you play fairly in weekend sporting teams or outside school activities?
Always encourage my team mates and never argue or question the referee’s decision.

Olivia Mugridge
Why is it important to play fairly?
If you play fairly you get to play more games and make lots of friends.

How do you play fairly at school?
Include others and take turns.

How do you play fairly in weekend sporting teams or outside school activities?
I share the ball with my teammates, play by the rules, encourage my team mates and listen to the coach.

Emily Sajler
Why is it important to play fairly?
If you don’t play fairly you are letting your friends and team down.

How do you play fairly at school?
Listen, share, take turns and play by the rules.

How do you play fairly in weekend sporting teams or outside school activities?
Share the hockey ball with my team mates, shake hands after the game and always listen and respect my coach.

Sam & Jacob Smith
Why is it important to play fairly?
SAM: Everyone would benefit from your behaviour if you play fairly.
JACOB: So that no-one will cry or get hurt.

How do you play fairly at school?
JACOB: You don't do dangerous things. You give your friend James a turn of the ball.
SAM: I follow the rules, I make sure everyone gets a fair share of the fun.

How do you play fairly outside?
SAM: Listen to other people and make sure everyone else is safe.
JACOB: You pass the ball in soccer and let other people score goals.

Michaela Knight
Why is it important to play fairly?
To make sure nobody’s feelings get hurt.

How do you play fairly at school?
You cheer people on and be nice to others.

How do you play fairly in weekend sporting teams or outside school activities?
If you’re playing soccer or a sport that uses a ball, pass it to your team mates.
MATHS – CHEEKY CHALLENGE
Predict A Count

Years K – 8

Well boys and girls, mums and dads...
Are you ready for the Maths Cheeky Challenge?!
Here it is...

Can you masterfully predict which numbers will come next and can you use the pattern or rule to support your prediction? Can you challenge yourself or other family members to predict numbers much further along in the pattern?

MATERIALS
- One calculator per child
- Plenty of working paper; paper strips like adding machine tape work well.

PROCEDURE
1. Decide the rule e.g. counting by 10, 1, 5, 15, 0.25, 10% etc
2. Decide on your starting number e.g. 0, 10, 315, 20...
3. Write down your rule at the top of your paper strip e.g. + 10
4. Write down your starting number at the top of your paper strip e.g. 20
5. Predict the next number that will come after 20 when you add 10. Write down your prediction.
6. Check on the calculator by pressing \(+ 10 =\) (This becomes the formula you need to press each time. Please note it may vary depending on the type of calculator used.)
7. If your guess was correct, then tick your work. If your guess was wrong, “Oh well, never mind! :)” Simply put a line through the error and write the correct number beside it.
8. Keep going you are well on your way to being Masterful Mathematician!!

PARENTS
The process of guess/write/check/correct continues as far as your child can go. So… after doing the first few together, encourage them to continue going on their own. When a problem develops, encourage your child to look back at their correct guesses to establish clues for the next guess.
Keep insisting that they only need to make a guess - the calculator will tell them if their guess is right or wrong. This private reinforcement and correction is very powerful.
Insisting on writing the guess, then ticking or crossing it, is particularly useful if your child pushes the wrong buttons or accidentally clears their calculator. Remind them to simply clear the calculator, enter the last correct response then continue.

PLEASE REMEMBER that for the task to work successfully your child must know which buttons to press each time so the numbers will be added in a cumulative fashion.

Don’t forget to bring your cheeky challenges into the Office. Mr Lowe and Miss Jeffries would love to see them and display them so everyone can enjoy your great work.
WANTED DEAD OR ALIVE

CALLING ALL COWBOYS & COWGIRLS
Mosey on down to the Mother Teresa School for our
WILD WILD WEST PARTY!
SATURDAY, 22 JUNE
SADDLE UP AT 6:30PM & GIDDY UP TILL SUNRISE!

Give us a Holler if you can join us for:
Great Grub ‘n’ Grog, plus Games ‘n’ Entertainment
All for $65.00 per head ($50.00 non alcohol)
So dig out those boots ‘n’ dust off your clobber!

Tickets on sale NOW at the front office

REWARD

Enquire: mtsfundraising@gmail.com
Working with Vulnerable People (Background Checking) Scheme - Off-site Registration Days

Employees and Volunteers who have contact with children in ACT schools (public and private) are captured under the regulated activity called ‘Child Education Services’ and will have until 7 November 2013 to register with the Office of Regulatory Services (ORS).

To assist school staff and volunteers in the Education sector, the ORS will be attending a number of schools in early April located in the Gungahlin region to accept applications for registration under the Working with Vulnerable People (Background Checking) Act 2011.

Details of the off-site registration days are as follows:

**Holy Spirit School - Kelleway Avenue**
**NICHOLLS**
Tuesday, 9 April 2.00-5.00pm

**Harrison School - Wimmera Street**
**HARRISON**
Wednesday, 10 April 2.00-5.00pm

**Gungahlin College - 23 Gozzard Street**
**GUNGAHLIN TOWN CENTRE**
Thursday, 11 April 2.00-5.00pm

To lodge an application, staff and volunteers must bring:

1. A completed application form (application forms can be downloaded from: www.ors.act.gov.au/community/working_with_vulnerable_people/working_with_vulnerable_people_application_lodgement). Fill in the application form prior to your attendance at the registration day.

2. A copy of three forms of identification must be presented with the application form. Please note that you must have the original identification with you on the day for verification. One form of identification must be Primary Identification (see the attached list of acceptable forms of identification).

3. If you have changed your name (either through marriage or a legal change of name or use or repute) and your current identification is not in the changed name, you must provide evidence of that change of name, i.e. a marriage certificate or change of name certificate.

Please turn over.
Payment
There will be no payment required if attending the nominated bulk registration days for school based ACT Education and Training Directorate employees.

For all other applicants, an application fee of $71.00 applies to an employee and must be paid as part of the application lodgement. Volunteers are free. Payment can only be paid by cheque, credit card or debit card. NO CASH PAYMENTS ACCEPTED.

Further information on the Working with Vulnerable People (Background Checking) Scheme can be found at: www.ors.act.gov.au or contact ORS via email ors@act.gov.au or phone: (02) 6207 3000.

Photo
As part of the offsite registration process your photo will be captured on the day.

Acceptable Identification
Primary Proof of Identity
- A Photographic Driver Licence issued in Australia (current or expired up to 2 years).
- Full Australian birth certificate (not a Commemorative certificate or an extract). If the certificate is not in the name currently used, appropriate linking documentation will be required.
- Australian Passport (current or expired up to 2 years).
- Overseas Passport (expired by up to 2 years if accompanied by a current Australian Visa).
- Australian Citizenship Certificate or Naturalisation Certificate.
- Department of Immigration and Citizenship travel document (valid for up to 5 years after issue).
- Department of Immigration and Citizenship Certificate of Evidence of Resident Status.
- ACT Police officer photo-identity card.
- Australian Proof of Age Card (includes NSW photo card - current or expired up to 2 years).

Secondary Proof of Identity
- Current Medicare Card.
- Current credit card or account card, with signature and embossed name from a bank, building society or credit union.
- Current student identity document (with photo and/or signature) issued by an educational institution.
- Current Centrelink or Department of Veterans Affairs Concession Card.
- Australian-issued security guard/crowd controller licence (with photo).
- ACT Working with Vulnerable People registration card (current or expired up to 2 years).
- Australian-issued firearm licence (with photo).
- Current Consular photograph identity card issued by the Department of Foreign Affairs and Trade.
- Current State, Territory, or Federal Government employee photo-identity card.
- Australian Defence Force photo-identity card (excluding civilians).
- ACT Services Access card issued by the ACT Government (for asylum seekers).
Join the Gungahlin Eagles Rugby family in 2013

We’re looking boys and girls, 5-18 years, from Gungahlin and North Canberra to join the team!


Training - Nicholls Enclosed Oval, Clarrie Hermes Drive, Nicholls . **U11-U18:** Tuesday and Thursday's 5-6pm, **U10:** Thursday's 5-6pm and **U7-U9:** Tuesday's 5-6pm.

For more information please email [juniors@eaglesrugby.com.au](mailto:juniors@eaglesrugby.com.au)


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**IRISH-RIVER DANCING CLASSES GUNGAHLIN**

**FIONA'S FUN &FITNESS CLASSES FIRST LESSON FREE!**

Classes commence term 2 on Fridays 3.30pm at

The Scout Hall, Valley Avenue, Gungahlin.

Boys and Girls from 5 years

Children get to perform

at school fetes, concerts, festivals etc.

For more information

re classes for beginners, pre-school & adults

PH 0418687781 or email Fiona on [tara.academy@live.com.au](mailto:tara.academy@live.com.au)

Registered & Qualified Teacher.

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**Playgroup / Parents Morning Tea**

**Held at Mother Teresa School**

Term 2 – 9th May, 23rd May, 5th Jun, 20th Jun, 4th July

**Every Second Thursday**

**In The ELC Playground**

EVERYONE WELCOME!

9-11AM

For further information contact Esther Warton

Mobile – 0437 650 063

Email – esther31071@yahoo.com.au

GOLD COIN DONATION