



## Dear Parents/Carers,

### Excursions are back!

What a jam-packed two weeks we have had.

Due to the restrictions changing we were finally able to go on excursions again. This change came at the right time as the Year 5 students had been booked into Port Noarlunga Aquatics for two days. I had the privilege of going on this excursion with them and they had a great time, experiencing beach safety, body boarding snorkelling, beach games and water rescue. By the end of the second day there were some pretty tired Year 5 students. This week the Year 7 cohort went on day excursions instead of their camp, which unfortunately is still not allowed at the moment. They also had a great time, raft building, billycart making and abseiling down The Bluff to name but a few of the activities they were involved with. Again, the Year 7 students had a great time building friendships and their resilience with new things. Thanks to all the staff who were involved with the success of these excursions.





What a way to kick off 2022 excursions!







### **Shrove Tuesday and Lent**

Last week we began a special time in the Liturgical Year, with the beginning of Lent. On Wednesday, the students across the school had their own individual Ash Wednesday liturgies within their classrooms. You can see pictures on our Facebook page of the students experiencing this occasion, with the sprinkling of ashes to begin the 40 days of Lent. As tradition has it, we always get ready for Lent with Shrove Tuesday and of course the making of pancakes. A big thank you to our parent volunteers who were able to come into school to help with the preparation and cooking of the pancakes. The smiles on the student's faces said everything.

### **Kiss and drop area**

Thank you to everyone for your use of the kiss and drop area and utilising the parking around the school. Please remember to follow the instructions of the staff on duty so that you are not blocking the entrance or How Road.

Have a great week everyone

Nick Wright

Head of Campus



# Classroom Pulse Check In

In week five and six of each term, every student in Catholic Education participates in a Classroom Pulse Check In Survey. The survey has been developed to find out how students are currently feeling about their experience in school. It is tailored to allow staff to check in and provide immediate feedback and support.

## **What does it ask?**

The survey asks students eight questions related to identity, learning, relationships and belonging.

There are two versions of the survey: Reception to Year 3 where students respond by clicking on emojis and a Year 4 to Year 12 where students respond by clicking on has three possible responses. The options are "Most of the time", "Sometimes" and "Not very often".

## **The data can help the school**

Not only does the Check In assist staff to understand student perspectives on their experience in school, but it also enables us to identify trends on particular times of the year when students require greater pastoral attention.

The survey really does help us to find out how students are feeling and then look at what can be done to support them. The aim is simply to "check in" with the students. For more information or to see a sample of the survey you can access this via [www.cesa.catholic.edu.au/classroompulse](http://www.cesa.catholic.edu.au/classroompulse).

"More compassionate mind, more sense of concern for other's well-being, is source of happiness."

Dalai Lama

Wishing you well for the week,

Kerri Gould

Deputy Head

# New Literacy Initiative

Decodable books – what are they, and why have we moved to them?

For a small number of children, learning to read is easy. They seem to read by osmosis – they just ‘get it’ without learning the phonic code that makes sense of reading.

But for many children learning to read is challenging and requires a systematic approach that allows them to learn incrementally. Therefore, as children learn to read, decodable books become an essential part of the learning process. Decodable books are sequential in nature and build phonic knowledge gradually, allowing children the opportunity to practice their grapheme-phoneme (letter-sound) correspondences and quickly build their confidence and ability to read connected texts.

Beginning decodable books contain words that are simple in structure, such as vowel-consonant (VC) and consonant-vowel-consonant (CVC) words. As children progress with learning the phonic code, decodable books begin to introduce words with more complex structures.

Some children will quickly move through the sequence of decodable books. Others, such as those with dyslexia, may take longer to develop automaticity and fluency with these texts.

Many of the decodable books we use at Cardijn College Galilee have an introductory page. It is important to go through this page with your child. It introduces the sounds that will be focused on in the text, any high-frequency words that the children will need to know, and explains the vocabulary used.

Decodable books encourage the children to practice their decoding skills rather than just guessing at the words. The highlighted table compares a decodable text with a predictable text. As you can see, the decodable text encourages the child to pay attention to the letters and words. In contrast, the predictable text encourages the child to learn the sentence structure and rely heavily on picture cues.

If you have any questions about the books your child is bringing home for reading, please speak to your child's teacher or myself.

Kind regards, Bec Little, Literacy Coordinator

DECODABLE TEXT	PREDICTABLE TEXT
The hen, the dog and the pig.	Dogs
The hen, the dog and the pig sat in the mud.	This is a big dog.
The hen and the dog did a jig in the mud.	This is a small dog.
The dog and the hen had fun.	This is a black dog.
The pig got mud on his hat.	This is a white dog.
The pig got mad at the dog and the hen.	This is a clean dog.
	This is a dirty dog.
	This is a sad dog.
	This is a happy dog.
<b>Vowels – short vowel phonemes e, o, i, a, u</b>	<b>Vowels – long and short vowel phonemes</b>
<b>GPCs – h, n, d, g, p, s, m, t, j, f</b>	<b>GPCs – b, g, d, p, c, h, s, m, l, t, ck, wh, ea, ir, i-e,</b>
<b>Three letter words</b>	<b>a representing or as in small</b>
<b>Single syllable words</b>	<b>s representing z as in is</b>
<b>1, 2, &amp; 3 letter words with simple CVC structure</b>	<b>y representing e as in happy</b>
	<b>Split vowel digraph</b>
	<b>One and two syllable words</b>
	<b>1, 2, 3, 4, 5 letter words with more complex structures such as CCVC, V-Ce</b>



# Exploring Tjilbruke

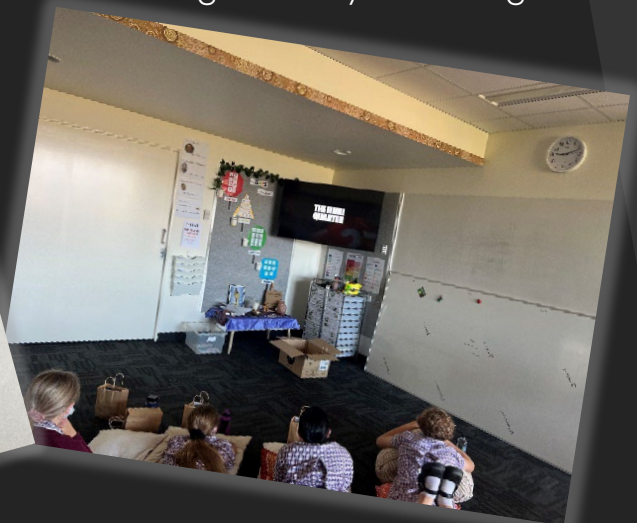


During their Exploring Tjilbruke topic, Year 8 students had a "Gold Class" experience watching two films to develop a deeper understanding of First Nations experiences and Australia's true history. During the films, they tried some bush tucker sourced from The Living Kurna Cultural Centre.

Miffy – I enjoyed watching films about Aboriginal and Torres Strait Islander peoples. I liked how we watched two movies to show different perspectives. I also loved trying the bush tukka foods that Aboriginal and Torres Strait Islander people have made because I love trying new things.

Amelie - I enjoyed the movies and the bush tukka because I learned a lot from the movies and the food tasted great. The movies showed me how horrible First Nations people have been and still are treated so it made me sad, but it is important to know the truth.

Ryheese – The movies were very good to watch. It was good because it shows what kind of world we live in and how much casual racism happens in Australia. The bush tu+kka was something I haven't tried before but it was good to try something different.





# Eco-Literacy



At Cardijn College Galilee, we are fortunate to have many natural spaces that help connect us all, including past community members. The Secret Garden, Produce Garden, Sensory Garden, Butterfly Garden, Frog Pond, Almond Orchard, Labyrinth and Outdoor Lounge are just some examples. The beauty of these spaces, along with the stories of their creation, are significant elements in our shared history and identity at Galilee



# Eco-Literacy

Through interactions with nature, people achieve greater well-being. Nature calms us when stressed and helps us to feel peace and gratitude. In nature, our senses become alert. Students learn how the seasons work and observe the cycle of growth. They learn to show stewardship of creation, as they engage in the care of these special places.

Within our grounds, students can listen to, and watch the birds who share our home. They can feel the warmth of the sun on their faces, observe a seedling break the surface of the soil and engage in creative play. They develop a love and respect for nature and develop gratitude and empathy for God's creations.

During Lent, our Year 5's enjoyed regenerating our Frog Pond. We were grateful for Jake, who got new soil for us, and Miss Gould, who purchased suitable sedges and ground covers. We hope that we hear some more frog noises coming from the area soon!

Aylirah: 'I like the frog pond. It is quiet and peaceful. I also like the plants.'

Some students also participated in weeding, watering and caring for Magic Harvest plots. Essie, Kody, Halo and Lara enjoyed collecting our tomatoes and basil to share with families in our community. Other classes have also started regenerating their plots, ready for new plantings, as seasonal changes occur.

We have also been looking at sustainable practices and investigating solar energy by creating solar cookers. Students have learnt how people in poor countries can be helped by making simple solar cookers using a car sunshade and a black pot. This cheap method cuts down on the fuel they need to burn, reduces their workload and decreases pollution in their countries.

We recently had a 'Clean Up Australia Day' activity. Some classes went around the school to do an audit of rubbish in the area. Jayden and Tobias became quite passionate about this and started collecting the rubbish, instead of just counting it. Well done boys!

All classes are integrating Eco-Literacy into their curriculums and there are many more creative and engaging projects on the go!

Kerry Janssan





## Family Information Sessions

Did you know that Mission Australia provide support for people with disability and their families? Would you like to know more about what services are available?

Join NDIS partner Mission Australia in collaboration with Catholic Education SA for an online information session about:

- Mission Australia and the services they offer
- What services are available for people with disability
- Understanding the NDIS and eligibility
- Accessing supports and services for those not eligible for the NDIS, or who do not wish to access the Scheme

**Live online for families of:**

CESA South Metropolitan Region schools

**Option 1: Tuesday 12<sup>th</sup> April 2022, 10am-11:30am**  
(Term 1 Week 11)

or

**Option 2: Wednesday 13<sup>th</sup> April 2022, 5.30pm –7pm**  
(Term 1 Week 11)

These sessions will be run online via MS Teams, however, can also be accessed via telephone link.

To secure your spot and receive an access link, or for further information contact [njwalters@galilee.catholic.edu.au](mailto:njwalters@galilee.catholic.edu.au)





If your child is going to be absent, late, or leaving early please notify the office by SMS on 0407761162 before 9am. Please provide the following details:

- Child's name
- Reason for absence/early departure/late arrival
- Child's home room teacher

## Galilee Directory

### School

info@galilee.catholic.edu.au  
p 85579000

**Fr. Josy Sebastian** p 83821717

**Sr Margaret Ann Connelly**  
p 0488287552

**Centacare**  
p 82156311

**Galilee OSHC**  
p 85579043  
Director m 0411382054

**Galilee Playgroup**  
Reopening TBA  
Melanie Wilson p 85579000

**Second-hand uniform**  
Opening times TBA

## SATURDAY SOCCER – REGISTER NOW!

The soccer season is coming up fast! Is your child keen to represent Cardijn College Galilee in a weekend soccer team?

If so head to <https://bit.ly/3BKt2Lz> and complete the online registration and forms before FRIDAY 11<sup>th</sup> MARCH.

If you have already registered you do not need to do so again.

Any questions please contact Michael Goode  
[mgoode@galilee.catholic.edu.au](mailto:mgoode@galilee.catholic.edu.au)

**Please  
keep your  
child home  
if unwell**

**INFORM THE FRONT OFFICE ON 8557 9000**

**For more information visit our website**  
[galilee.catholic.edu.au/blog.html](http://galilee.catholic.edu.au/blog.html)

➡ For more information visit | [galilee.catholic.edu.au/blog.html](http://galilee.catholic.edu.au/blog.html)