

"Bringing Faith and Learning to Life"

Edition 2
13 February 2025

70 plus ... that's how many times it can take to move a concept, knowledge or skill into long term memory.

Learning and memory are closely linked. While learning involves the acquisition of skills and knowledge, memory is the expression of what has been acquired.

These two concepts can also be differentiated based on the speed at which both processes happen. If the acquisition of new skills or knowledge is slow then it is classified as learning. However, if this happens instantly it becomes part of a memory.

To make sense of memory and its properties, it can be split into three categories: Long-term, short-term, and working memory. In terms of learning, the focus is on embedding learning concepts into long-term memory.

Memory is an active, reflective, and subjective process of previous experiences. The formation of memory involves three stages.

Encoding: This depends on three factors:

Content: *The type of content to be encoded can be impacted by the structure, size, and subject of the content and the learner's familiarity with it.*

Environment: *These are the conditions that can either inhibit or stimulate the process of memorization; examples in a school context are the class size or expertise and content knowledge of the teacher.*

Subjective: These external variable factors that affect the process of encoding; fatigue, motivation are types of subjective influences. (Ex: Fatigue, motivation, interest, etc.)

Storing: This is where the encoded information is held for future use. The information is stored, transformed, and reorganized with new reference points. Information is stored based on 3 levels of memory:

1. Long-term memory: This memory is used for storing and recalling information at a later stage. Emotions play a major role in the systems of memory and of recall. The stronger the emotions caused by memory, the easier it is to recall the event.
2. Short-term memory: This type of memory lasts only between 20-30 seconds. Short-term memory can be improved by repeatedly rehearsing/practicing the content.
3. Working memory vs short term memory: Working memory is often confused with short-term memory. This memory is the "go-between" short-term and long-term memories. This memory is used for memorizing information and using it later for task completion.

Retrieving: This process involves accessing the stored information through recall or recognition. Recall happens by uncovering information from memory, which could be a fact, object, skill or event.

Circling back to the 70 plus, and all we know about learning and memory, we are adapting and refining many of our learning and teaching strategies. The *daily review* is an example of this. This is how we now begin every lesson. This is a conscious and planned 5-10 minutes which recaps prior learning, it may be from the day before it may be from a week ago. It is time to focus on what has been taught and learnt before with modelled examples and practice time. It is an opportunity in busy classrooms and what is often a crowded curriculum to assist in the reaching of that magic number of 70 plus.

For a life to be well lived, learning never stops, working with a staff committed to their own continuous learning for maximum student growth is exciting, energising and rewarding. I can't wait to watch the fruits of our labour unfold.

Each newsletter will now include a Flourishing Learners section which will focus on our learning and teaching.

Tania Bennett

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9489 7936

2025 SCHOOL CALENDAR

Term 1		
Date	Time	Activity
Sunday 16 February	11am	Opening School and Commissioning Mass & Picnic—all welcome
February 17-19 February		Camp—Years 5-6
Monday 24 February		District Swimming
Wednesday 26 February		School Photo Day
Friday 28 February	3.30-8.30pm	2025 Twilight Fair
Wednesday 5 March	11.30am	Ash Wednesday Whole School Mass—all welcome
Thursday 6 March	9.30-10.30am	Open Morning
Monday 10 March		Labour Day public holiday
Wednesday 12 March		Naplan begins
Wednesday 12 March	7pm	Reconciliation Formation Evening—Year 3
Friday 14 March	9.15am	Prep/1RG Class Mass
Sunday 16 March	11am	Reconciliation Commitment Mass
Sunday 16 March		Catholic Education Week begins
Monday 17 March		Cultural Diversity Week starts
Monday 17 March	9.30am	Story Time session
Tuesday 18 March		Student/Parent/Teacher Learning Conversations
Friday 21 March	9.15am	2/3MG & 4MH Class Mass
Wednesday 26 March	9.30-10.30am	Open Morning
Wednesday 26 March	7pm	Sacrament of Reconciliation
Friday 28 March	9.15am	5/6 BW & 5/6 RL Class Mass
Tuesday 1 April	2.30—5.00pm	Learning Showcases
Friday 4 April	1.00pm	Term 1 ends

Term 2		
Date	Time	Activity
Monday 21 April		Easter Monday
Tuesday 22 April	8.50am	Term 2 begins
Friday 25 April		Anzac Day public holiday
Friday 16 May		School Closure—Professional Learning Maths
Monday 9 June		King's Birthday public holiday
Tuesday 10 June		School Closure—Assessment and reporting
Friday 1 July		Student/Parent/Teacher Learning Conversations
Friday 4 July	1.00pm	Term 2 ends
Term 3		
Monday 21 July	8.50am	Term 3 begins
Friday 19 September	1.00pm	Term 3 ends
Term 4		
Monday 6 October	8.50am	Term 4 begins
Monday 3 November		School Closure—Assessment and Reporting
Tuesday 4 November		Melbourne Cup public holiday
Friday 19 December	1.00pm	Term 4 ends—date to be confirmed

2026 ENROLMENTS NOW OPEN

If you have a child or know a child who will start school next year please click on the link below to start the enrolment process.

<https://www.saalphington.catholic.edu.au/enrolment>

St Anthony's Alphington



2025 Open Mornings
9.30-10.30am

TUE 11 FEB | THUR 6 MAR | WED 26 MAR
MON 28 APR | TUE 13 MAY | THU 5 JUNE

Or alternatively please call to arrange a private tour with the Principal

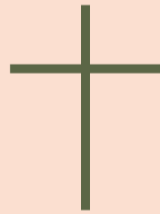
ALL WELCOME



BUILDING BRIGHT FUTURES

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ST ANTHONY'S PRIMARY SCHOOL
**OPENING SCHOOL
& COMMISSIONING
MASS & PICNIC**

Sunday, 16 February at 11 a.m.

*St Anthony's Church and then Father's
Garden*

All families are welcome to join us for
Mass and a BYO picnic afterwards in
the garden

Understanding Vision for Instruction – a guide for parents

In February 2024, MACS introduced their Vision for Instruction which changed the way Reading, Writing and Mathematics are taught in its primary and secondary schools in the Archdiocese of Melbourne.

At St Anthony's through extensive Professional Development, Staff Meetings and Professional Learning Community Meetings, staff are working together to design learning opportunities that incorporate this model for instruction.

The Vision for Instruction promotes explicit instruction, a way of teaching in which complex skills are introduced to students in small steps, supported by clear explanations and demonstrations of what students are expected to learn. Students then practise what they have learned and receive feedback from their teacher until the skill is mastered. To find out more about the MACS vision for instruction, please read [Parents Guide to Vision for Instruction](#).



Parents Guide to Vision for Instruction



What is Vision for Instruction?

In February 2024, Melbourne Archdiocese Catholic Schools (MACS) introduced a new plan to help every student succeed: our *Vision for Instruction*.

At MACS, we hold high expectations for every learner in every school, ensuring they have a solid foundation in literacy and numeracy, as well as good social skills.

Based on evidence of how students learn best, *Vision for Instruction* promotes a unified and consistent approach, and continuous improvement to meet the changing needs of our students. It provides MACS teachers with the training and resources they need to ensure excellence and equity in all our schools.

Why the change?

Years of declining performance in NAPLAN and OECD PISA results showed that outdated teaching methods needed to change. In 2023, about one in three Australian students were not meeting age expectations in maths and reading.

Research on how students learn shows that **explicit instruction** methods are the most effective way to help children gain the knowledge and skills they need to flourish and become lifelong learners.

What is explicit instruction?

Explicit instruction involves teachers introducing complex skills in small steps, with clear explanations and demonstrations of what students are expected to learn. Students then practise what they learned and receive feedback from their teacher until the skill is mastered.

What is the evidence supporting explicit instruction?

Cognitive science research shows that most students need formal instruction to learn what's called 'biologically secondary knowledge', such as reading, writing and maths. Because students can only process a limited amount of new information at once, cognitive overload can occur when they try to process too many new concepts without prior instruction or scaffolding.

Explicit instruction breaks new information into manageable parts. Effective teachers design lessons that begin with teacher-guided instruction and gradually shift responsibility to students through modelling and guided practice. This approach ensures that students achieve independent practice only after foundational knowledge is firmly established.

Knowledge is like mental Velcro – new knowledge 'sticks' to prior knowledge, building understanding from one year level to the next.

How do we teach reading and writing?

Our vision for reading instruction involves:

- **phonemic awareness** – understanding that speech is made up of words and sounds
- **phonics** – knowledge of the letter-sound relationships and the ability to use these relationships to decode words
- **fluency** – ability to read accurately and quickly to derive meaning from text
- **vocabulary** – understanding word meanings in isolation and in context
- **comprehension** – ability to understand and derive meaning from text.

What is phonics?

Phonics is a method of teaching reading and spelling by explicitly linking letters or letter combinations (graphemes) with their corresponding sounds (phonemes).

For example, children learn the sounds for 's', 'a' and 't', allowing them to spell and sound out words like 'at', 'as' and 'sat'.

English spelling is complex, with many letters and letter combinations representing multiple sounds (e.g. 'ea' in 'heap' and 'head'). Phonics instruction begins with the most common letter-sound relationships, as they can be used to read many new words, then moves to less frequent ones.

Research suggests that learning 60 to 100 of these relationships, along with some common sight words, enables children to read independently.

How do we teach maths?

Our vision for mathematics instruction involves:

- **developing number sense** – understanding quantities and numbers, and how to represent them with objects and numerals
- **building fluency** – mastering basic arithmetic operations such as addition, subtraction, multiplication and division
- **teaching mathematics concepts** – understanding the 'why' and 'how' of mathematics in combination with procedures and rules

- **using concrete materials** – using physical resources and visual representations to show concepts and procedures
- **using problem-solving strategies** – organising work based on the structure of a problem
- **using explicit instruction** – providing opportunities for students to explain their work and thinking in oral and written forms
- **using precise mathematics language** – using correct terminology when discussing steps for solving problems.

How will Vision for Instruction benefit students?

Vision for Instruction:

- offers a focused and structured approach to gaining knowledge and developing skills
- ensures clear guidance, reducing uncertainty and helping students understand expectations
- presents key information and knowledge before independent activities
- enables immediate feedback through effective questioning and frequent checks for understanding
- establishes consistent teaching practices across all MACS schools.

How can you help at home?

Parents play a crucial role in supporting their children's learning journey. Here are some ways you can enhance their learning:

- **Communicate with teachers:** Maintain regular contact with your child's teachers to understand classroom objectives and methods.
- **Encourage and celebrate practice:** Provide opportunities for your child to practise new skills, and celebrate their effort and progress.
- **Create a structured environment:** Establish a distraction-free study area at home.
- **Promote reading together:** Spend time reading with your child regularly. Discuss stories, characters and themes to enhance comprehension.
- **Encourage critical thinking:** Engage in discussions that promote reasoning and explanation.
- **Model a positive attitude towards learning:** Demonstrate a positive attitude towards learning and curiosity. Show your child that learning is a lifelong journey, and encourage them to explore new ideas and interests.

Supporting parent resources

- MultiLit's [Five From Five parent resources](#)
- Rosenshine's 'Principles of instruction' [article](#)
- APM Reports' [Sold a Story podcast](#)
- Willingham's [Raising Kids Who Read: What Parents and Teachers Can Do book](#).

You can read the complete [Vision for Instruction](#) on the MACS website.



NO assembly on 17 February 2025 due to our senior students heading off to camp. We wish them a wonderful time, discovering things about themselves while building connections with their peers and staff.



St Anthony's Primary School

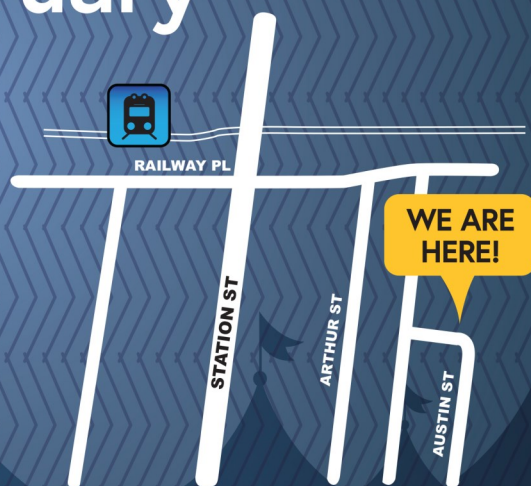
Twilight Fair

Friday 28th February

3:30 to 8:30pm

52 Austin St, Alphington

- DODGEMS & RIDES
- FOOD • BAR • STALLS
- ENTERTAINMENT
- SILENT AUCTION & MORE



Pre-purchase ride tickets and fair dollars, plus bid in the silent auction!

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In Prep/One RG, the Grade 1s have been learning new vocabulary to include in their writing. Here are some of our creative sentences.

Ella

I sprinkled
some cheese
on my pizza



Leo

I helped my
nonna sprinkle
mushrooms on my
pizza.



Anouk

The tiger looked
ferocious
when he roared.



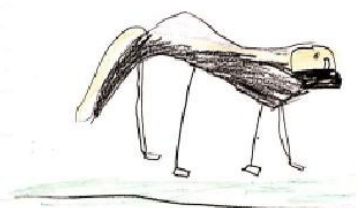
Ilana

The Baby
was sobbing
because she
fell out of
her cot.



Cruz

The honey badger
looked fabulous
my.



St Anthony's Primary School

STORY TIME



 www.saalphington.catholic.edu.au

9.30am - 10.30am
52 Austin Street, Alphington



Ages 2 - 5 years



Choose a Main Course item, then select 1 or 2 Items from the Snack/Drink Menu to make up a 2 or 3 Course Lunch Pack.

Main Course Menu

SUSHI HAND ROLLS (2pc) Soy Sauce (GF) Provided

	2 Course Lunch	3 Course Lunch
Teriyaki Chicken Hand Rolls (H)	\$11.50	\$13.75
Crispy Chicken (Schnitzel) Hand Rolls (H)	\$11.50	\$13.75
Cooked Tuna Hand Rolls (GF)	\$11.50	\$13.75
Avocado Hand Rolls (GF, Vg)	\$11.50	\$13.75
Cucumber Hand Rolls (GF, Vg)	\$11.50	\$13.75
Vegetarian Hand Rolls (GF, Vg)	\$11.50	\$13.75
Tofu Hand Rolls (GF, V)	\$11.50	\$13.75

RICE PAPER ROLLS (2pc) (Wed, Thu, Fri)

Chicken Rice Paper Rolls (GF, H)	\$13.45	\$15.45
Vegetarian Rice Paper Rolls (GF, Vg)	\$13.45	\$15.45

BAKERY All items freshly baked this morning!

Cheese and Vegemite Scroll (V)	\$6.45	\$8.95
Savoury Bite 'Little Frank' Roll	\$6.45	\$8.95
Topped with Only Cheese Roll (V)	\$6.45	\$8.95
Cheese and Bacon Roll	\$7.45	\$9.95
Scroll with Ham and Cheese	\$9.95	\$12.85
Frankfurt 'in a blanket' with Sauce & Cheese (2)	\$10.95	\$13.65

PIZZA & GOZLEME Served at Room Temp

Ricotta & Spinach Pastizzi (2) (V)	\$7.45	\$9.95
Samosa Pastizzi (2) (Vg)	\$7.45	\$9.95
Margherita Pita Pizza (V)	\$8.95	\$11.45
Ham & Pineapple Pizza Slice	\$10.95	\$13.65
BBQ Chicken Pizza (H)	\$10.95	\$13.65
Vegetarian Pizza (V)	\$10.95	\$13.65
Lamb and Beef Gozleme (H)	\$13.45	\$15.45
Mushroom and Spinach Gozleme (Vg)	\$13.45	\$15.45
Spinach and Cheese Gozleme (V)	\$13.45	\$15.45

SANDWICHES / ROLLS / WRAPS

Strawberry Jam Sandwich (1.5) (Vg)	\$7.45	\$9.95
Vegemite Sandwich (2) (Vg)	\$8.95	\$11.45
Plain Cheese Sandwich (2) (V)	\$9.95	\$12.85
Simple Salad Roll (Vg)	\$9.95	\$12.85
Cheese and Salad Roll (V)	\$10.95	\$13.65
Wholegrain Ham & Cheese Sandwich (1.5)	\$10.95	\$13.65
Roast Chicken and Salad Roll (H)	\$11.50	\$13.75
Roast Beef, Chutney, Cheese & Lettuce Roll	\$11.50	\$13.75
Turkey, Cranberry, Lettuce & Cheese Sandwich (1.5)	\$11.50	\$13.75
Mild Salami and Salad Roll	\$11.50	\$13.75
Wrap w/Chicken, Tzatziki, Lettuce, Tomato Cucumber (H)	\$12.75	\$14.95

SALADS / PICNIC BOXES / FRUIT & VEG

Steamed Corn Wheels, Broccoli & Carrot (GF, Vg)	\$9.95	\$12.85
Fresh Fruit Salad - Main Course Size (GF, Vg)	\$11.50	\$13.75
Vegetarian Picnic Box (GF, V)	\$11.50	\$13.75
Ham Picnic Box (GF)	\$11.50	\$13.75
Greek Style Salad with Feta and Olives (GF, V)	\$12.75	\$14.95
Tortellini Pasta Salad (V)	\$12.75	\$14.95
Mexican Inspired Salad (GF, Vg)	\$12.75	\$14.95

GF SANDWICHES & WRAPS

GF Ham & Cheese Sandwich (1.5)	\$10.95	\$13.65
GF Cucumber & Ham Sandwich (1.5)	\$10.95	\$13.65
GF Wrap - Ham and Salad	\$12.75	\$14.95
GF Wrap - Garden Salad (GF, Vg)	\$12.75	\$14.95

Snack/Drink Menu

FRESH FRUIT & VEGETABLES

Apple pieces, Lemon juice, Cinnamon & Brown Sugar	+\$1.00
Cantaloupe and Honeydew Pieces	+\$1.00
Fresh Fruit Combo	+\$1.00
Freshly Chopped Orange Segments	Included
Freshly Chopped Strawberries with Grapes	Included
Freshly Chopped Watermelon Pieces	Included
Whole Fruit - Apple	Included
Whole Fruit - Banana	Included
Carrot, Cucumber, Red & Yellow Capsicum	Included
Celery and Carrot Sticks with Sultanas	Included
Cherry Tomatoes, Tasty Cheese & Rice Crackers	Included
Corn Wheels & Lightly Steamed Broccoli	Included
Edamame (Lightly Salted)	Included
Sugar Snap Peas, Beans and Cherry Tomatoes	+\$1.00

BAKERY - SWEET

Choc Chip Cookie	Included
Finger Bun with Sprinkles	Included
Fruit Bun	Included
Cinnamon Doughnut	Included
Cornflake Cookie	Included
Choc Cup Cake (GF/DF)	+\$1.00
Blueberry Muffin	+\$1.00
Jam Drop Biscuit (GF)	+\$1.00
Banana Slice (GF)	+\$1.00

SUSHI

1pc Tuna Sushi (GF)	+\$1.00
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POPCORN

Slightly Sweet, Lightly Salted	Included
Lightly Salted	Included

DRIED FRUIT / LEGUMES

Lime & Black Pepper Chickpeas	Included
Roasted Chickpeas	Included
Balsamic & Sea Salt Fava Beans	Included
Dried Fruit Medley with Yoghurt Sultanas	+\$1.00

DIPS WITH MINI RICE CAKES

Tzatziki Dip with Mini Rice Cakes	+\$1.00
Spring Onion Dip with Mini Rice Cakes	+\$1.00
Spicy Capsicum Dip with Mini Rice Cakes	+\$1.00
Avocado Dip with Mini Rice Cakes	+\$1.00

YOGHURTS / BOWLS

Strawberry Yoghurt (Dairy Farmers)	+\$1.00
Classic Vanilla Yoghurt (Dairy Farmers)	+\$1.00
Chia Bowl with Banana, Coconut & Strawberries	+\$1.00
Stewed Rhubarb and Apple with Custard	+\$1.00

DRINKS

Apple Juice (Nippy's)	Included
Orange Juice (Nippy's)	Included
Chocolate Milk (Nippy's)	Included
Strawberry Milk (Nippy's)	Included
Full Cream Milk	Included



ORDER NOW

GF = Gluten Free, DF = Dairy Free, H = Halal, V = Vegetarian, Vg = Vegan

We are a NUT FREE kitchen. Descriptions, dietary and allergen information available on our website

www.classroomcuisine.com.au



St Anthony's OSHC
Alphington

Ensuring every child can flourish and achieve their fullest potential.

MACSEYE is a new approved provider, established by Melbourne Archdiocese Catholic Schools to offer a high quality Outside Schools Hours Care (OSHC) service, with a strong link to your school.

We believe in providing a safe and inclusive environment where every child can thrive. Our dedicated educators will support your child to explore their interests and choose how they spend their play time. Children can choose from a range of resources, including art and craft, games, and outdoor sports activities. We also have cozy, quiet spaces for anyone needing some down time.

There's also always a range of healthy foods available to help kids stay energised, and active.



**Request for Bookings are now
open, so contact our friendly
team today!**

Enrol now at
alphingtonoshc@macseye.vic.edu.au



MUSIC LESSONS AT ST ANTHONYS PS

**** MUSIC TUITION INCREASES CONFIDENCE, SELF ESTEEM AND HELPS TO IMPROVE SCHOOL SUBJECTS – MATHS, LITERACY, SCIENCE, READING ETC ****

ST ANTHONYS Primary School in association with Metro Music School is now offering Music Lessons to students who are interested in learning an instrument at school every week. Lessons are held during school hours (30 mins/once per week) at suitable times. (Prep to Gr 6) Enquiries are welcome on 9460 4818 (Metro Music School).

Lessons Offered: **KEYBOARD PIANO GUITAR** – (subject to sufficient enrolments)

Discount Hiring and Purchase also available. Contact us for details or visit our online shop at www.metromusic.net.au

Please enrol online at the above website address.



Parkside Netball Club is looking for U9 Players for Season 1!

Parkside Netball Club is a thriving community club in the Fairfield, Alphington, Northcote and Thornbury areas. Teams play in the Darebin Netball Association competition on Saturday mornings. Parkside currently has teams in 9&Under to Open (20+) age groups.

With the start of the new season we are specifically looking for players for a new **9&Under team** (born 2016 or 2017). Limited netball experience is expected and okay! Your enthusiasm is what we want to see. If you are interested in joining an older team please get in contact as we have some vacancies in other age groups as well!

Game day Information: Saturdays 8:20-9:10am start times (9&Under), 40 minute matches

Location: Narrandjeri Stadium - 281 Darebin Rd Thornbury

For more information call or email: Nat 0438 334 012; players@parksidenetballclub.org.au

Website <https://parksidenetballclub.org.au/>



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<https://www.instagram.com/stanthonysalphington/>

THORNBURY HIGH SCHOOL

OPEN NIGHT

THURSDAY 20th MARCH



BOOK HERE



THORNBURY HIGH SCHOOL

Outstanding VCE results
Innovative, engaging curriculum
Renowned music program
Wide-ranging sporting opportunities


ACHIEVING CONNECTING ENGAGING

Seesaw

We are no longer using See Saw, as we move to more interactive and student led practices for presenting their learning and work.

Attached is the link for information on how you can download your child's previous SeeSaw portfolio.


elp.seesaw.me/hc/en-us/articles/208754866-How-do-families-save-and-download-their-child-s-Journal

 PARENTS & FRIENDS


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2025 REGISTRATIONS NOW OPEN



PARKSIDE JFC
ALPHINGTON


Auskick Boys Girls Under 8s - U18s

Join a team, a club, and a community

Enquiries: secretary@pjfc.com.au





 All students attending St Anthony's Primary School have the right to feel safe. The care, safety and wellbeing of children and young people is a fundamental responsibility of all within our school.