



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

October 5<sup>th</sup> 2020

*"Let no one ever come to you without leaving better and happier.*

*Mother Teresa*

### **To All In Our Learning Community,**

Term four begins today. The year has challenged us in so many ways. We are however people of hope. This term we have many reasons to be filled with hope. Firstly we hope that to see a return to onsite learning next week. But more importantly, a hope in renewed friendships and continued learning opportunities within an onsite environment.

Learning opportunities provide us with the time and opportunity to reflect on the challenges we have experienced but also on the positive growth that has occurred. Within the learning community of Mother Teresa I am always eager to promote and hear the voice of our children through the various ways they express and share their thinking. Our learning community is characterised by the presence, promotion and the valued place of student voice. With her permission I would like to share Keana's reflection on her learning in the final weeks of term 3.

*This term I have strengthened the disposition Resilient. What makes me say this is because while having incursions with Kids Helpline, and learning about this disposition in depth, I really did understand more about it and then was able to use that disposition properly now that I know what it really means to be resilient. I used to not get the difference between persistent, flexible, and resilience. But, now I know*

*I have grown as a learner, and even as a person through this whole lockdown process. I have learnt that you can't take things for granted, and I didn't even know I was at the time. I love school, and seeing my friends and teachers, and playing outside, but I didn't know how much that really meant to me. And now that I have had some time for self-reflection, I have become so much more grateful for the things that I have. My amazing family and friends, my good education, and so much more. I was a grateful person then, but I have grown into becoming an even more grateful person now*

*I have a lot of things I hate about the Coronavirus, but part of me is actually kind of grateful that this happened. If it didn't happen, then I wouldn't have realised how much so many people and learning opportunities mean to me*

*One more thing that I enjoyed was engaging in my i-Time. I love the idea of i-Time, but specifically now, the i-Time I engaged in, is something that I was really passionate about. And learning about it was everything I hoped for and more. And I am also so incredibly grateful for all the teachers who have helped me get to my goal. Thank you!*

*This Pandemic has changed my life, and I'm sure it's changed your own life as well. I have grown so much, and I'm honestly really happy about it. I am so happy and excited to go back outside and enjoy the sun, and I can't wait to see what the future holds for all of us!*

Keana's reflection provides us with hope. She has captured, not only the struggles but a growth in understanding about many things including a sense of gratitude for what and who we have in our lives. Her insights into a greater understanding of the disposition resilience and the chance to engage in a personalised inquiry – iTime involve a deep level of reflection.

What might your reflections be? How have you been challenged but grown? What new sense of gratitude now exists? What are the signs of hope for you? Let us remember the life lessons learnt over the past months. Let us celebrate this with hope as the children return to onsite learning next week.

Kind regards

**Chris**

### **This Week's Happenings**

**Monday 5<sup>th</sup> October**

Remote learning for Foundation to Year 6

**Tuesday 6<sup>th</sup> October**

**Wednesday 7<sup>th</sup> October**

Professional Learning – Term 4 organisation

**Thursday 8<sup>th</sup> October**

**Friday 9<sup>th</sup> October**

### ***Remote Learning Term 4***

Term 4 begins on Monday 5<sup>th</sup> October. All children will begin term 4 through remote learning.

### ***Return to Onsite Learning ~ Foundation – Year 6***

Our children Foundation to Year 6 will returning to onsite learning from **Monday 12<sup>th</sup> October**. We look forward to seeing all children returning to onsite learning. The provision of remote learning for students are Mother Teresa PS will not be available from Monday 12<sup>th</sup> October 2020.

### ***Children entering school property***

As per our previous return to onsite learning children are to enter via one of our four school entry gates and move to their learning spaces. Parents are unable to accompany children onsite.

### ***Adults unable to enter school property***

In the order to keep all in our learning community safe families are asked not to enter our school grounds. Children are to be dropped off at our school gates. Parents and carers are reminded that they are required to wear a mask when leaving their home and to keep a 1.5m social distance from others. Please DO NOT gather around our school gates during drop off or pick up times. While schools have been deemed safe places by the Chief Health Officer we have been reminded that gathering around gates etc. is not safe. Should you require to contact the school during school hours please call our reception on 7303 1200.

### ***Morning Drop Off Times***

Our morning drop off times will remain between 8.30am – 8.50am. Our experience last time we returned to onsite learning indicated that the flow of traffic during these times ensures safe arrival.

### ***End of school dismissal. Note the adjustments.***

- Families whose last name is between A – K are required to collect their children between 3.20pm and 3.30pm.
- Families whose last name is between L – Z are required to collect their children between 3.30pm and 3.45pm.

Your cooperation with the dismissal at the end of the day is appreciated and required. Social distancing of adults around our school is a priority as is the safe departure of children in a timely manner. Please ensure your child/ren knows what gate you will expect them to leave from as they will be directed to that gate every day for school dismissal.

The organisation of staffing for supervision for these times has been increased to ensure the above procedures are followed.

### ***Health practice at school***

All children will be directed to wash and/or sanitise their hands various times throughout the day. Children will be reminded to sneeze or cough in their elbow. Masks are not required for primary school aged children.

### ***Sick Children***

Sick children are not to be sent to school. If your child is unwell in any way the best place for them is at home. Parents will be contacted to collect their child if they appear unwell at school.

### ***COVID-19***

If anyone in your family has any COVID-19 symptoms they should get tested without delay. If you or a member of your family test positive to COV-19 you must isolate and contact the school so that we can ensure the safety of our learning community.

### ***Specialist Learning***

Remember to email each of the specialist with your reflections this week. This Thursday is allocated to the completion of specialist learning for the week.



## ***Drink Bottles***

All children are required to have their drink bottle at school each day. It is not possible for children to access drinking taps at this time.

## ***Physical Education Uniform***

Please note the day/s your child is to wear their physical education uniform.

Monday	Year 5/6 - Miss Follacchio's learning space
	Year 5/6 - Miss Zappia's learning space
	Year 3/4 - Mrs McNeil's learning space
	Year 3/4 - Miss Marsico's learning space
Tuesday	Year 3/4 - Mr Richardson's learning space
	Year 5/6 - Miss Paolino's learning space
	F/1/2 - Mrs Mangat's learning space
	F/1/2 - Miss DeMarco's learning space
Wednesday	F/1/2 - Miss Sparano's learning space
	F/1/2 - Miss Caiafa's learning space
	F/1/2 - Miss Chayeb's learning space
	F/1/2 - Miss Willey's learning space
Thursday	Year 3/4 Sport
	Year 5/6 - Miss Fisher's learning space
	Year 5/6 - Miss Angerosa's learning space
	Year 3/4 - Miss LaPorta's learning space
Friday	Year 3/4 - Miss Pereira's learning space
	F/1/2 Miss Erin's learning space
	F/1/2 Mrs Books' learning space
	F/1/2 Miss Nicol's learning space
	Year 5/6 Sport

## ***School Fee accounts***

Thank you to those who have finalised their 2020 school fee account. Please note fees can be paid directly in the school account. Remember to provide your family name and code on the bank transfer.

## **What's Happening in the Learning Spaces**

*"Parents are vital partners in education. They influence their children's attitudes about learning, and support learning at home. They are a vital link between home and school. And when they become involved in the life of the school, they make our schools better places to learn, grow and thrive (Parents in Partnership, Ministry of Education, Toronto, 2010)"*

## ***Foundation – Year 2***

Welcome back to Term 4. We hope you had an enjoyable holiday period and we can't wait to see you onsite next week.

As **mathematicians**, this week we will be exploring the mathematical concept of time. Some learners will be observing closely to a clock whilst others will be identifying times displayed on analogue and digital clocks. This is a great opportunity to identify different times in your family routine and to make connections to what these look like on the clock.

As **thinkers**, we will be tuning in to the understanding '**Resilience can help us lead safe, happy and healthy lives**' by engaging in dialogue, watching videos and observing texts to help us make connections to what resilience is and how we show it. In preparation for our return to school take the time and opportunity to engage in dialogue with your child about how they can show resilience when returning to school after such a long period of time. On Friday, students will be given the gift of time to prepare items that they will require to bring to school.

As **writers**, we are continuing to use our '**Five Senses**' to help us add detail to our writing. We will engage in various learning opportunities to help build our vocabulary by describing characters and objects from different texts.

As **readers**, we will be continuing to explore a variety of texts in order to develop our word knowledge and understanding of the text. We will be engaging in a range of tasks focusing on different word families and part of words. This knowledge will help us to develop our reading skills and behaviours in order to solve unknown words.

Have a great week and we will see you all at school next week!

## ***Bridging Centre***

### ***Year 3/4***

As **reflective thinkers**, this week we are considering our thoughts and feelings towards coming back to school. Each day this week we will have **time** and **opportunity** to engage in the **thinking routines** '**Compass Points**' and '**What Makes You Say That?**' We will consider our **excitements**, some of the key things that we might **need** to prepare before going back to school, some **suggestions** or ideas to address our needs and our **worries**.



We will continue to access StoryBox to listen to stories and explore the notion of **hope**. We will consider the perspective of the main characters in the stories and identify what their hopes and dreams might be. To extend our thinking, we will consider our **hopes and dreams within the bridging centre** as we prepare to return to school.

In **mathematical thinking**, some of us will continue to **find out** about *multiplication and division*. We will represent and solve problems using efficient mental and written strategies such as using **known facts, commutativity, doubling and halving** while **making connections between division and multiplication**. Some of us will have the **time** and **opportunity** to practise and recall our multiplication facts up to ten and their related division facts.

## ***Leadership Centre***

### ***Year 5/6***

As part of our Faith and Life inquiry understanding, **There are strategies we can use to help us manage the impact of change on our mental health**, we will be **exploring** and **finding out** about **developing resilience**. As **curious** and **reflective thinkers** we will be engaging in a variety of learning opportunities where we will **explore being resilient**. This week, as part of **finding out**, as readers, we will be using **resources** from Kids Helpline. We will read the written text **Building Resilience** and view the **film clips Being Resilient** and **How do I bounce back?** As thinkers the types of thinking moves we will be engaging in are **activating prior knowledge, connection making, identifying new ideas** and **raising questions**. After reading and viewing these texts, as part of **sorting out**, we will be **documenting our thinking** in a variety of ways including **engaging** in the **thinking routines** the **4C's** or **Take Note**, a **written reflection** or an **audio recording**.

In our **Guided Writing Journal** we will be **engaging** in a variety of **learning opportunities** related to **describing feelings**. Michael Wagner identifies that **feelings show themselves in four places**: the **face**, the **hands**, the **body** and the **sound** they sometimes make. As part of **sorting out** our thinking, in our **Guided Writing Journal, Set 5**, we will be **engaging** in some **writing opportunities** on Microsoft Teams and independently, where we will be **exploring** and **matching feelings**, using **synonyms** to **describe the sound** of different feelings and using a three-minute timer to write short descriptive texts describing how people look when they are worried, surprised and upset.

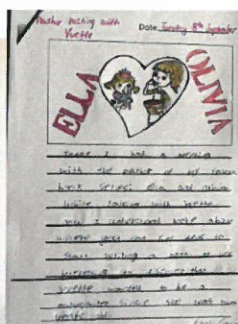


## Visual Arts

### Visual Arts Focus Groups



Last term, 35 of our F-2 children **engaged** in a meeting with Yvette Poshoglian, author of **Ella and Olivia**. As **inquirers**, students were given the opportunity to pose questions to Yvette. As **researchers**, we made many **discoveries** about her writing **process** including how she plans, researches and develops ideas for her stories and characters. We also **discovered** how important it is for Yvette to choose an illustrator who can represent her characters just as she imagines them to be. Here are some of the thoughtful reflections sent in by students who displayed much **creativity** in the presentation of their learning.



"Now I understand more about writing books. . .you have to do lots of things to make a book, like reseach and a lot of drafts. It was interesting to discover that Ella and Olivia was about her sisters and she got ideas from everyday life." Mikayla C LS9

"Today I had a meeting with the author of my favourite book series Ella and Olivia. While talking with Yvette now I understand more about where you can find ideas to start writing a book". Leah LS9

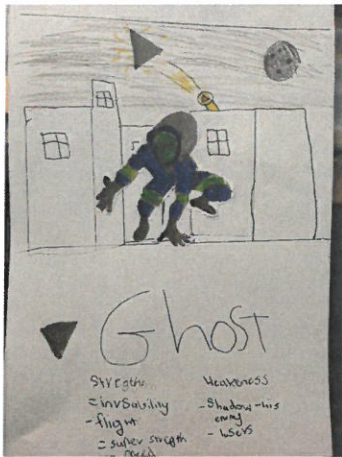
"When I found out I was going to meet the author of the Ella and Olivia series I was really EXCITED. . . Yvette Poshoglian has giant post-it-notes to write her ideas and she has 40 books right now. It was interesting to discover that her first book was 'Every Minute in Australia'. . . Zoe M LS4

## Pop Art



This is my pop art piece it is personal to me because it is a photo of me. I got the idea from pop art portraits. I used a photo of me in cartoon form. I then coloured my lips hair and eyes using fluoro colours. I then pasted the photos on coloured squares to make the background. Masyn



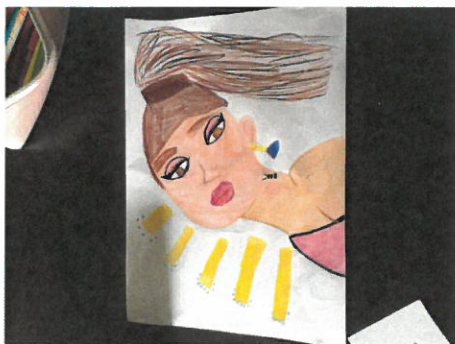


I chose to create a comic superhero and what made me do that is because I have always liked superheroes and comic books and I also liked Roy Lichtenstein work because of this. I made the background plain and then stuck my superhero on so he would pop out more and I gave him a name and strengths and weaknesses. Domenico

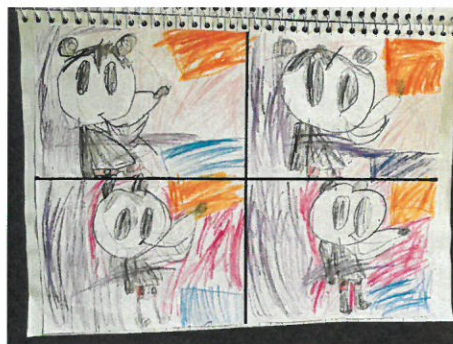
I am proud of the way that I took my time and what makes me say that is I focused and tried really hard. I have grown as a learner and what makes me say that is during making my pop art I was being persistent and confident when I kept on trying and tried my hardest. This learning reminded me of abstract art and what makes me say that is I could go crazy with the colours and lines.

I wanted to draw the sauce because I think the sauce is an everyday item that you might have at the dinner table while eating dinner. I also chose it because the bright red colour always stands out when I open the fridge. I also wanted to draw something that wouldn't be too hard but would challenge me a little bit.

I got inspired by the Andy Warhol tomato soup. I really liked this on and it stood out to me. Yasmin



I got my inspiration from my favourite singer Ariana Grande and photo I found of her I wanted to incorporate my favourite song Rain on me into the outfit and makeup. Olivia



My art making today made me feel like a good artist. I discovered that trying to draw 4 of the same picture was tricky. Georgia



My art making reminded me of when we first started lockdown and everyone was panic buying and you couldn't get any flour. I discovered that pop art means art about popular, everyday things. Kara

## ***Physical Education***

*What is Physical literacy? Physical Literacy is when kids have developed the skills, confidence and love of movement to be physically active for life!*

### ***Welcome back to Term 4!***

In this week's learning, students in Foundation to Year 2 will be learning about a target game called soft toy bocce, this game will help them to throw towards a target. Students will explore what happens when they throw different shaped objects. They will also reflect on the best type of throw used in this game and what their body needs to do when they are throwing? As **collaborators** students will demonstrate fair play, turn taking and cooperation skills when working with a partner or family member.

In this week's learning, students in Year 3 / 4 will continue learning and reflecting on target sports and games. These types of sports or games require you to send an object towards a target while avoiding any obstacles, by playing these types of games, we learn the key skills, concepts and strategies for games and sports such as Golf, Bocce, Archery and Bowling. As part of this week's learning, students will be playing a game of 'Foot Golf'. As **learners** students will reflect on strategies used to be successful in this game.

In this week's learning, students in Year 5 / 6 will be finding out about a new category of sports known as '**Net and Wall sports or games**'. These are sports or games where a ball or object goes over a net or into a wall and rebounds off it. Students are required to research some net and wall sports or games and practice playing these with their families. During Term 4 this will be the main category of sports that we will learn about and develop our skills in. As **researchers and collaborators** students will explore and play these games then reflect on some tactics and concepts used to be successful in them.

## ***Japanese***

This week in Foundation to Year 2 we will continue our focus on **words for colours** in Japanese. As **researchers** we will use a video and word bank to **explore what these words look and sound like**. We will use the disposition **curious** as we view a video of a traditional Japanese song about tulips and identify words for colours in the song. As **thinkers** we will **make our thinking visible** by reading words for colours and colouring an image of tulips the colours they are labeled.

This term Year 3/4 will begin by focusing on **reading and writing hiragana characters**. As **inquirers** we will consider the **compelling question** "**What does it take to read and write in Japanese?**" This week we will consider the following **key understandings**:

- Each hiragana character has its own sound.
- Following stroke order helps us to neatly and correctly write hiragana characters.

We will explore a series of hiragana characters and **find out** about their sounds and how to write them using stroke order.

This term Year 5/ 6 will begin by focusing on **reading and writing hiragana characters**. As **inquirers** we will consider the **compelling question** "**What does it take to read and write in Japanese?**" This week we will consider the following **key understandings**:

- Each hiragana character has its own sound.
- Following stroke order helps us to neatly and correctly write hiragana characters.

We will explore a series of hiragana characters and **find out** about their sounds and how to write them using stroke order.

## ***Sustainability***

*Education in environmental responsibility can encourage ways of acting which directly and significantly affect the world around us, such as avoiding the use of plastic and paper, reducing water consumption, separating refuse, cooking only what can reasonably be consumed, showing care for other living beings, using public transport or car-pooling, planting trees, turning off unnecessary lights, or any number of other practices. (Laudato Si' no.211)*



During remote learning in Term 3 for **Sustainability** our learners have engaged in various cooking and gardening **opportunities** with their families. They have prepared delicious meals, desserts and healthy snacks using literacy and numeracy skills to help them achieve a great outcome. It has been wonderful to read all the **reflections** and see the amazing photos that learners have been emailing to us. Some of the learning has been shared on the school's Instagram page which is: Mother Teresa Primary School. Parents and carers are invited to visit the Instagram page and view the amazing learning that **learners** have engaged in. We have some very talented chefs and gardeners in our learning community.

Spring is the perfect time to spend more time outdoors and prepare your garden beds for planting. Some **learners** have taken the **opportunity** to plant herbs and flowers and have also collected seeds from their fruits and vegetables, dried them and replanted them. Some **learners** have been very creative to use recycled materials to plant their seeds.

This week our **learners** have the **opportunity** to engage in either cooking or gardening with their families and email their reflections and photos to us. We are very much looking forward to the return to face to face learning and preparing our school garden beds for planting

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[annette.gasbarro@motherteresa.catholic.edu.au](mailto:annette.gasbarro@motherteresa.catholic.edu.au)

### ***Digital Technologies***

Welcome back to term 4 everyone! This week in **Digital Technologies** students will have the **opportunity to explore Google Jam board**, which is a way to share ideas in a document. Students will be **thinkers, documenting and labelling** their **favourite technologies** for both **learning and entertainment**. Throughout this term, students will have the opportunity to **collaborate** in different ways using **Google Jam board** on an **interactive screen**.

### ***Cybersmart Tips of the Week***

As part of their reflections on learning last term Year 5/6 considered what some cyber safety tips for our community might be. This week's tips come from 5/6 - 4

- Get permission from adults before downloading apps
- Report any bad online behaviour
- Don't give out any personal information

Further cyber safety tips can also be found at <https://www.esmart.org.au/news/top-10-cyber-safety-tips/>  
Are they old enough for social media? Check out that Australian Government eSafety Commissioner site <https://www.esafety.gov.au/parents/skills-advice/are-they-old-enough>

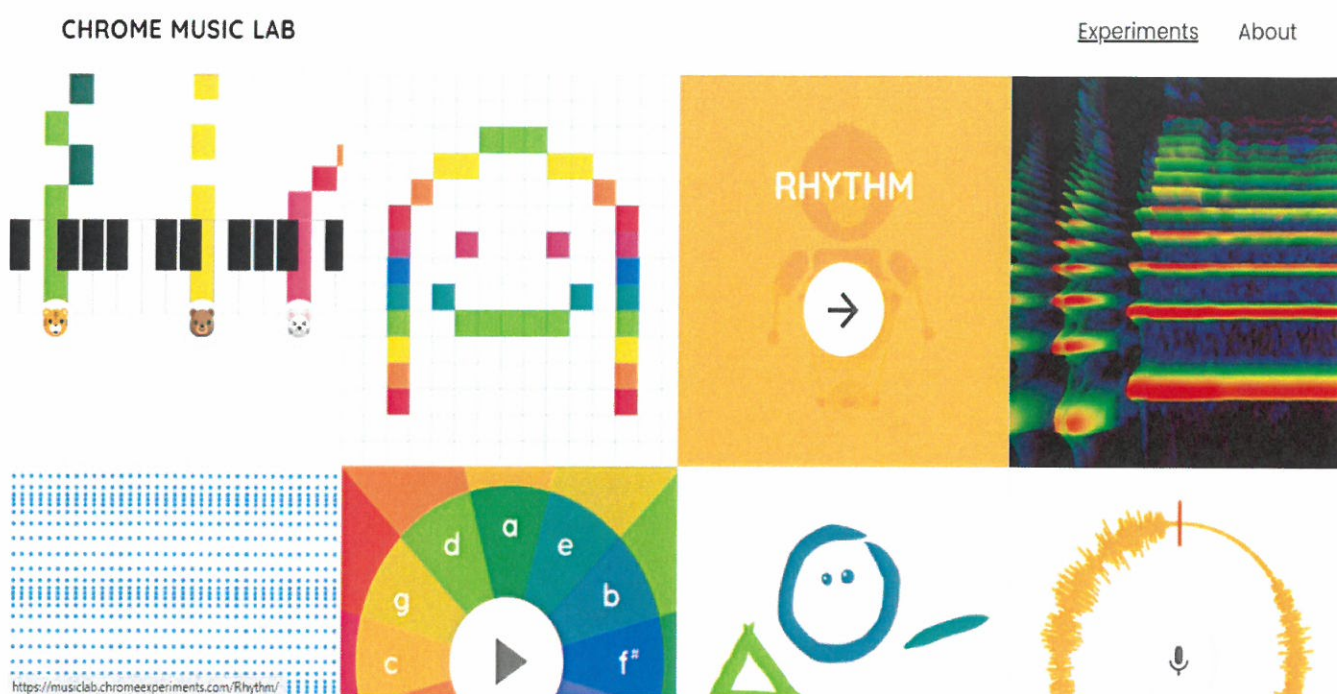
### ***Performing Arts - Music***

*"Music can change the world because it can change people." – Bono*

As **thinkers** and **researchers** the students in Foundation, Year 1 and Year 2 will be exploring and engaging in the concept of **sound waves**. This week the students will explore different notes on a digital piano and see what happens to the sound waves when they experiment with playing long and short notes. Students will be engaging in their learning on the chrome music lab web application Sound waves.

As **thinkers** and **researches** the students in Year 3 – 6 will be exploring and engaging in the concept of **harmony**. As **inquirers** we will find out about the different types of arpeggios. We will make our thinking visible through our reflections on the learning opportunity. Students will explore different types of arpeggios using the chrome music lab web application Arpeggio. I look forward to reading all of your wonderful reflections.





## Wellbeing

After some time away from school while many children will be excited about the return to school for others there will be mixed emotions. The information below may provide some insights to assist parents in preparing their child to return to school.

Other practical ways to prepare will be to get books and bags packed in plenty of time. Check the school uniform is ready and that lunches and brainfood are prepared for the day.

## Term 4

Monday 5<sup>th</sup> October  
Monday 12<sup>th</sup> October

Term 4 begins – Foundation – Year 6 Remote Learning  
Foundation to Year 6 Onsite Learning

*At this point in time further dates for Term 4 will be added as information regarding gathering sizes and event possibilities become known.*

# Preparing Your Child For the First Day Back in School

*As schools begin to open to more children, parents and children may well be feeling anxious. Here's some ideas of how best to prepare.*

## Be Calm.

Your child will take their lead from you and be reassured if you are steady and matter of fact.



## Be Curious.

These are strange times and their imagination may run away with them. Listen, and try not to dismiss or minimise their fears but validate how they are feeling – “it’s completely fine to feel like that at the moment” or “I can really understand why you would feel like that”



## Be Positive.

Remind them of all the ways they have learnt to keep themselves safe: washing their hands regularly, sneezing and coughing into their elbow, not hugging others and staying in their own space.



## Be Thankful.

Help your child think of things they are looking forward to: being with their friends, seeing their teacher, favourite activities but be mindful some of these may not be available for them



## Be Supportive

Younger children particularly may struggle with separation anxiety and may become tearful, clingy or act out. Reassure them that you will miss them too and think of them through out the day. It might be helpful to draw a little heart on their wrist and one on yours too. You can call it the hug button and when they find they are missing you they can press the heart and know that you will be doing the same at home. Sometimes having a little object to remind them of you through the day helps but please check this out with your school first.



## Be Prepared.

Support your child to be aware of changes that may have happened to their classroom environment since they were there last and rehearse any new routines that school may have shared. Rehearse and practice your ‘goodbye’ routine and create a ‘hello’ greeting for the end of the day for them to look forward to.







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# connect

The power of connection



Connect Webinar Series hosted by Catholic School Parents Victoria



Rachel Saliba  
CSPV Executive Officer - Host



Anne T Henderson  
Guest presenter

## FREE WEBINAR

CSPV invite you to register for our Connect Webinar for parents with guest presenter Anne T Henderson.

**The power of parent engagement for student learning and wellbeing**

**Saturday 10th October 2020 9.30am-10.30am**

**What is parent engagement? How can you continue to support your children's learning when they return to school?**

In conversation with renowned parent engagement expert, Anne T Henderson, we'll focus on parent engagement and the importance of continuing to be engaged in your child's learning once they return to school.

### **What we will explore:**

You now have a huge opportunity to continue to engage in your children's learning, to support them to thrive. Through the expertise of Anne, you will learn how important parent engagement is for children's learning and wellbeing and the extremely valuable role you as their parents have to support and enhance learning at home.

### **Who is this for?**

Parents and carers of Catholic school students will benefit from learning from a parent engagement expert who has researched the impact of parent engagement in learning over the past four decades and proven that when parents are enabled and supported to be engaged, it significantly impacts student learning and wellbeing.

Register at: <https://event.webinarjam.com/channel/CSPVwebinar-2>



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# Community Victory Through Harmony

**ROSHAN SILVA**

**Hume City Council  
Aitken Ward**

VOTE

**1**

Authorised by Roshan Silva - Mob.: 0433 175 170  
38 Southern Cross Drive, Roxburgh Park VIC 3064

*"Change is possible, if migrants from all  
multicultural backgrounds work hand in hand  
in the same community"*

*"I aim to  
adopt a  
multicultural  
perspective  
by enhancing  
community  
involvement  
in celebrating  
Hume diversity by  
establishing multicultural  
centres to appeal to the many  
cultures of our community. Currently  
supporting 41 nationalities and 13  
faith groups."*

Acceptance Acknowledgement and  
appreciation is the key  
**IN EMBRACING MULTICULTURALISM**

This will definitely encourage group  
participation through community and

sporting activity centres free of charge or for a nominal fee. For example, by  
providing a wide variety of programs to attract those of all ages to unwind  
during off-peak times. Issuance of 2-3 free swimming and fitness family passes  
quarterly with the rate notice to all rate payers to motivate participation, to  
promote healthy behaviour and practices. How we generate revenue to council  
out of this - fully utilize the capacity by providing off peak time slots/spaces  
marked as community time and cross sell or encourage usage of other connected  
sports/activities by partnering with other business owners.

**Support/sponsor open nights/days for other community sports**

**FREE COMMUNITY SPORTS TO ALL; SWIMMING/GYM FITNESS FACILITIES**  
**"I WANT TO BE THE FATHER OF FREE SPORTS"**

Dear Aitken Ward residents,

I hope you are keeping safe as we pass through difficult and  
unprecedented times. I am Roshan Silva, father to 2 beautiful children,  
Noah and Nichelle, who studied in Good Samaritan Primary School  
Roxburgh Park and St Monica's College. I am married to Niroshani, Senior  
Accountant/CPA, Mission Foods. I am a proud Australian citizen, residing in  
Roxburgh Park, Aitken Ward.

I am an experienced senior banker for 28 years, and currently working as a  
mortgage/financial consultant, also qualified in accounting, business,  
Management studies, community services, financial planning, training and  
assessment.

## WHY VOTE ME NO 1

- Unwavering commitment to serve the community with integrity.
- Strategic thinking and can do attitude
- Excellent planning and organisational Skills
- Effective decision making and ability to maintain calm in times of crisis
- Amazing team player and adopt a charismatic approach in getting others to work together as a team
- Technically sound in financial planning and budgeting
- Ability to empathise with people of different walks of life
- Good in prioritising and meeting timelines
- Excellent communicator and diplomatic in approach



In 2010, I founded All Saints basketball club in  
Craigieburn/Roxburgh Park. Commenced teen Clubs  
for youth (Teen Club 13-19) & Community Children  
Hubs.

## STRENGTHENING SPORTS & YOUTH AFFAIRS - I LOVE ALL SPORTS - BASKETBALL & AFL MOST - BRING CHILDREN BACK TO SPORTS PROGRAM-POST COVID19

I am a councillor in Our Lady's Parish and the  
president of Our Lady's Sri Lankan Association. I am a  
proud recipient of the Victorian Multicultural  
Excellence award 2018 from Victorian Multicultural  
Commission for my leadership and contribution  
towards sports and education in the Aitken Ward  
community.



I plan to establish facilities for aged care residents and support the NDIS  
projects through my experience working with them. Day facilities and trips  
etc. Program supporting disabled children to participate in common sports

## SUPPORT AGED CARE & NDIS PROJECTS FOR ALL COMMUNITIES - NEPALESE , BHUTANESE, INDIAN PHILIPPINO, SRI LANKAN, GREEK, ITALIAN, LEBANESE AND MORE

Furthermore, I aim to support the Mickleham, Craigieburn duplication  
project and Our Lady's 5th new Catholic school in Mickleham/Donnybrook.

## INFRASTRUCTURE & SAFER SCHOOLS

I will utilise my knowledge in putting rate payer funds to best use alongside  
my private sector business experiences to manage risks and abide by  
methods of strong governance.

## RATE PAYERS

**"I PLEDGE THAT I WILL TAKE CARE OF YOU - MY INTEREST IS IN YOU"**

Additionally, I will provide opportunities in terms of apprenticeships in  
conjunction with the private sector - particularly with current challenges  
arising from unemployment.

## LOCAL JOBS FOR LOCAL TALENTS INCLUDING COUNCIL ROLES

Health and Safety is of utmost importance, this will be maintained by  
cleaning and walking paths, lakes through recycling and prevention of  
dumping. Once again partnership arrangements between white goods/hard  
rubbish collectors matched with frequent bin collection system from  
Council.

## HEALTH AND SAFETY, NEW RECYCLING SYSTEM TO AVOID DUMPING MAKE HUME A BETTER PLACE FOR YOU AND FOR ME MAKE HUME SAFER AND CLEANER

Finally, I aim to introduce a more efficient system of administering council  
fines.

## NEW PARKING FINES ADMINISTRATION SYSTEM



# Every Australian Every Community

## HOW TO VOTE IN YOUR LANGUAGE

### FILIPINO

KABAYAN... Huwag kalimutan IBOTO natin ROSHAN SILVA para sa pagbabago! (Hume City Council)

### PUNJABI

ਕਿਰਪਾ ਕਰਕੇ ਹਮੇਸ਼ਾ ਸਿਲਵਾ ਨੰਬਰ 1 ਨੂੰ ਵੋਟ ਕਰੋ ਅਤੇ ਆਪਣੀ ਵੋਟ ਨੂੰ ਜਾਰੀ ਰੱਖੋ ਬਣਾਉਣ ਲਈ ਨੰਬਰ 2 ਤੋਂ 27 ਤੱਕ ਦੇ ਸਾਰੇ ਓਪੀਓਨਸ਼ਨਾਂ ਨੂੰ ਵੋਟ ਦੇਣਾ ਯਾਦ ਰੱਖੋ।

### SINHALESE

සැලකිල්ලට ගන්න සිල්වාට අංක 1 ට වෙතය දෙන්න. එමෙන්ම වෙනත් සිල්වාවන්ට අංක 2 සිට 27 දක්වා අංක කියවීමේදී අවධානය යොමු කරමින් ඡන්දය දීමට මතක තබා ගන්න.

### TAMIL

உங்கள் வாக்கை செல்லுபடியாகக் கொடுக்க உங்களுக்கு இலக்கம் 1 என குறிப்பிடுங்கள். மற்றைய வேட்பாளர்களுக்கு 2 முதல் 27 வரை குறிப்பிடுங்கள்.

### GREEK

Ψηφίστε Roshan Silva No. 1, και όλους τους άλλους υποψηφίους από τους αριθμούς 2 μέχρι 27, για να κάνετε την ψήφο σας να μετράει.

### CHINESE

请投Roshan Silva先生一票，请在他的名字后面的方格里填上数字1，其他候选人的方格里填上其他2-27中间的数字，请务必将所有的方格填上数字，否则，投票无效，谢谢支持，谢谢合作。

### MALAYALAM

റോഷൻ സിൽവ നമ്പർ 1 ന് വോട്ടു ചെയ്യുക. കൂടാതെ നിങ്ങളുടെ വോട്ട് രേഖപ്പെടുത്തുന്നതിന് മറ്റെല്ലാ സ്ഥാനാർത്ഥികളുടെ ഒന്നെയും നമ്പറുകളും വോട്ടു ചെയ്യാൻ ഓർമ്മിക്കുക.

### SOMALI

Fadlan u dooro Roshan Silva No 1. Xusuusnowna inaad u doorashada Dhamaan Musharaxiinta kale Nidaamka lambarada si aad codkaaga u dhiibatid

### TURKISH

Lütfen Roshan Silva 1 Numarasına Oy Verin Ve Diğer Tüm Adaylara Oy Vermek İçin Çerçeve Numaralarını Oylamayı Unutmayın

### HINDI

रोशन सिलवा को वोट देने के लिए नंबर 1 चुनें और अन्य उम्मीदवारों के लिए 2 से 27, और अपना वोट वैध बनाएं।

### NEPALI

रोशन सिलवा ला १। कृपया तपाईंको भोटलाई मान्य बनाउनका लागि १-७ का अरु सबै उम्मेदवारहरूलाई भात गर्नुहोस्।

### POTUGUESE

vote Roshan Silva no 1, por favor, vote em todos os outros candidatos de 2 a 27 para fazer seu voto valer

### ITALIAN

vota Roshan Silva no 1, vota tutti gli altri candidati dal 2 al 27 per far contare il tuo voto

### ARABIC

صوت روشان سيلفا رقم 1. يرجى التصويت على جميع المرشحين الآخرين من 2 إلى 27 حتى يكون تصويتك ذا أهمية

VOTE **1** Hume City Council  
Aitken Ward  
**ROSHAN SILVA**

Hi again,

Standing as a progressive independent won't be easy. Candidates with party connections have access to networks, including advertising and signage. My campaign is self-funded; please consider displaying one of my campaign signs.

I look forward to meeting you and listening to your concerns; please feel free to contact me.

MOB: 0433175170

EMAIL: roshanforhume@gmail.com

Facebook: <https://www.facebook.com/roshanforhume>

Please vote Roshan Silva no 1 and remember to vote all other candidates from numbers 2 to 27 to make your vote valid

