"Mothers hold their children's hands for a short while, but their hearts forever."

Unknown

Dear Parents and Carers

Thank you to parents, staff, and students for their very warm welcome on my return to school on Tuesday! I thoroughly enjoyed my break and it was wonderful to catch up and spend relaxed quality time with my family and friends.

My sincere thanks to Mr Ben McCulloch for his leadership during my long service leave.

I would like to wish all mothers, grandmothers and prospective mothers a very Happy Mother's Day this Sunday!

BEING A BALANCED STUDENT AT ST BRIGID'S

The pace of life is very fast. Getting the balance right is a difficult challenge. Most people are very busy and there are many demands on our time. However, each day has only 24 hours and each week has 7 days. Schools are really important. At St Brigid's we try to provide lots of opportunities for the students to develop academic skills like reading, writing, maths, science, etc, but also sport, music, drama, art and most importantly their social and spiritual development. Our aim is a balanced program so that the students develop some skills and knowledge in all areas and discover what they love doing because they have an interest in it. Being balanced means having a range of interests. We work hard, rest, exercise, have a balanced diet and have fun. This applies to all of us to ensure that we lead a happy and fulfilling life, no matter what our age is.

Family Discussion Questions:

- How many hours sleep are you getting?
- What are your interests?
- Do we eat well? Is there one thing we could improve?
- What would we do on a TV/Technology free night?
- Do we take time for the family to just sit and enjoy conversation?

Take some time to think about your balanced lifestyle.

We are Learners – We are Respectful – We are Safe
BIRTHDAYS
Happy Birthday to the following students celebrating their birthdays this week: Chad, Tim, Alex, Lucy and Zavier.

CANTEEN
The operation of our new canteen is going well and children are enjoying the menu with a wide range of healthy options. The canteen operates every Thursday. Our thanks to Kristy Barnes and Kim McLaren for their wonderful management. If you can assist in the canteen please phone the school office or contact Kristy and Kim at school.

HOT CHOCOLATE
Yesterday morning Amelia, Cooper, Halle and I were run off our feet making 58 hot chocolates on our first day! Thank you to the SRC members for this fabulous initiative. Every Wednesday morning between 8:30 and 8:50 hot chocolate will be available in the Discovery Room for $1:00. Thanks Mrs Wells for setting up and cleaning up!

MOTHER'S DAY STALL
Our Mother's Day stall will be held tomorrow. The children are always so excited and love choosing that special gift for their mum! Thank you to families and parishioners who have donated some fantastic items as well as money to this stall. Baked Goodies (with a list of ingredients) can be left in the Discovery Room this afternoon or tomorrow morning. There will be a variety of gifts for sale with prices at no more than $5.00. Each class teacher will be allocated a time to take their students to purchase gifts between 9:40am-11am. During recess children are able to purchase a second item (if available). Thank you to all the parents who have attended the Parent Community meetings to organise this special event. Your support, time, efforts and energy in providing all our students the opportunity to purchase from the Mother’s Day stall is very much appreciated. A huge amount of work goes into this activity and our school community is richer for the support from these people in providing this experience for our students.

NAPLAN
This coming Tuesday, Wednesday and Thursday, students in Years 3, 5, 7 and 9 will take part in the National Assessment Program - Literacy and Numeracy, or NAPLAN, as it is commonly known. Skills that will be tested include: reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. These tests are administered at school and are considered just another part of the curriculum.

It is important for you and your child to know that NAPLAN is not a pass/fail test. It simply looks at what level students are achieving in literacy and numeracy against National Standards and compared with student peers throughout Australia. NAPLAN cannot be studied for and students are not expected to do so. The best way you can help your child prepare for NAPLAN is to let them know that it is just a routine part of their school program, and to urge them to do the best they can on the day. All students in Years 3, 5, 7 and 9 are expected to participate in NAPLAN testing. Later in the year we will send parents an individual student NAPLAN report that you can use to view and monitor how your child is progressing. See attached NAPLAN information sheet.

ASBESTOS
The school has an asbestos register that lists all known asbestos containing material on-site. This includes a process for a competent person to regularly check this material is in the expected condition.

As a proactive step we affix labels to these materials, to lessen the potential for inappropriate contact by trades people, etc.

If any queries contact our Safety Officer Simon Natoli on 0400 105 476

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RAINBOWS UPDATE (Mrs Clingeleffer: School Chaplain)

Last week the Grade 4-5 Rainbows session finished with a celebration party. ‘Rainbows’ is a program for children who have experienced grief, loss or change through separation or death of somebody close (different to trained counselling sessions).

Throughout the last part of 2015 and the first term this year three different age-appropriate programs have been run, in small groups: Upper Primary (Grade 5-6), Middle Primary (Grades 3-4) and Junior Primary (grades 2-3).

Each week different topics are discussed and fun activities to support the theme are included. Some issues that are discussed throughout the program are our identity and individuality, making sense of the emotions that come with the ups and downs in life, facing our fears, accepting changes, weathering the storms of life, and to whom can we talk?

Overall the students enjoyed Rainbows and some of the reflective comments were:

“It has helped me to realise that we are all different and our families are different so what we experience is different.”

“It’s okay that we deal with things in different ways”

“I remember that when facing our fears that some are real and some are not. Some fears we can’t do anything about but some fears we can overcome!”

Congratulations to those children who completed the Rainbows course. The Junior Rainbows sessions will continue over the coming weeks.

Warm regards

Annette

DATES TO REMEMBER

MAY

Friday  6th  Marist Open Day - Guided Tours 9:15 & 1:15
Sunday  8th  Mother’s Day
Tuesday  10th  NAPLAN - Grade 3 and Grade 5
Wednesday 11th  NAPLAN - Grade 3 and Grade 5
Thursday 12th  NAPLAN - Grade 3 and Grade 5
Friday  13th  SRC Sausage Sizzle
Thursday 19th  Marist Open Day - Guided Tours 9:15 & 1:15
Friday  20th  Pupil Free Day
Friday  27th  St Brigid’s Cross Country

JUNE

Thursday  2nd  SRC Disco
Tuesday  7th  Grade 6 Mass
Friday  10th  Combined Catholic Schools Cross Country
Monday  13th  Queen’s Birthday Public Holiday
Monday  27th  NAIDOC Week Prayer Liturgy 11:45am
Monday  27th  Mid-Year Reports
Wednesday 29th  Parent Teacher Interviews
Thursday  30th  Parent Teacher Interviews

JULY

Friday  1st  End Term 2
Monday  18th  School Resumes - Term 3

We are Learners – We are Respectful – We are Safe
Mothers Day Prayer Liturgy

We held our Mother’s Day Prayer Liturgy today, followed by a lovely morning tea in our school hall. Prep and their Grade 5 Buddies facilitated the Liturgy with the assistance of Mrs Bryan and Mrs Martin. It was a wonderful, moving and very special to witness our Prep students (with the support of their Buddies) present the Liturgy. Our students did a fantastic job to really express, share and communicate (on behalf of all of us), our love, appreciation and admiration for all the wonderful Mothers in our school, local and wider community, not only for the things they do for us, but for the person they are to us. We would like to thank Michelle Wells and Mrs Smith for helping to organise the morning tea and a big thank you to Prep, Grade 5, Mrs Martin and Mrs Bryan for the love, thought, time and effort that they put into making our Mother’s Day Liturgy so memorable and heart-warming. Finally, thank-you to our wonderful Mother’s, parishioners and guests for attending today, we hope you enjoyed yourselves and know how much you are loved and appreciated by all.

BURNIE/WYNYARD PARISH MASS TIMES

All Parishioners Welcome / All Masses

St Brigid’s, Wynyard
Tuesday, 9:30am
Saturday 6:00pm St Brigid’s Church, 37 Goldie Street, Wynyard

Umina Park
Wednesday, 10am North Lodge, Umina Park (2nd Wed of month only)

Sacred Heart, Somerset
Sunday 8:00am Sacred Heart Church, 7 Pelissier Street, Somerset
(1st, 3rd, 4th Sundays – Mass, 2nd Sunday – Liturgy)

Star of the Sea, Burnie
Thurs: 9:30am
Sunday 10:00am Star of the Sea Church, 96 Mount Street, Burnie
All are welcome to share a cup of tea in the Burnie Parish Centre after the 10:00am Mass each Sunday

St Joseph’s, Yolla
Sunday 5:00pm, St Josephs, 1566 Murchison Highway, Yolla
5:00pm (Mass 2nd Sunday), 5:00pm (1st, 3rd & 5th Sundays – Liturgy)

Yaraandoo Chapel, Burnie
12 noon, First Friday of Month only
What is NAPLAN?
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Why do students do NAPLAN tests?
NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not young Australians are meeting important educational outcomes in literacy and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and what areas need to be prioritised for improvement.

NAPLAN tests are one aspect of a school’s assessment and reporting process; they do not replace the extensive ongoing assessments made by teachers about each student’s performance.

What will be tested and how?
NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. From 2016, NAPLAN content will be aligned with the Australian Curriculum. For more information on this please see the NAP website: www.nap.edu.au. Questions are multiple-choice or require a short written response. The writing task requires students to write a text in response to a prompt.

To give you an idea of what the tests look like, sample questions and a sample writing task are available on the NAP website: www.nap.edu.au

Who will run the tests?
NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or principals. Each state and territory is responsible for marking the tests in accordance with strict guidelines and processes.

How can I help my child prepare for the tests?
NAPLAN assesses literacy and numeracy skills that students have already been learning through the school curriculum. Teachers will ensure students are familiar with the test formats and will provide appropriate support and guidance. If you have any questions about your child’s preparation for NAPLAN, you should make a time to speak with their teacher.

The best way you can help your child prepare for NAPLAN is to reassure your child that NAPLAN tests are just one part of their school program, and to urge them to simply do the best they can on the day. The use of services by coaching providers is not recommended.

What additional support can schools provide for students with special needs?
All students are encouraged to participate in NAPLAN tests. Students with disability may qualify for adjustments that reflect the support normally provided in the classroom. Students who have a temporary injury may also be reasonably accommodated.

A formal exemption may be granted for a student with significant intellectual disability and/or significant coexisting conditions, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your state testing authority can give you more information on special provisions or the process required to gain a formal exemption.
How is NAPLAN performance measured?
NAPLAN is not a pass-or-fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has 10 bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands represents the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

What happens if my child is absent from school on test days?
Where possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during the testing week. Individual students are not permitted to sit tests after Friday 13 May 2016.

Will I receive a report on my child’s performance?
A NAPLAN report will be issued by your school later in the year. The same report format is used for every student in Australia. The school will notify you when the reports are being sent to you. If you do not receive a report, you should contact the school. Individual student results are strictly confidential.

How are NAPLAN test results used?
- Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to help them better identify students who require greater challenges or additional support.
- The community can see average school NAPLAN results on the My School website: www.myschool.edu.au

Where can I get more information?
For more information about NAPLAN:
- visit the NAP website www.nap.edu.au
- contact your child’s school
- contact your state or territory’s education authority (details available on the NAP website).

NAPLAN 2016 tests timetable

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Tuesday 10 May</th>
<th>Wednesday 11 May</th>
<th>Thursday 12 May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language conventions</td>
<td>40 minutes writing</td>
<td>40 minutes</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>language conventions</td>
<td>40 minutes writing</td>
<td>40 minutes</td>
</tr>
<tr>
<td>reading</td>
<td>45 minutes</td>
<td>numeracy</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Year 7</td>
<td>language conventions</td>
<td>45 minutes writing</td>
<td>40 minutes</td>
</tr>
<tr>
<td>reading</td>
<td>65 minutes</td>
<td>numeracy calculator</td>
<td>40 minutes</td>
</tr>
<tr>
<td>non-calculator</td>
<td>40 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>language conventions</td>
<td>45 minutes writing</td>
<td>40 minutes</td>
</tr>
<tr>
<td>reading</td>
<td>65 minutes</td>
<td>numeracy calculator</td>
<td>40 minutes</td>
</tr>
<tr>
<td>non-calculator</td>
<td>40 minutes</td>
<td></td>
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</tr>
</tbody>
</table>

- Language conventions test includes spelling, grammar and punctuation.
- Numeracy test includes number; space; algebra, function and pattern; measurement, chance and data.
- Calculators are NOT permitted in the numeracy test in Years 3 and 5. In Years 7 and 9, each student sits one numeracy test where calculator use is permitted and one where it is not.

www.nap.edu.au
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We are Learners – We are Respectful – We are Safe
WHAT IS THE NATIONAL DATA COLLECTION?
The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?
The aim of the national data collection is to collect quality information about school students with disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?
All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and submit data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to improve target support and resources to benefit students with disability.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?
All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education.

The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?
A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?
Every year your child’s school will collect the following information for each student with a disability:
- the student’s level of education (i.e. primary or secondary)
- the student’s level of adjustment
- the student’s broad type of disability.

The information collected by schools will be provided to all governments to inform policy and
programme improvement for students with disability.

**WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?**

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

**WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?**

Teachers and school staff will count the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team’s observations and professional judgments
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

**HOW WILL MY CHILD’S PRIVACY BE PROTECTED?**

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.


**IS THE NATIONAL DATA COLLECTION COMPULSORY?**

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child’s school principal and the relevant education authority.

**FURTHER INFORMATION**

Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.
