

Principal's Message

Dear Parents/Carers and Community Members

Engaging Students in the Challenge of Learning

Today, one of the most important gifts we can give to our children/students is to teach them how to fully engage in the challenge of learning. Professor John Hattie in "Visible Learning for Teachers – Maximising Impact on Learning" is very clear about the role of the teacher and the process of learning:

"The teachers' role is not to decide on the challenge and then 'break it down' into manageable bits so that it is easier for students; instead his or her role is to decide on how to engage students in the challenge of learning."

This begs the question: how do students and teachers do this?

- BY collaborating with each other to gain clarity of purpose by agreeing on learning intentions and success criteria
- BY being united around a **shared** sense of purpose
- BY transcending the barriers which separate and segregate learners and their learning
- BY collaborating with each other in the problem-solving process
- BY engaging in trial and error
- BY seeing value in making errors and mistakes because they invite opportunities – opportunities to ask questions, to learn and to try again until you succeed
- BY asking questions of themselves and each other because they appreciate that questions and questioning are integral to the act of discovery, to seeking understanding and to finding solutions
- BY embracing the opportunity to exercise a critical mind.
- BY being creative, being curious and being prepared to be innovative and engage in problem-solving
- Finally, BY believing in their capacity to do well, to achieve in the challenges before them.

There are significant learnings here which, as parents and teacher educators and adolescents, we need to be regularly presenting to all our students/children if they are to fully embrace the challenge of learning and develop the skills and capabilities required for their role as life-long learners in the 21st Century.

What are these significant learnings?

- **Believe in your capacity to learn, to grow and to achieve**
- **Value questions and questioning** because they are central to understanding and the seeking of wisdom
- **Exercise a critical mind** by questioning for understanding and by being curious, creative, innovative
- **Value errors and mistakes** as opportunities to learn rather than seeing them as signs of failure or embarrassment and as something to be avoided
- **Value teamwork, collaboration and cooperation** in the learning process if only because "no one of us is as good as all of us".

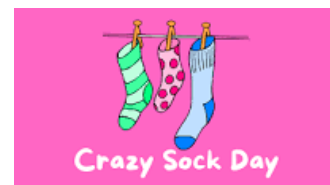
Blessings

Larry Keating
Principal

CRAZY SOCK DAY AND BOB SHERIDAN'S BIKE ODYSSEY

The "Crazy Sock Day", held last week, in support of Bob Sheridan's Bike Odyssey from Townsville to Broome to Perth and then across Australia back to Newcastle, was highly successful with gold coin donations totalling \$689.50 being raised for the Black Dog Institute's mental health research and education and suicide prevention.

Sincere and grateful thanks extend to all community members who supported the fundraiser.

**Where is Bob now?**

Bob is now in Perth where he is having a much-needed rest before heading back to the East Coast (Newcastle). In the following messages you are able to read an account of his 16 day, 2,500km journey from Broome to Perth, and his expression of sincere gratitude and thanks for your support of the "Crazy Sock Day" fundraiser for the Black Dog Institute and your messages of support and encouragement, which are a source of strength, as he strives each day to make the seemingly impossible, possible.

"I've made it to Perth. So excited and emotional. 6600ks in 10 weeks. The ride from Broome to Perth took 16 days and 2500ks. Travelling down the west coast has been a highlight. The Kimberley, the Pilbara and the Gascogne regions were so beautiful. The wildlife and the scenery after the autumn rains were spectacular.

It is now cold and very windy so riding has become a challenge. We changed our routine and got up at 3am to start riding at 4 to beat the wind. As cold as it was riding in the pre-dawn dark was a great experience. There was no traffic, and it was like I was the only person on the planet. Every morning to get up to start riding again in the cold and the pain that comes with that is a challenge. What keeps me going is people like you guys at SMCCG and the messages of encouragement that I get. Please keep them coming as the really do help me along.

We got to Perth on Friday and to realise what I've done so far was emotional. The media are hearing about the Odyssey and I had 2 radio interviews Friday afternoon. In one of the interviews, I was asked about my crazy socks. I've been wearing crazy socks since I heard about crazy socks day at SMCCG. I tell the story about what you guys did on Wednesday 14. You guys are now famous in Perth.

I'm very tired and resting in Perth for a week before turning left and heading home.

From the bottom of my heart I thank everyone at st Mary's for the Crazy Sock Day. You guys are an amazing support. Since hearing about Crazy Sock Day I've been wearing crazy socks and will continue to wear them for the rest of the Odyssey. People ask me why and I tell them the story. St Mary's you are famous on the west coast 😊"

On Saturday, Bob will leave Perth and head to the Margaret River region, then to Esperance, Norseman and across the Nullabor to Pt. Augusta in South Australia. Bob believes a 150km "dead straight" stretch of the road across the Nullabor will be his most significant challenge yet.

Once he leaves Pt. Augusta he will no longer have support and will be carrying all his gear on his bike back to Newcastle.

Bob is drawing incredible strength from your messages of support, prayers and encouragement. **PLEASE** keep them coming!

<https://www.teamblackdog.org.au/fundraisers/robertsheridan/bob-sheridan--s-bike-odyssey>

Bob Sheridan's Bike Odyssey

I'm raising \$100,001 for Black Dog Institute and I need your help! Bob Sheridan's Bike Odyssey is my moment for mental health – it's all about raising funds for mental health research and education. Nearly 1 in 2 Australians will experience a mental illness like depression or anxiety in their lifetime, and sometimes people don't reach out for help when they need it. This issue is really close to my heart. Please click and donate what you can. www.teamblackdog.org.au

**Broome to Perth**

Day 26. Friday June 23 Meadow to Eurardy 80ks
 Day 27. Saturday June 24 Eurardy to Kalbarry 122ks
 Day 28. Sunday June 25 Kalbarry to Northampton 105ks
Day 29. Monday June 26 Northampton to Geraldton 51ks
Day 30. Tuesday June 27 REST.

Day 31 Wednesday June 28 Geraldton to Arrowsmith 105ks
 Day 32. Thursday June 29 Arrowsmith to Cervantes 120ks

Day 33. Friday June 30 Cervantes to Seabird CP 109ks

Day 34. Saturday July 1 Seabird CP to Fremantle 112ks

Day 35, 36 and 37. Sunday Monday and Tuesday July 2, 3 & 4 - REST.



ASSISTANT PRINCIPAL – LEARNING & TEACHING

Year 11 2024 – Subject Selections

Thank you to students and families for your support of the 2024 Stage 6 Evening recently held and for prompt completion of Subject Choices. We are now at a stage where we can begin timetabling for 2024 and will be working with students early next term in relation to their selections and any changes that may be necessary according to lines/subject availability. We are yet to determine if a second round of choices will be needed and further communication will be sent as this is resolved, following the holiday period. Once Lines are finalised, we will meet for the Year 10 Assembly in Week 2 regarding the next steps in the transition to Stage 6 process. Finally, if any student in Year 10 is not returning to St Mary's next year we ask that parents please notify us as soon as possible. This assists in forward planning.

Year 8 Additional Studies Information Evening (Year 9 2024)

Year 8 Parents and Carers will receive an invitation early next term to attend the Stage 5 Additional Studies Evening being held on **Wednesday 2nd August commencing at 7.00pm in the College Hall**. The evening will provide information about the Stage 5 Additional Courses of Study (Electives) process, NESA and ROSA requirements, Minimum Standards Testing and NAPLAN information. Students will attend an Information Session and receive Subject Selection Handbooks prior to this evening at Year Assemblies. I look forward to joining with parents and students for this important evening and a formal invitation will be sent out in Week One Term 3. Leaders of Learning and some teachers will also be in attendance at this evening.

NAPLAN

The initial NAPLAN results have arrived in school this week. Full reports for each student will be available to students and families next term. Please see the ACARA information flyer explaining the changes to NAPLAN for 2023.

Year 11 Mid-Course Reports

Our Year 11 Mid-Course Reports were published late last week and we encourage all Year 11 students to read carefully through the report, working with teachers and mentors to establish learning goals for Term 3 and the remainder of their Preliminary Course. End of Year 11 Course Examinations will occur in Weeks 8 & 9 of Term 3 and it is timely for Year 11 students to seek advice and support, using the feedback both from the Mid-Course Report and recent assessment tasks, to inform their learning. Year 11 students and families will have the opportunity to meet together for Parent, Student & Teacher Conferences early in Term 4 as they move into the HSC year.

Semester One Reports and Changes to Years 7 - 10

Our Year 7 – 10 Reports will be available to families **Wednesday evening (28 June)**. A message will be sent once reports are available for viewing in **Compass**. I wish to acknowledge the work of Mrs Brittany Avery, the Leaders of Learning, teaching staff and support staff, in working together to achieve a quality report for students via the Compass platform.

The Year 7 – 10 Reporting Process has been under review since mid-2022. During this time Leaders of Learning and teachers have, through a series of consultation meetings, surveys and research, determined the composition of our Years 7 - 10 Reports. As in the past, students will receive a report that is **summative** in nature, containing a series of statements relating to the student's **Approaches to Learning**, as well as achievement of several **Learning Outcomes**, as seen in the **Course Learning Profiles**. These Learning Profiles have been assessed by individual teachers based on teacher professional judgement using the [Common Grade Scale](#) as a guide and the evidence collected through both informal, formative and summative assessment.

Continued...

The **Approaches to Learning** have been expanded in the new report format so as to encompass a variety of behaviours that we, as teachers, see as integral to successful learning, also based on feedback from parents and students about what matters to you and your child in the learning process. Finally, students will receive an overall **Grade** for each subject, based on evidence collected across the semester.

What's new to the report?

As part of the Report Review undertaken we have determined that the inclusion of several Capabilities is essential to the work we are doing in the area of our programming and curriculum delivery. The [General Capabilities](#) play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in this century. At St Mary's we have taken the approach that the Capabilities of **Literacy, Numeracy and Digital Literacy** underpin all curriculum areas and, as such, strategies for teaching and assessing these are embedded into our daily practice.

The four Capabilities of **Critical Thinking, Creative Thinking, Collaboration and Communication** were determined to be integral to our pedagogy and critical to students developing skills and dispositions that will enable them to take their place in the world beyond St Mary's. As such, these capabilities appear on our new reports and students have been assessed as **Working Towards, Working At or Working Beyond** in these areas via teacher observation, informal and formal assessment strategies. As part of our research, we have developed an Assessment Rubric for each capability drawing on aspects of the following frameworks/rubrics:

[New Pedagogies for Deep Learning](#)
[The Australian Curriculum General Capabilities](#)
[Microsoft 21st Century learning Design](#)

We have included with this newsletter a definition of each capability and a copy of our student-friendly PDF explaining the report changes and new components to Year 7-10 students' reports. All students have been introduced to these capabilities throughout the semester. We aim to continue to deepen student, teacher and community understanding of these capabilities as we maintain focus on developing pedagogical practice and skill in designing authentic, rich learning tasks for our students that increase student engagement and allow the development of these capabilities for all.

Summing up!

So, Years 7 – 11 students, now that you have your reports – where to next?

For some students there will be celebration – perhaps there has been significant growth; increased effort; noteworthy achievements. For others, there may be disappointment, or a sense of having let yourself down in your learning. The thing to remember is that feedback is only useful if it is used to set the next learning goal, to ask “**Where to next?**” and “**How do I get there?**”

I encourage all students and families to have a conversation about the reports you receive this semester. What direction is needed? Where can you see areas that need development and what small habits or behaviours can you change so as to build upon what you have already learned/can do? What goals will you set for yourself for the new semester?

Finally, a reminder that success comes from **learning from mistakes**, using your failures as ways of learning and growing. I encourage each student to take time for an honest self-assessment, set some new goals, seek help and push on into the new semester! This is the way you will flourish as learners.

Mrs O’Gorman
Assistant Principal – Learning & Teaching



Year 7-10 Parent/Student/Teacher Meetings

I invite all parents and carers to join us in **Week 1 Term 3 on either Thursday 20 July evening or Friday 21 July, for Parent/Student/Teacher Conferences** as a follow up to the Semester One reports. (NB Classes for our Years 11 & 12 students will be running as normal on Friday 21st June.)

The Years 7-10 Interviews will be held in The Josephite Centre and D Block rooms. **Bookings will be open 28 June via Compass.** Separate communication will be sent in relation to booking these interviews. Please note – Year 11 Students will have an opportunity for Interviews early Term 4.

Finally, thank you to ALL parents and carers for your support this term. I am deeply grateful to you for your feedback, our conversations and your willingness to work alongside of us as we learn together. I wish each and every one of our students, and their families, a great holiday and we will see you all again in the new term.

Cathy O’Gorman

Parent-Student-Teacher Conferences - Booking Instructions

The term “Conference” is used in Compass to refer to Parent-Student-Teacher Interviews.

The 7 – 10 Parent, Student Teacher Conferences will take place on Thursday 20/7/23 3:30pm – 7pm and Friday 21/7/23 8am – 2pm. The **booking period will open on Thursday 29/6/23 at 6pm** and will close **Tuesday 18/7/23 at 9pm**.

To book via a computer/laptop:

1. Login to Compass using your parent login details. Please contact the school office if you require assistance.
2. A link will appear on your Compass home page when the booking cycle is open.



Edie Allen



Profile (Attendance, Schedule, Reports)



Send email to Edie's teachers



Add Attendance Note (Approved Absence/Late)



View Academic Reports



Order Photos



Book Parent Student Teacher Conference

3. A list of Parent-Student-Teacher Conference cycles will be displayed along with their booking status. Click on the relevant cycle.

Conference Cycles

Mid Year 7-10 Parent Student Teacher Interviews 2023
 First Slot: Thursday, July 20 2023 - 03:30 PM. Last Slot: Friday, July 21 2023 - 01:54 PM

My Bookings

4. Your booking sheet will be displayed and will show your available booking times. Click on a time in the grid to display teachers available for booking at that time.

| Semester 1 Parent Teacher Interviews | | | | Print Preview | Information/Help | Chase HERALD |
|--------------------------------------|----------|----------|----------|--------------------------------|------------------------------|--------------|
| Friday, April 12 | | | | | | |
| 09:00 AM | 09:30 AM | 10:00 AM | 10:30 AM | Nigel BLACK Student Leaders | Erin Carmody Sport Year 6 | |
| 11:00 AM | 11:30 AM | 12:00 PM | 12:30 PM | | | |
| 01:00 PM | 01:30 PM | 02:00 PM | 02:30 PM | | | |
| 03:00 PM | 03:30 PM | | | | | |
| Monday, April 15 | | | | | | |
| 09:00 AM | 09:30 AM | 10:00 AM | 10:30 AM | | | |
| 11:00 AM | 11:30 AM | 12:00 PM | 12:30 PM | | | |
| 01:00 PM | 01:30 PM | 02:00 PM | 02:30 PM | | | |
| 03:00 PM | 03:30 PM | | | | | |

Teachers

- Nick Wallace
Tr & Generalist
Interview Welcome
- Melissa Galagher
Performing Arts Year 6
Interview Welcome
- Nigel BLACK
Student Leaders
Fri 12/04 10:00 AM
- Erin Carmody
Sport Year 6
Fri 12/04 10:30 AM

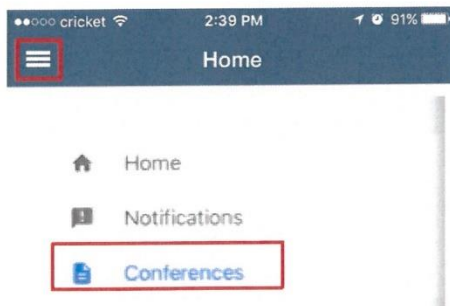
5. After the booking cycle is closed the link will disappear. As an alternative and to view your bookings, you can still access the booking system through the Community Icon under “Conferences”.

Continued...



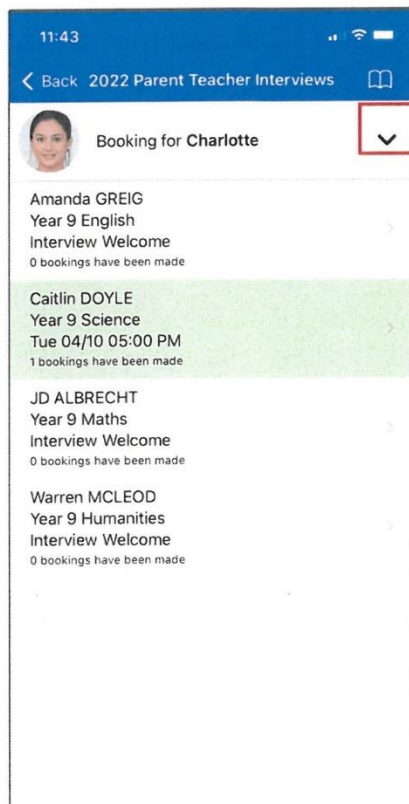
To book via a mobile device/iPad:

1. Login in through the Compass app.
2. From the Compass home screen on your app, select the Menu (top left) and click 'Conferences'.



3. From the list of Parent-Student-Teacher Conference cycles:
 - Select the relevant cycle you wish to book for.
 - Select the student you wish to place a booking for if you have multiple children.
 - Select the class/teacher with whom you wish to book an interview time for.
 - Click on a time slot to make a booking and click 'Confirm'.

4. To see all of your bookings click the little book icon at the top right. This will take you to the 'My Bookings' screen where you can see the times and details for all of the bookings that you've made for this conference cycle. If you need to cancel a booking, you can do so by clicking on it from the list and selecting the 'Remove Booking' button.



A Short Guide to the Capabilities assessed at St Mary's

Critical thinking is at the core of most intellectual activity that involves students learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems.

Examples of critical thinking skills are: interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, justifying, questioning, inferring, hypothesising, appraising, testing and generalising.

Creative thinking involves students learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output or occur as virtual reality.

Examples of creative thinking are combining parts to form something original; sifting and refining ideas to discover possibilities; constructing theories; pursuing and expressing innovative ideas and solutions and objects; shifting perspectives and manipulating ideas.

Collaboration refers to the capacity to work with, learn from and contribute to the learning of others. It may also include social networking skills and empathy in working with diverse others.

Examples of collaboration include positively contributing to groups and working interdependently, engaging with roles and responsibilities, to make decisions; managing team dynamics and challenges including resolving conflict and reaching positive outcomes; developing the ability to initiate and manage successful personal relationships; participating in a range of social and communal activities; sharing resources and information.

Communication is the skill of presenting information in a clear, concise, and meaningful way. It also requires careful listening and successfully articulating thoughts. Communication has various purposes: informing, instructing, motivating and persuading. Communication uses a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences (and or purposes).

Examples can include listening to, interpreting and comprehending, reading, viewing, speaking, writing and creating oral, print, visual and digital texts; using and modifying language and non-verbal communication for different purposes in a range of contexts.



REPORT FORMAT

Class, Teacher & Student Names

Capabilities

Learning Profiles

SUBJECT NAME
STUDENT NAME
TEACHER NAME
 St Mary's Catholic College Gateshead - 2023 - Years 7 - 10 Semester One Report

| Approaches to Learning - Being a safe, respectful learner | Consistently | Usually | Sometimes | Rarely |
|--|--------------|---------|-----------|--------|
| Independently motivated to learn | ✓ | | | |
| Is prepared with personal equipment | ✓ | | | |
| Demonstrates at task behaviour | ✓ | | | |
| Demonstrates persistence and initiative | ✓ | | | |
| Reflects on and employs feedback | ✓ | | | |
| LISTENS respectfully | ✓ | | | |
| Respects the learning environment - teacher, students, space & resources | ✓ | | | |

| Capabilities | Working Beyond | Working At | Working Towards |
|-------------------|----------------|------------|-----------------|
| Critical Thinking | | ✓ | |
| Creative Thinking | | ✓ | |
| Collaboration | | ✓ | |
| Communication | | ✓ | |

Course Result

| | | | | | |
|--------------|---|---|---|---|---|
| Course Grade | A | B | C | D | E |
| | | | ✓ | | |

| Learning Profiles | Extensive | Thorough | Sound | Basic | Elementary |
|---|-----------|----------|-------|-------|------------|
| Devises, interprets and enacts drama using scripted and unscripted material or text | | | ✓ | | |
| Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action | | | ✓ | | |
| Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning | | | ✓ | | |
| Analyzes and evaluates the devising process through to performance including the contribution of individuals and groups in processes and performances as they assess, adjust, share, process and appraise | | ✓ | | | |

7 Approaches to Learning

Course Grade

7 APPROACHES TO LEARNING

OVERVIEW

These are based on the mantra of being a safe, respectful Learner. Students are assessed on a scale from Consistently to Usually to Sometimes to Rarely.

INDEPENDENTLY MOTIVATED TO LEARN

Do you:

- work in class without prompting from the teacher?
- seek out new knowledge and look to move ahead?
- only work when motivated by rewards or are you self motivated?
- set learning goals to grow as a learner?

PREPARED WITH PERSONAL EQUIPMENT

Do you:

- bring your charged device to every lesson?
- wear appropriate footwear, safety glasses, school uniform?
- bring pens, maths equipment and other materials required for learning?

DEMONSTRATES ON TASK BEHAVIOUR

Do you:

- maintain focus or do you need reminders to stay on task?
- get distracted easily?
- follow instructions and genuinely engage with class tasks?
- only work when closely supervised?

DEMONSTRATES PERSISTENCE & INITIATIVE

Do you:

- seek to solve problems?
- accept mistakes as part of learning?
- ask questions, try new ways of learning?
- actively engage in the learning process?
- give up easily or are you willing to try new challenges?

RESPECTS THE LEARNING ENVIRONMENT

Do you:

- engage with others in a respectful manner?
- adhere to classroom expectations & norms?
- use respectful language & tone when communicating with others?
- treat equipment & resources with respect & care?

REFLECTS ON & EMPLOYS FEEDBACK

Do you:

- read & listen to feedback & use it to improve learning?
- articulate what worked and how you can improve based on feedback?
- reflect on feedback & apply it to your learning?

LISTENS RESPECTFULLY


Do you:

- demonstrate genuine listening skills to others & teachers?
- listen to others when working in groups?
- pay respectful attention to others or do you speak & undermine others when they are speaking?

CAPABILITIES


There are 4 capabilities included on the report. These capabilities are assessed on a scale from: 'Working Towards' to 'Working At' to 'Working Beyond' the expected level for the Year group.

Critical Thinking



Collaboration

Creative Thinking



Communication

CAPABILITIES

CRITICAL THINKING

Critical Thinking helps you use your brainpower to figure out solutions to tricky problems and make smart choices. It's an important skill that helps you become a good problem-solver and make your own decisions based on facts and logic. Critical Thinking is like being a super sleuth in your thoughts, always searching for answers and thinking carefully about everything! When we're learning, critical thinking helps us to see and understand different points of view, and also to create our own arguments. We can't just say stuff without any evidence, right? So critical thinking helps us use evidence to support our arguments and draw logical conclusions.



CAPABILITIES

CREATIVE THINKING

Creative Thinking is using your imagination to come up with cool and new ideas, and then using those ideas to solve problems or make things better. It's about looking at stuff in a totally different way, finding different reasons for why things happen, and making connections that make good things happen. When you use creative thinking, you can create all sorts of awesome stuff. Creative Thinking is all about using your imagination and thinking outside the box to come up with awesome ideas, products and solutions.



CAPABILITIES

COLLABORATION

When we work together in school, it means we join forces with a partner or a group to do different activities. We might talk about a topic, solve a problem, or make something cool together. When we work in pairs or groups, we all share the responsibility. It's not just about helping each other; we all take ownership of the work and are responsible for how it turns out. When we work as a team, we make important decisions together. These decisions affect what we do, how we do it, or what we create. Our work relies on everyone participating for our team to succeed. The best learning activities are created so that everyone has to contribute.



CAPABILITIES

COMMUNICATION

Extended communication means sharing a lot of connected ideas, not just one simple thought. Instead of a short sentence or phrase, it's like writing a whole paragraph or several paragraphs. Multi-modal communication is when we use more than one way or tool to get our message across. It's called multi-modal communication only if all these different parts work together to make a stronger message than any of them would on their own. We need to support our ideas with evidence. That means we have to explain our thoughts or provide facts and examples to support our main point. We also need to think about who we're talking to and adjust our communication accordingly. We have to consider a specific group of people and make sure our communication meets their needs and is clearly understood.



COURSE GRADE



Your Course Grade is an overall grade based on the tasks completed and evidence collected during the semester. It is awarded on an A to E scale.



LEARNING PROFILES

These are the Learning Outcomes {knowledge and skills} that you have been assessed on in class.

They are measured on the following scale:

Extensive
Thorough
Sound
Basic
Elementary



THANK YOU!



NAPLAN Information for parents and carers

2023

Why do students do NAPLAN?

NAPLAN is a national literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it's important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national standards and over time.

NAPLAN is just one aspect of a school's assessment and reporting process. It doesn't replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Schools have transitioned from paper-based to computer-based assessments. All Year 3 students will continue to complete the writing assessment on paper.

Online NAPLAN tests provide more precise results and are more engaging for students. One of the main benefits is tailored (or adaptive) testing, where the test presents questions which may be more or less difficult depending on a student's responses.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for everyone. ACARA supports inclusive testing so all students have the opportunity to participate in the national assessment program.

Adjustments are available for students with disability who have diverse functional abilities and needs.

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN. Adjustments should reflect the support normally provided for classroom assessments.

To help inform these decisions, you may consult the [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), or our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What if my school is closed on NAPLAN days?

Schools with compelling reasons may be given permission to schedule tests after the 9-day test window.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some familiarisation and explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at nap.edu.au/online-assessment/public-demonstration-site.

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may have fewer devices.

The NAPLAN test window starts on Wednesday 15 March and finishes on Monday 27 March 2023. Schools are advised to schedule the tests as soon as possible within the testing window, prioritising the first week.

How is my child's performance reported?

Individual student performance is shown on a national achievement scale for each assessment. This scale indicates whether the student is meeting expectations for the literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents/carers may use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at myschool.edu.au.

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA handles personal information for NAPLAN, visit nap.edu.au/naplan/privacy.

| Test | Scheduling requirements | Duration | Test description |
|-------------------------|--|--|--|
| Writing | <ul style="list-style-type: none"> • Year 3 students do the writing test on paper (on day 1 only) • Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only, with day 2 only used where there are technical/logistical limitations) | Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min | Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing) |
| Reading | <ul style="list-style-type: none"> • To be completed after the writing test • To be completed before the conventions of language test | Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min | Students read a range of informative, imaginative and persuasive texts and then answer related questions |
| Conventions of language | <ul style="list-style-type: none"> • To be completed after the reading test | Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min | Assesses spelling, grammar and punctuation |
| Numeracy | <ul style="list-style-type: none"> • To be completed after the conventions of language test | Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min | Assesses number and algebra, measurement and geometry, and statistics and probability |

2023 NAPLAN Results

New Proficiency Standards

NAPLAN continues to measure student achievement in numeracy, reading, writing, spelling, grammar and punctuation, however in 2023 the numerical NAPLAN bands and the national minimum standards have been replaced by the following **4 levels of achievement**:

- **Exceeding**
- **Strong**
- **Developing**
- **Needs additional support**

“The descriptors for each category will make it clear to parents/carers what their child’s literacy and numeracy skills are, at the time of NAPLAN testing, and support discussions with their school and their child’s progress” (ACARA – 10 February 2023).

Furthermore, now that all schools have transitioned to the online assessment, the NAPLAN measurement scale has been reset so that results are no longer equated to those from the paper era. Hence, results from 2023 on will **not** be directly compared with results from 2008 to 2022.



10 February 2023

NAPLAN Update

Since 2019 Education Ministers have been considering a range of changes to NAPLAN and ACARA has been working on implementation plans for those changes. These changes include bringing forward the testing. From this year, tests will be undertaken in March instead of May. Updates confirmed by Education Ministers today mean that the report parents and teachers receive will be easier to read and will provide clearer information about how a student is progressing.

Now that the tests are undertaken fully online, reporting can be done earlier in the year with parents and schools scheduled to receive individualised reports in July 2023. Benchmarks will be more meaningful and clearer to reflect the personalised online tests that students undertake. They will be set against a challenging but reasonable standard of literacy and numeracy expected for the child at the time of testing.

Ministers agreed in 2019 through the National School Reform Agreement to introduce proficiency standards for numeracy and literacy assessed by NAPLAN.

These new standards will give teachers and parents better information about what a student can do. The names of the new standards are based on advice from ACARA’s First Nations Australians Advisory Group and parent bodies. They are Exceeding, Strong, Developing and Needs additional support. These will be accompanied by detailed descriptions that are useful for teachers and families. The descriptions will be developed by a panel of teachers. They will simplify reporting, replacing the current 10 NAPLAN bands and national minimum standard, allowing parents and carers to know at-a-glance whether their child is where they need to be in literacy and numeracy, which are skills that underpin all other learning.

These will provide parents and schools with easy to read information about what they mean for a student’s strength in literacy and numeracy. The statistical benchmarks for the new categories of achievement will also be confirmed by teachers with relevant experience.

These updates to NAPLAN mean that students who need it can get more targeted support from teachers and parents, recognising that NAPLAN is only one of many ways in which schools track student progress. Ministers also agreed that individual jurisdictions could work with ACARA on the feasibility of comparative or research studies utilising data from previous time series. Enquiries: emmsupport@education.gov.au

Careers Corner

- **Year 10 Subject Selection**

It was pleasing to see so many Year 10 students making use of the lunch time drop in assistance sessions prior to selecting their Senior subjects. This is often a difficult time as so many are unsure of their future career paths. Students should ensure that they keep these conversations happening with their teachers as the more information gained leads to better decisions being made.

- **Newcastle University Information**



2023 Open Days

We look forward to welcoming you on campus for our 2023 Open Days!

Our Open Days are packed with everything you need to know about going to the University of Newcastle. Participate in degree presentations, info sessions and tours of the campus. Enjoy a hands-on experience with our program activations, and ask our student ambassadors questions about uni life.

- Central Coast - Saturday 29 July
- Newcastle - Saturday 26 August

Register now [via our website](#) and start to [plan your day](#). Please click here for [Central Coast](#) and [Newcastle](#) Open Day Facebook events to share with your school community.

Webinar Recordings

Please click links below to access the recordings of our recent webinars:

- [Y10 Subject Selection Webinar](#)
- [Mid Year Info Session](#)

We would love your feedback: How can the School of Information and Physical Sciences help you to support your students?

Our School of Information and Physical Sciences includes the following degree programs:

- Bachelor of Computer Science
- Bachelor of Data Science
- Bachelor of Information Technology
- Bachelor of Mathematics
- Bachelor of Mathematics (Advanced)
- Bachelor of Science (Physics Major)
- Bachelor of Software Engineering



Our academic team would love to understand from you how they can best support you when providing guidance for your students interested in these programs.

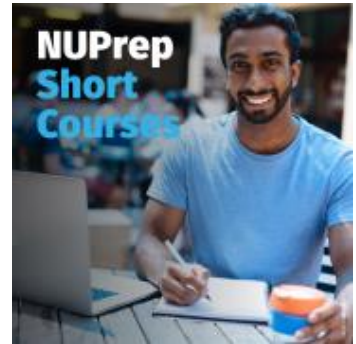
They are also able to deliver professional development for teachers in these areas.

Please take a few minutes to [complete this survey](#) and share with your Maths, Science and Computer teachers.

Our FREE Winter NUPrep Short Courses begin soon!

If your students are looking for a head start to uni, recommend a FREE NUPrep short course. Students can study in person or online and many courses are available in the upcoming school holidays. Students can familiarise themselves with university systems and get a taste of university style study, all before they complete their HSC.

Check out [our website](#) and select “I am a community member” to browse the courses available. Enrolments are open now.



Early Entry Program Applications Are Now Open!



Our free Early Entry Program means students can receive an offer from us before commencing HSC exams. Offers are conditional based on students completing the HSC or equivalent.

[Students can apply now via our Early Entry portal.](#)

Visit [our website](#) for more information about our Early Entry Program including our [FAQs](#)

- Career Skills for all ages

The following is a list of job-readiness skills required by employers in the modern work place:

- Communication,
- Teamwork,
- Problem-solving,
- Critical thinking,
- Time management,
- Respect,
- Interviews,
- Responsibility,
- Listening,
- Confidence,
- Networking,
- Stress management,
- Presentation skills, and
- Patience.

The development of these skills is essential for success in the world of work and it is never too early to start to develop these.

Ms Vanessa Dews
Acting Careers Adviser

Year 9 Formation Day

A picture says a thousand words....



DRESS FOR SUCCESS

Skills for Work and Vocational Pathways students had an unforgettable experience at the 'Dress for Success' program excursion, whereby they learnt practical advice for interviews, how to present themselves professionally to feel confident in job interviews, and the workplace. They also were fortunate enough to have a personal stylist who provided tips on outfit choices – which they got to keep!

Dress for Success is an international nonprofit organisation that empowers women to achieve economic independence by providing a network of support, professional attire, and the development tools needed to thrive in work and life.

Here are the testimonials from students who participated:

- I thoroughly enjoyed the dress for success excursion it was a great interactive environment, the ladies were lovely. They helped prepare us for future job interviews by guiding us on how to recognise our best qualities and how to present them to future employers. They styled us with work attire that made us feel confident and made us look presentable for job interviews. It was an awesome experience, that I have taken away a lot of confidence from. – Jessica
- I enjoyed the experience of learning how to organise and prepare for an interview. I learnt the importance of time and the importance of a respectful social media presence. Dress for Success also helped my understanding towards what is appropriate in the workplace and what isn't. Overall, it was a great learning experience for me, and other students. – Vai
- I liked the course as it taught me information of how to be prepared for work and what to say in an interview. The course was worthwhile if you have no idea of what to say in a job interview as it will make you more prepared of what to say and how to act in a job interview. – Emma
- I loved the dress for success excursion. The ladies were very sweet and lovely, and the environment was great to be in. They helped me with feeling more prepared when getting asked questions in an interview and that made me feel so much more confident – Jasmine
- This excursion Dress for Success was an unforgettable experience, I loved everything we did, and I had fun. We learned a lot of things including knowing how to dress up for a job interview, what to do to be prepared, and what you need to know about the job before doing the interview. I am thankful to our teacher for bringing us there and I am super thankful to the ladies who helped us. I am so thankful for the free stuff we got from there and the subway food we had for lunch! – Mira

The confidence that grew throughout the day for all the girls was wonderful to witness. All the girls were commended on their maturity and the level of respect they gave to the presenters and to each other.

Mrs Renae Turvey
Supervising Teacher



VET News

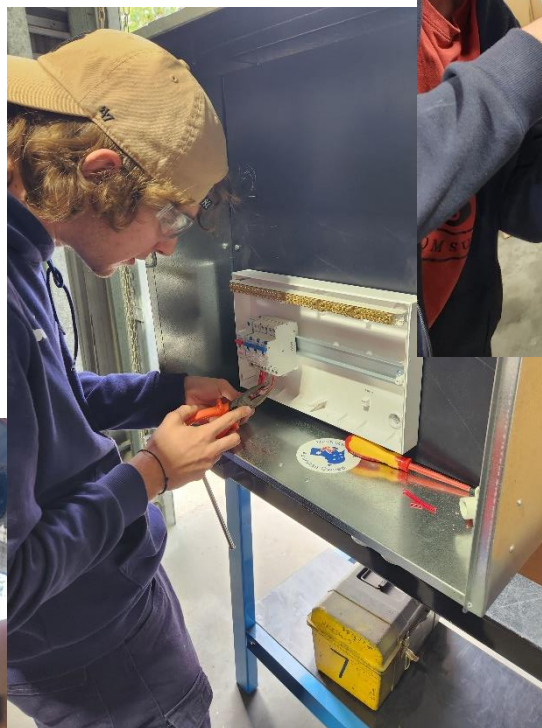
Work Placement

This term, our Year 12 Business Services and Year 11 Construction students got the chance to gain invaluable real-world experience with their work placements. Arranged by Career Links and local businesses, the placements form an essential part of the course curriculum and allow our students to develop both practical skills and professional networks. The experience gained from the placements offer a unique glimpse into the actual workplace, helping our students to gain valuable insight for their future. We thank all of the host business that support our students.

Renewables Ready Program

Year 11 construction students had the opportunity to participate in the Renewables Ready – Careers in Electronics, Electrotechnology and Solar Program. This is a 5-day program in which students were to develop the skills to assemble a solar panel array before mock connecting to the grid. A series of activities challenged the students with their problem-solving capabilities, and they learnt about career pathways into electronics, electrotechnology and solar technician roles.

Fiona Edwards
VET Teacher



ENGLISH Faculty

Well, what a day that was!

Year 12 English Studies boarded the coach a little after 9 and headed for Tree Tops at Minmi. Feelings of excitement for most, and trepidation for some, were palpable as students conversed on the coach about what they were expecting.

When the bus rounded the corner at Minmi and the Newcastle Tree Tops course came into view, there were gasps of astonishment, childlike wonder, and many were *relieved*. What students had built up in their minds seemed less intimidating in actuality. Beholding the rope course in the trees, only ten metres in the air at some points, and certainly where the course was visible from the car park, it seemed suddenly very doable.

Watching those feelings shift up in the trees, and hearing the tones in conversation change, from silly banter to serious strategy, was interesting. Suddenly, students were challenging each other to step up and step out, speaking profoundly about inner strength and the importance of the next step. One student, white as a sheet used the word we had been instructed to reserve for emergencies, and cried out, "help!" He was terrified. There was nothing for it, but to lower him down on a pulley. He had done his best, and that was something, too.

The chat on the way home was uplifting. These students had bonded over the experience and the language they were using was exactly what I wanted from the day - they were sharing in the experience of travel, adventure, challenge, growth, breakthrough, humour - all things we learned about second-hand in an abundance of texts last term, but now they were experiencing it first-hand. Their eyes were opened.

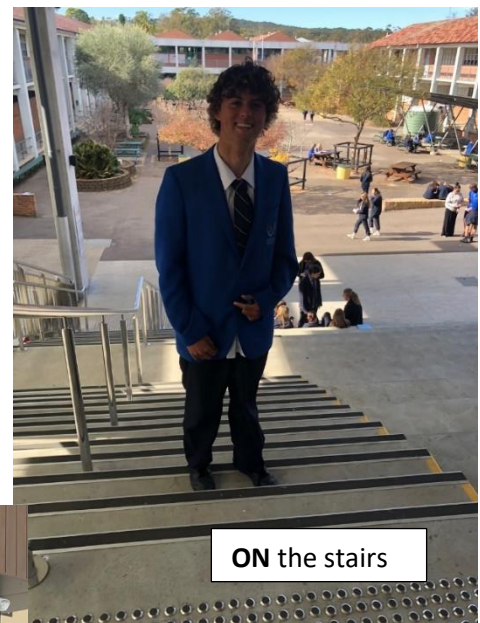
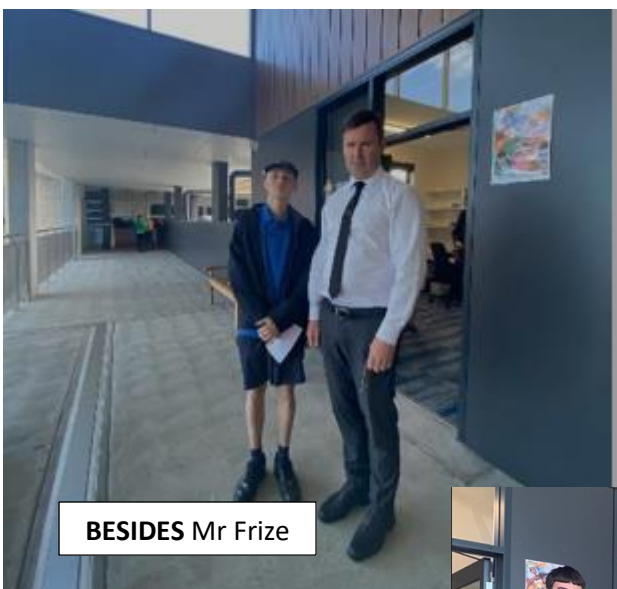
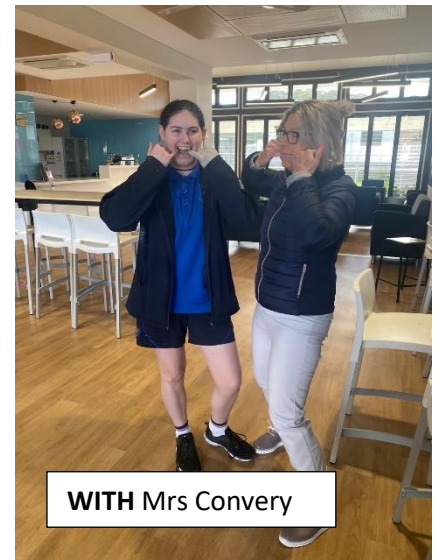
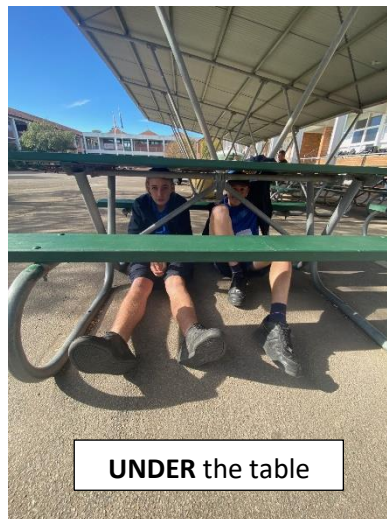
Year 12 benefited immensely from today. They took a lot of photos and film footage throughout the day which they will now edit, add voice and script to, and align with the Module C rubric to tie a ribbon around our study. A beautiful group of people.

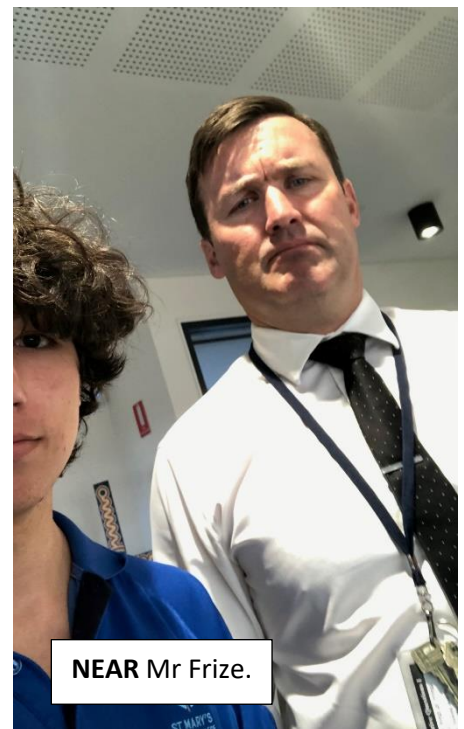
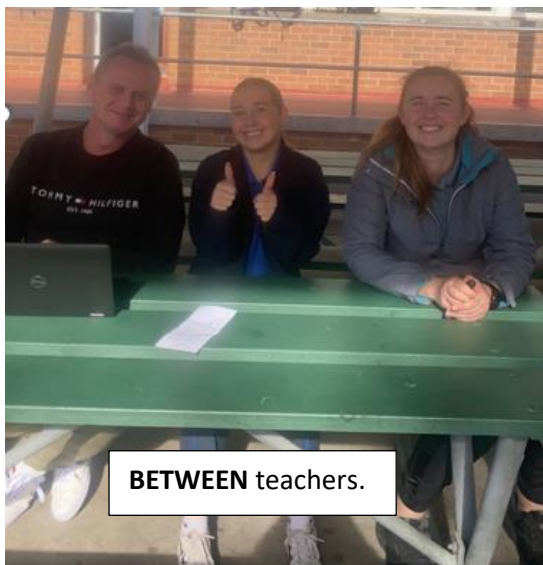
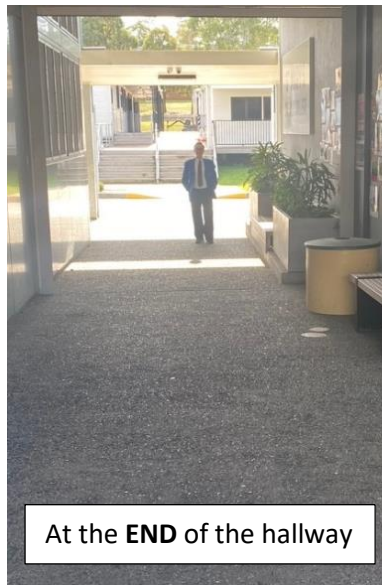


ENGLISH Faculty – continued....

In English, 10 Poe were challenged to complete a 'Preposition Scavenger Hunt'. Points were allocated per correct photo with a bonus 10 points awarded if students were able to convince a Deputy to participate and a further 20 points if they had Mr Keating in a photo! Congratulations to Connor, Blake and Drew for not only grabbing a photo **BESIDE** Mr Frize but also for being the only group to snag Mr Keating to demonstrate **WITH**!! Big thanks to Mrs Convery, Mr Williams, Ms Ferguson, Ms van Vlimmeren, Ms Burgin, Mr Keating, and Mr Frize for being great sports and helping out our students.

Gabrielle Turnbull
English Teacher





HSIE Faculty

Legal Studies

Angela Karpin (AM) former Local Court Magistrate, District Court Judge (first female appointed in NSW), Law Reform Commissioner, Deputy President of the Mental Health Review Tribunal and grandma to students, Rebecca and Jessica Visscher gave us the great privilege of speaking with Year 11 and 12 Legal Studies. We took away valuable life lessons, insights into our judicial system and the importance of gender equity. Some statements from and about our guest speaker:

“I always knew that I wanted to pursue a career in law even though my father did not approve” says **Angela Karpin**. “I am most grateful that I was able to become a lawyer and had an enormous amount of luck. I loved being in the law”.

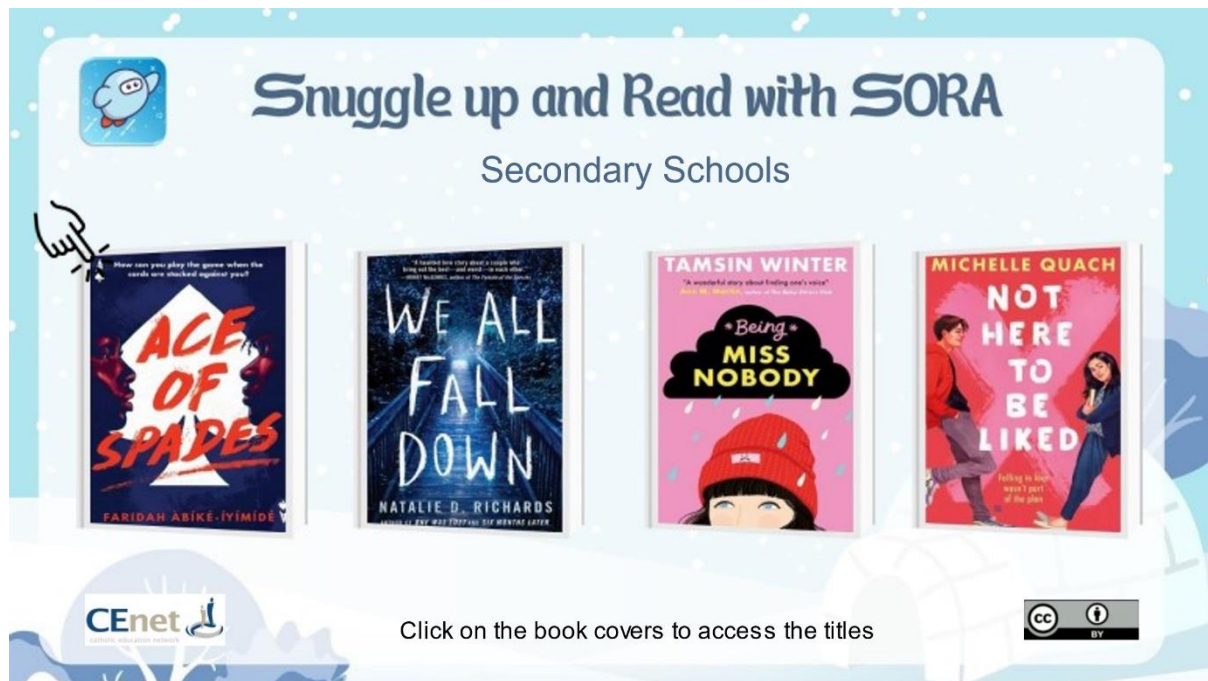
She particularly enjoyed her involvement with mental health and improving conditions for people who were considered mentally ill and had no-one to legally represent them. “It’s a complex world and it is very important that those considered to be mentally ill have proper representation” she said.

Thank you very much for taking the time to visit our Legal Studies students, we thoroughly enjoyed your visit.



LIBRARY MATTERS

SNUGGLE UP WITH A GOOD STORY these holidays.....



Snuggle up and Read with SORA
Secondary Schools

ACE OF SHADES
FARIDAH ABIKE-IYIMIDE

WE ALL FALL DOWN
NATALIE D. RICHARDS

Being MISS NOBODY
TAMSIN WINTER

NOT HERE TO BE LIKED
MICHELLE QUACH

Click on the book covers to access the titles

CEnet
Creative Education Network

CC BY

- [ACE OF SHADES \(LINK\)](#)
- [We are fall down \(LINK\)](#)
- [Being Miss Nobody \(LINK\)](#)
- [Not here to be liked \(LINK\)](#)



Snuggle up and Chill with Magazines on SORA
Checkout emagazines on SORA

SCIENCE ILLUSTRATED
TORVOSAURUS

Baking for Beginners

World Soccer
WOMEN'S WORLD CUP COUNTDOWN
CONCACAF GOLD CUP

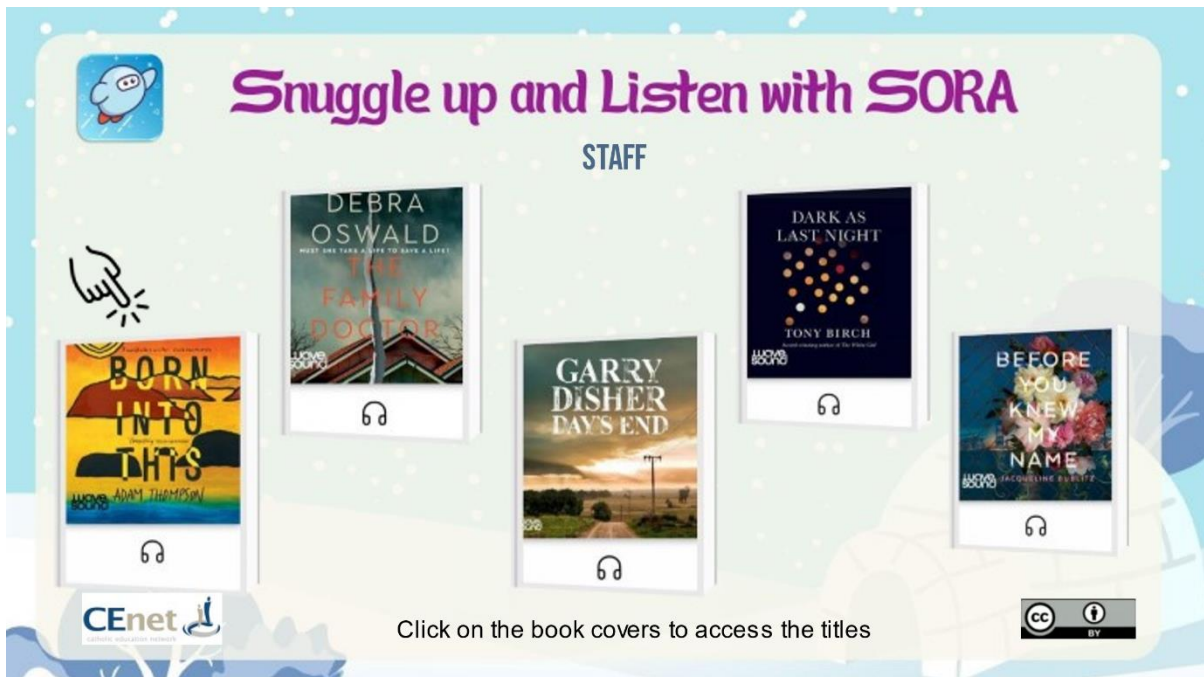
creative STEPS
65+ Super Summer

Click on the magazine covers to access the magazine on SORA

CEnet
Creative Education Network

CC BY

- [Science Illustrated \(LINK\)](#)
- [Baking for Beginners \(LINK\)](#)
- [World Soccer \(LINK\)](#)
- [Creative Steps \(LINK\)](#)



Snuggle up and Listen with SORA

STAFF

BORN INTO THIS ADAM THOMPSON

THE FAMILY DOCTOR DEBRA OSWALD

DAY'S END GARRY DISHER

DARK AS LAST NIGHT TONY BIRCH

BEFORE YOU KNEW MY NAME JACQUELINE EXSLEY

Click on the book covers to access the titles

CEnet

CC BY

This banner features a light blue background with a white starburst pattern. At the top left is a cartoon robot icon. The title 'Snuggle up and Listen with SORA' is in a purple, cursive font. Below it, the word 'STAFF' is in a simple black font. Five book covers are displayed in a row, each with a white play button icon at the bottom. The books are: 'Born into this' by Adam Thompson, 'The Family Doctor' by Debra Oswald, 'Day's End' by Garry Disher, 'Dark as Last Night' by Tony Birch, and 'Before you knew my name' by Jacqueline Exsley. At the bottom left is the CEnet logo, and at the bottom right is a Creative Commons Attribution (CC BY) license icon.

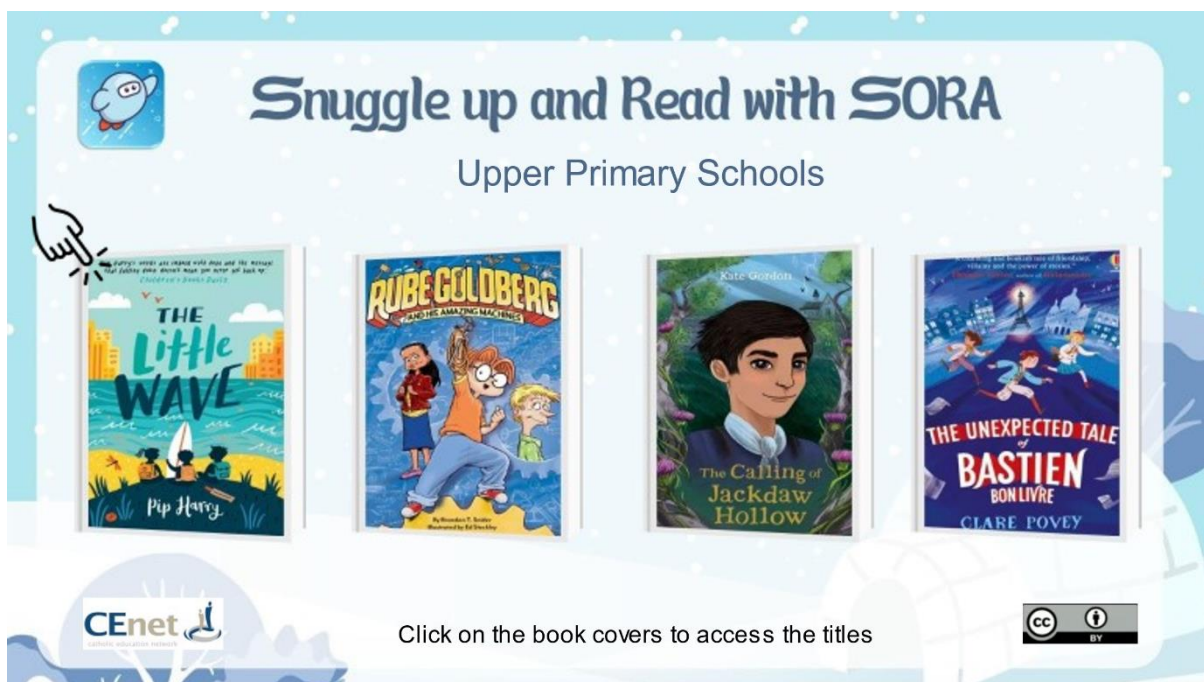
[Born into this \(LINK\)](#)

[The Family Doctor \(LINK\)](#)

[Day's End \(LINK\)](#)

[Dark as Last Night \(LINK\)](#)

[Before you knew my name \(LINK\)](#)



Snuggle up and Read with SORA

Upper Primary Schools

THE LITTLE WAVE Pip Harry

RUBE GOLDBERG and his amazing machines

The Calling of Jackdaw Hollow Kate Orton

THE UNEXPECTED TALE OF BASTIEN BON LIVRE CLARE POVEY

Click on the book covers to access the titles

CEnet

CC BY

This banner features a light blue background with a white starburst pattern. At the top left is a cartoon robot icon. The title 'Snuggle up and Read with SORA' is in a dark blue, cursive font. Below it, the text 'Upper Primary Schools' is in a simple black font. Four book covers are displayed in a row. The books are: 'The Little Wave' by Pip Harry, 'Rube Goldberg and his amazing machines', 'The Calling of Jackdaw Hollow' by Kate Orton, and 'The Unexpected Tale of Bastien Bon Livre' by Clare Povey. At the bottom left is the CEnet logo, and at the bottom right is a Creative Commons Attribution (CC BY) license icon.

[The Little Wave \(LINK\)](#)

[RUBE GOLDBERG and his amazing machines \(LINK\)](#)

[The calling of Jackdaw Hollow \(LINK\)](#)

[The Unexpected tale of Bastien Bon Livre \(LINK\)](#)

CREATIVE ARTS NOISE!

ST MARY'S AT DIOSOUNDS 2023

On Thursday June 7th, our talented Year 9, 10 and 11 Elective Music students performed at the Civic Theatre with DioSounds. The students performed 3 pieces of music for their 10 minute slot onstage.

The pieces chosen for St Mary's performance were all connected to the journey of the heart; a journey we all walk in our lives. *Running Up That Hill*, a world hit by Kate Bush in 1985 explores the notion that empathy for others can lead to greater understanding. *Falling Slowly* a beautiful song from the Movie, *Once*, by Glen Hansard is a song of hope. Hansard states that the "...song is written from a perspective of hope, and hope at the end of the day connects us all, no matter how different we are. "Finally, *The Heart Is A Muscle* speaks of the desire to connect to self and a desire to open our hearts to others. We were so proud of the St Mary's students in their preparation for their performance.

Their collaboration demonstrated great empathy, hope, and heart. And they sounded amazing!

Congratulations to our students who performed:

Piper Araujo, James Bernasoni, Daniel Brien, Olivia Brown, Amelia Bubenicek, Finn Callen, Charlotte Connell, Layla Coulton, Hannah Dezelak, Ariella Doyle, Phoebe Duffy-Smith, Dylan Dunkley, Julian Egan, Kate Erby, Abbey Gorlick, Deegan Griffiths, Josephine Hatcher, Grace Hissey, Joe Jarvie, Angela Johnson, Tom Kennedy, Amber King, Chelsea Lush, Madelyn Lush, Byron Lynch, Ella Macnamara, Elke Mark, Georgie Matthews, Alex Mazzitello, Hayley McDonald, Molly McKay, Alex McMichael-O'Brien, Macy Nash, Isabella Palamo, Elleni Pedonese, Charlotte Pierchorowicz, William Reiss, Jared Rixom, Kane Roberts, Mira Tiodin, Adam Turner, Keira Watts, Dylan Wilks, Sophie Windever

Diosounds 2023



ABORIGINAL EDUCATION NEWS

Kaayi All

You would all be very proud of our small team of dancers who joined with St Paul's for their assembly this morning. Some photos below ...

Well done to **Nate Beckett, Barnaby Hackney, Khaos Langbein, Payton Lay, Izabella Ward, Sonny Wilson, Ava Hungerford, Taj Matthews** and **Chloe Mercieca** for an absolutely fabulous performance!

Amazingly these students are dancing at the Professional Learning Day at the beginning of Term 3 with Noel Pearson at NEX, Newcastle. We join forces with all the 'Lakes' schools. They will also perform for the College at our NAIDOC Assembly in week 2. Congratulations to you all!

Paul McKay
Ab Ed Teacher



PUSH UP CHALLENGE!!!!

The total monies raised at Wednesday's Push Up Challenge was \$227.50 to be donated to Lifeline, with the combined total of push ups counted 10,004. Many thanks for your ongoing support of great student initiatives! In attendance was the Herald – keep a look out for the pics!

SUPPORT STAFF SPECIAL.....



Every year, the St Mary's staff take part in the Biggest Morning Tea organised by the Admin Support Staff. This year's tea was even more special than usual. Finance Officer, April Bisegna, reconnected with a friend of hers at the beginning of the year. She was a former colleague of April's and they had lost touch over the years. During one of their conversations Siobhan let April know that she had been diagnosed with inoperable Ovarian cancer so the decision was made that from this year's Biggest Morning Tea we would raise funds in support of Ovarian Cancer Research.

Siobhan lost her fight with this insidious disease last week. Our thoughts and prayers go out to her family. In honour of Siobhan, we wore our white shirts and had a fantastic morning tea, with beautiful catering provided by all members of staff. A total of \$1,205.20 in donations were raised for the Ovarian Cancer Council Research Foundation. A big thank you to all who took part – both cooking and eating!



STAYING CONNECTED WHEN EMOTIONS RUN HIGH

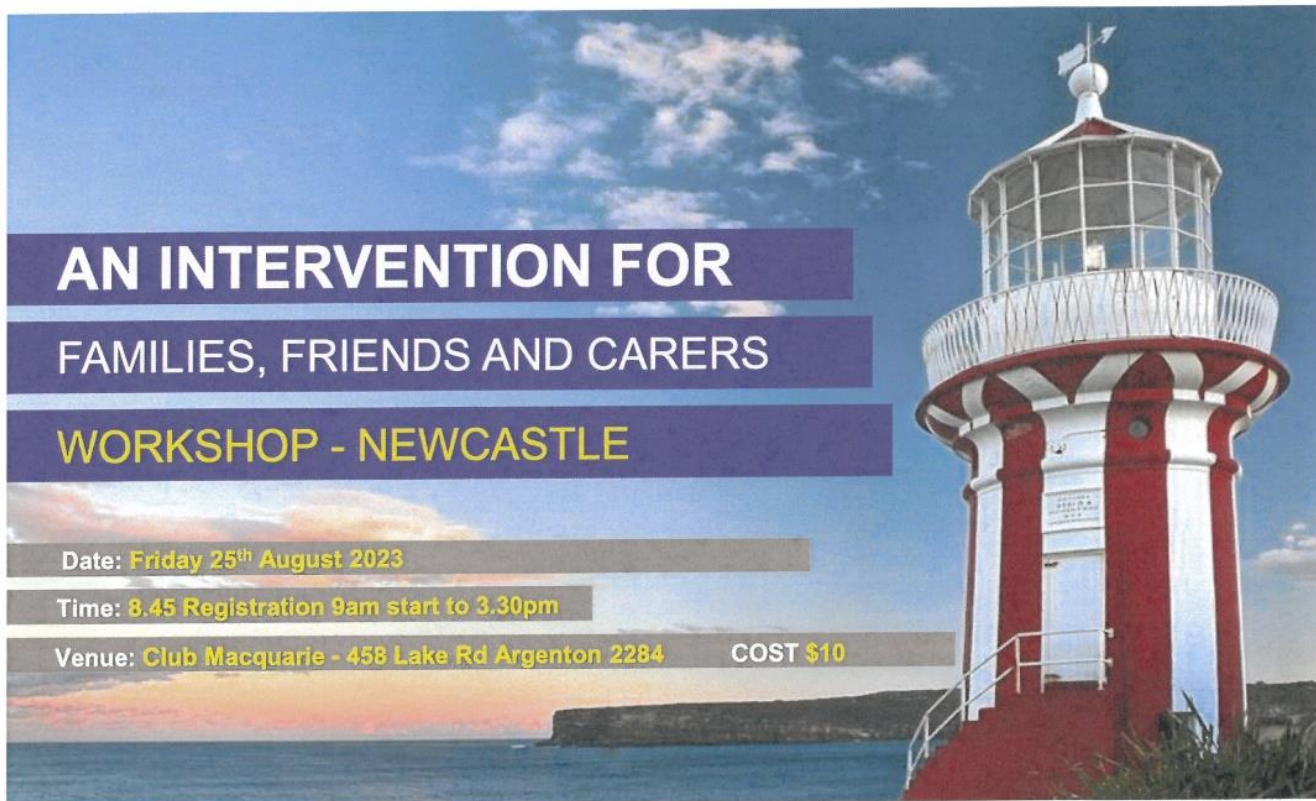


AN INTERVENTION FOR FAMILIES, FRIENDS AND CARERS WORKSHOP - NEWCASTLE

Date: **Friday 25th August 2023**

Time: **8.45 Registration 9am start to 3.30pm**

Venue: **Club Macquarie - 458 Lake Rd Argenton 2284** **COST \$10**



EVENT OVERVIEW

This workshop provides carers with additional communication skills to support someone (between 12yrs to 100yrs) who experiences any of the following:

- Has relationship difficulties,
- Demonstrates changing emotions and strong overwhelming feelings that can make communication difficult,
- Sometimes behaves in a way that makes them a danger to themselves or others.

These symptoms can be experienced in those with mental health issues, drug and alcohol dependence, developmental and learning disorders.

FACILITATORS

Dr Annemaree Bickerton
(Child, Adolescent and Family Psychiatrist)

Toni Garretty
(Clinical Coordinator Family and Carer Program Illawarra and Shoalhaven Mental Health Service)

TICKETS & DETAILS

RSVP: <https://events.humanitix.com/staying-connected-when-emotions-run-high-newcastle>

Morning tea and lunch provided.

For further support or information please contact:

Johanna Rowe – 0498 953 920
Johanna.rowe@onedoor.org.au

Elli Purchase - 0459 023 781
Elli.purchase@onedoor.org.au

One Door. Many Opportunities.

onedoor.org.au

0498 953 920



HSC Stress Less



Newcastle
Libraries



Sessions Monday 17 July, 4pm – 6pm
Monday 24 July, 4pm – 6pm
Monday 31 July, 4pm – 6pm

Where Newcastle City Library,
Laman Street, Cooks Hill

Cost Free

Ages 15 and up



Bookings essential.
Please scan code
to RSVP

For more information email
library@ncc.nsw.gov.au or phone 4974 5300

NewcastleLibrariesAU

Helping students survive and thrive in their HSC. Newcastle Libraries in partnership with Headspace Newcastle are hosting a workshop series to help HSC students deal with exam stress and school pressures.

These three workshops are free of charge and are facilitated by an expert Headspace clinician. Sessions will teach students mindfulness techniques, stress-reduction and organisation strategies.





Teacher Education Scholarships

for year 12 students

Up to 5 scholarships available for current Year 12 students in our Catholic schools who intend to commence undergraduate courses in teacher training in 2024.

What's the offer for recipients?

- A total benefit of up to \$7000 per recipient, paid in five lump sum payments over the four years of study
- An internship in a targeted diocesan school that will offer a placement of excellence
- Opportunity to be employed as a school support officer or pastoral care worker while studying
- A permanent position on completion of course in one of our clusters of incentive-based schools
- Support and advice with regard to Accreditation to Work, Teach and Lead
- Program is coordinated and monitored by a dedicated education officer
- Opportunity to complete the Christian Formation Course and Faith Story Witness Course



'Teaching is a beautiful job as it allows you to see the growth day by day of people entrusted to your care.'

POPE FRANCIS

How to apply

1. Ask your Careers Adviser for an application form.
2. Return the completed form to the Catholic Schools Office by Friday 22 September 2023.
3. Submit your ATAR and HSC results to the CSO before Monday 18 December 2023.
4. Attend an interview in early 2024. HSC results will be taken into consideration.

For more information, please contact Narelle Cross (Education Officer)
02 4979 1233 or
narelle.cross@mn.catholic.edu.au



BUILD A CLOSER BOND, AND HELP CHILDREN REACH THEIR POTENTIAL

You want to support your baby and child's development, grow closer and solve problems – positively. Now you can do the parenting program developed here in Australia, and used around the world. It's backed by research, proven by parents. And it's free!

- Create a positive foundation, right from the start.
- Boost children's emotional wellbeing and maintain a good relationship – now, and in the years to come.
- Make family life less stressful and more enjoyable – even in tough times.
- Practical, simple strategies you can start using straight away – backed by 35+ years of research studies.
- Set good habits early and nip problems in the bud – you tailor the program to suit your child.
- Raise happier, more capable kids who can meet life's challenges.
- Join a million+ parents/carers in Australia who've been helped by the Triple P – Positive Parenting Program®

Free support for your positive parenting journey

Now, you can do Triple P programs online, at no cost. Choose what works for you, to help you manage the transition to parenthood, give your kids key life skills and help the whole family stay calm and positive. Partners and other family members can also do Triple P, so everyone's on the same page and there's less conflict.

- Interactive, easy-to-use online programs with videos and activities and a downloadable workbook.
- Each module only takes about an hour or less, and you can do just a few minutes at a time.
- Available anytime, at your place, at your pace!

The Triple P – Positive Parenting Program® system includes the following online programs:

TRIPLE P ONLINE FOR BABY

for parents/carers to be or with a baby under 12 months old

TRIPLE P ONLINE

for parents/carers of children under 12

FEAR-LESS TRIPLE P ONLINE

for parents/carers of children (6+) who are often anxious

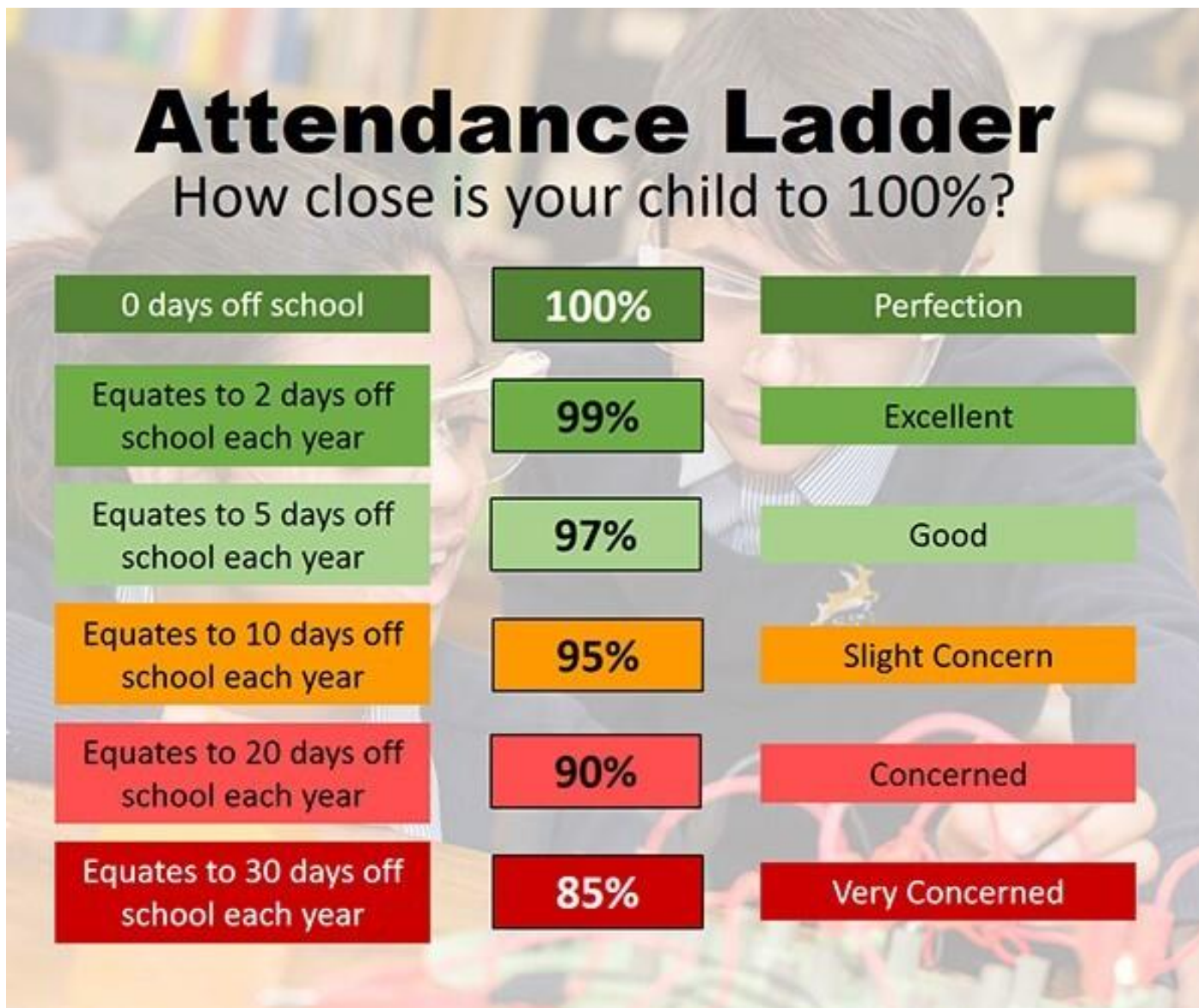
START YOUR FREE PROGRAM TODAY

triplep-parenting.net.au

Delivery of the Triple P – Positive Parenting Program® to parents and carers of children in Australia is supported by funding from the Australian Government Department of Health and Aged Care under the Parenting Education and Support Program.



We acknowledge the Traditional Custodians of the land on which we live and work, and pay our respects to Elders past, present and emerging.



Dear Parents and Carers,

I write to inform you that your Principal Mr Larry Keating will be taking leave to look after his wife for the remainder of the year. For the first four weeks of the term, I have appointed Mrs Cathy O’Gorman as the Acting Principal. Taking on Cathy’s Assistant Principal role in the interim will be Ms Belinda Flood.

I would like to offer Mr Keating our very best wishes as we keep his wife Anne in our prayers.

Sincerely,

Steve

STEVEN LEMOS

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| Term 2 - Week 10 (B Week) | |
| Sat 2 July | NAIDOC Week – “For our Elders” |
| Term 3 - Week 1 (A Week) | |
| Mon 17 July | <ul style="list-style-type: none"> • Staff Professional Development – Pupil Free Day • Years 7 to 10 Conference Bookings Close |
| Tues 18 July | <ul style="list-style-type: none"> • Classes recommence for Term 3 • College Assembly |
| Wed 19 July | HSC Drama Evening – TBC |
| Thurs 20 July | Years 7 to 11 Student Parent Teacher Conferences 3.30pm to 7.00pm |
| Fri 20 July | Years 7 to 11 Student Parent Teacher Conferences – Years 7-11 Pupil Free day (Year 12 normal classes) Newsletter 11.23 published |
| Week 2 (B Week) | |
| Mon 24 July | Year 11 Construction Work Placement (all week) |
| Tues 25 July | <ul style="list-style-type: none"> • Year 9 Olympian Presentation • Year Assemblies • Extended PLM – Students released at 2.40pm |
| Wed 26 July | <ul style="list-style-type: none"> • Landcare • Year 11 Japanese Distance Education Visit |
| Week 3 (A Week) | |
| Mon 31 July | <ul style="list-style-type: none"> • Year 7 (2024) Interviews – all week (week 1) • Year 12 Trial HSC Examinations – all week • Medieval Day TBC |
| Tues 1 August | <ul style="list-style-type: none"> • College Assembly • Knights Knockout U16 Boys |
| Wed 2 August | Year 8 Additional Courses of Study Evening 7pm |
| Fri 4 August | Newsletter 12.23 published |
| Week 4 (B Week) | |
| Mon 7 August | <ul style="list-style-type: none"> • Year 7 (2024) Interviews – all week (week 2) • Year 12 Trial HSC Examinations – all week |
| Tues 8 August | <ul style="list-style-type: none"> • Year Assemblies • Extended PLM – Students released at 2.40pm • Feast of Mary Mackillop Event |
| Week 5 (A Week) | |
| Mon 14 August | <ul style="list-style-type: none"> • Year 7 (2024) Interviews conclude today • Year 12 Trial HSC Examinations conclude today • NSWCCC Netball Championships – Penrith - TBC |
| Tues 15 August | <ul style="list-style-type: none"> • College Assembly |
| Thurs 17 August | Newsletter 13.23 published |
| Week 6 (B Week) | |
| Tues 22 August | <ul style="list-style-type: none"> • Year Assemblies • Extended PLM – Students released at 2.40pm • Solar Buddy Light for Learning event |
| Thurs 24 August | Risk & Dare Josephite Justice Gathering |
| Week 7 (A Week) | |
| Tues 29 August | College Assembly |
| Wed 30 August | Josephite Colloquium |
| Thurs 31 August | Courage for Care program TBC |
| Fri 1 September | Newsletter 14.23 published |
| Week 8 (B Week) | |
| Mon 4 September | <ul style="list-style-type: none"> • Year 11 Exam Block (all week) • Year 10 Work Experience Week (all week) |
| Tues 5 September | Year Assemblies |
| Wed 6 September | Year 7 Immunisations – 2 nd dose |
| Thurs 7 September | Landcare |
| Week 9 (A Week) | |
| Mon 11 September | Year 11 Exam Block (all week) |
| Tues 12 September | College Assembly |
| Wed 13 September | Year 10 Religious Literacy Testing |
| Thurs 14 September | R U Ok Day |
| Fri 15 September | Newsletter 15.23 published |
| Week 10 (B Week) | |
| Mon 18 September | Year 11 Exam Block concludes today |
| Tues 19 September | <ul style="list-style-type: none"> • Year 12 Graduation Mass • Year Assemblies |
| Wed 20 September | <ul style="list-style-type: none"> • Year 12 Reports published • Year 12 Graduation and Awards Ceremony • Oztag State Championships |
| Fr 22 September | End of Term 3 |