



ST JOHN'S NEWS

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Issue No 11- 27th April 2017

PRINCIPAL NEWS

Dear Parents,

Welcome back to school as we begin Term Two.

We began school with two beautiful celebrations. The first, led by our student Citizenship and Mission Team, was our ANZAC liturgy which left us feeling a sense of deep appreciation for the courage shown and the sacrifices made by our ANZACS. It also caused us to reflect upon the need to act and pray for peace. The respect shown by the children during the celebration was outstanding.

After lunch, Year 3 did a fantastic job of leading our Resurrection Liturgy with the whole school. It was great to see parents and parishioners sharing in the occasion. The celebration left us with a sense of hope and joy – the perfect way to begin Term Two and to help each of us connect with the purpose of this Easter season.



On Monday, the staff joined nine other peninsula schools to work through the papal encyclical *Laudato Si'* which was published in 2015. The encyclical is a letter from Pope Francis to the world. It is presented in the form of a small booklet which contains about 250 key points in paragraph form. *Laudato Si'* is concerned with ecology and climate. Translated, the title means 'Care for our common home'. It is an outstanding document which calls each of us to view the earth as a member of our family, created by God and entrusted to our care. It candidly addresses key ecological and climatic issues in our world.

The day was led by Jacqui Redmond from Catholic Earthcare. Jacqui is an international presenter and champion of ecology and climate care. We will be looking at ways in which we can incorporate the ideas in the encyclical into our curriculum. The following link provides you with a brief, animated introduction into this very readable document:

<https://www.youtube.com/watch?v=o3Lz7dmn1eM>

This Friday, we will attend a Staff Development Day with more international experts, this time in curriculum. Sheena Cameron and Louise Dempsey will help staff from a number of schools across the diocese to support children's writing through the use of oral language. We appreciate your cooperation with the arrangement of these two days in the first week of Term Two. Our plan in relation to our two remaining Pupil Free days for the year is to organise two 3:30-6:30 pm sessions for staff (one day) then hold the last day of the school year as our annual handover day. No more Pupil Free Days are planned for 2017.

Finally, sponsorship donations are due in relation to our 'Colour Run' which was held late last term. Donations can be handed into the school office in the sponsor envelopes provided or to class teachers. Donations can also be made via our **Qkr! App**. Proceeds will be used to make improvements to the structured play area on the playground.

The staff and I look forward to working with you again this term.

Peace and Best Wishes

Mark Bateman – Principal

DIARY

Week 2 Term 2 Mon 1 May	Week 2 Term 2 Tues 2 May	Week 2 Term 2 Wed 3 May	Week 2 Term 2 Thurs 4 May	Week 2 Term 2 Fri 5 May	Week 2 Term 2 Sat/Sun 6/7 May
		Northern Beaches Cross Country			
Week 3 Term 2 Mon 8 May	Week 3 Term 2 Tues 9 May	Week 3 Term 2 Wed 10 May	Week 3 Term 2 Thurs 11 May	Week 3 Term 2 Fri 12 May	Week 3 Term 2 Sat/Sun 13/14 May
	NAPLAN Language Conventions and Writing	NAPLAN Reading	NAPLAN Numeracy Mother's Day B'fast		

IMPORTANT DATES FOR THE DIARY

Sat 13th May

Confirmation 9.30-11am
Confirmation 12-1.30pm
Paris Mass 5-6pm

Tue 16th May

Open Morning 9.15-10.30am

Tues 23rd May

ICAS Digital Technology 8-8.45am
Broken Bay Cross Country

Tues 30th – ICAS Science and Technology 8-8.45am

Sat 3rd June

Parish School Mass 5-6pm

Mon 12th June

Queens Birthday

Tuesday 13th June

ICAS Spelling 8-8.45am

Friday 16th June

ICAS Writing 8-8.45am

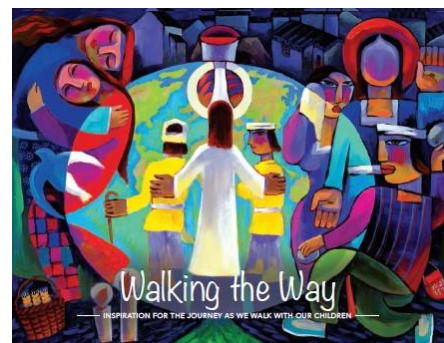
Friday 30th June

Last Day of Term

SPIRITUAL NEWS

St John's Weebly – Faith Page

A "Faith" page has been added to our Weebly. As well as connections to the Parish website and details of upcoming Sacramental Dates you will find ideas from the new Diocesan Resource for Parents – *Walking the Way*. Pope Francis speaks often about accompanying one another on life's journey amidst all its joys and struggles. To 'walk with' another is a precious gift and a noble task. This is especially true of you as parents as you walk with your children in faith, hope and love.



ALLELUIA – HE IS RISEN



You might think that Easter is over! Well, Easter Sunday has passed but Easter (the Easter Season) is not over.

Because Easter is the most important feast in the Christian calendar—even more important than Christmas—the Easter season continues on for 50 days, through the Ascension of Our Lord to Pentecost Sunday, seven full weeks after Easter Sunday!

I'm sure that's not why the shops are still selling Hot Cross Buns...but it makes it easy to justify eating them well after Easter Sunday!



SCHOOL NEWS

UPDATED WEEBLY

We have been very busy behind the scenes making some updates to our St John's Weebly - <http://stjohnsnarraweena.weebly.com/>. As indicated above we have added a Faith page you might find useful. Additionally, there is a 'Wellbeing' page with links for both parents and students. We have created a 'Parent' page with lots of useful links and contact information. There are also pages under development for the canteen and an FAQ page – we would love your feedback on what else you would like included. And as always, teachers have been busy updating the class pages for each grade – we hope you've bookmarked the site and you check in regularly!

NAPLAN

Students in Year 3 and Year 5 at St John's will participate in the national NAPLAN tests in Week 3 this term. Students sit tests for English focusing on language conventions and spelling, writing, and reading comprehension. They also sit a Maths test which covers number, measurement and geometry and statistics and probability. The tests are designed to illustrate the range of student performance across the country and the performance of individual students can be compared to the average performance of all students in Australia. NAPLAN does not replace, but rather complements, assessments run by your child's classroom teacher throughout the year. At St John's, teachers use a variety of resources throughout the grades and across the year to help students to prepare for the tests in a number of ways as part of our daily teaching practice.

Whilst it is natural for children to be feeling a bit nervous prior to the tests, we talk to them about it being only a small part of their schooling life. We encourage them to come to school ready to do their best for the NAPLAN tests, but to remember there is no one way to 'test' all of the things that make each of them wonderful and unique people. Parents may wish to use similar language when speaking with their own children about NAPLAN. A letter to our Year 3 and Year 5 students will be sent home next week.

Parent information regarding NAPLAN can be found at <http://www.nap.edu.au/naplan/parent-carer-support> and an email was sent to our Year 3 and 5 parents yesterday about the NAPLAN testing.

NATIONAL DISABILITY 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 receiving an adjustment due to disability and the level of reasonable adjustment they are receiving. 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. Each classroom teacher works with our Learning Support Teacher to identify the adjustments we make for specific children for some or all of their school work. We are committed to meeting the needs of each of the students in our school to help them to be the best learner they can be. More information on the NDDC is attached to this week's newsletter.

MEASLES FACT SHEET

A fact sheet from NSW Health is attached to this week's newsletter about Measles. We do not have any cases of Measles in school at the moment, but it is still important for us all to be aware that there have been issues in the broader community.

123 MAGIC!

The Catholic Schools Office Parent Education Team are offering the very popular 1-2-3 Magic Workshop once again. This workshop is for parents to help their children build their emotional intelligence and to help parents and children with strategies for managing behaviour. It is a very worthwhile workshop, and it's free! More information can be found on the flyer attached to this week's newsletter.

TEACHING AND LEARNING

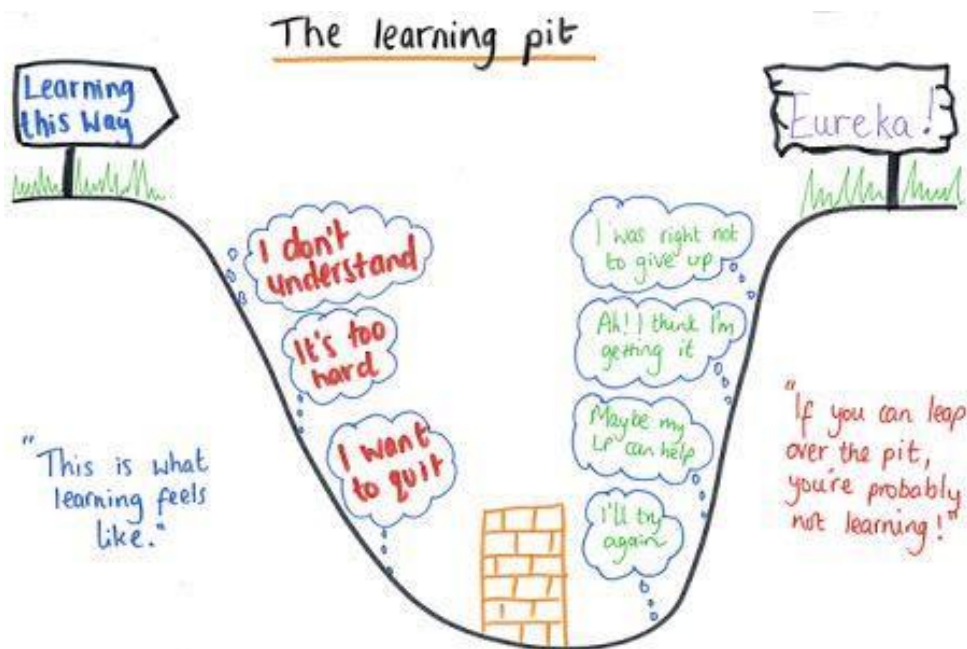
OPEN-ENDED MATHS TASKS

Our teachers work hard to create programs that engage the children in their learning, help them to make connections between their prior learning and new concepts, and develop passion and inspiration for their learning. We have been focusing on developing open-ended tasks in maths as part of a balanced maths program. As educators, we work to develop respectful, rigorous tasks in maths in order to create the need for students to reason, explain, convince, question and justify. We create tasks that are challenging to our students in order for learning to happen.

We create open-ended tasks that:

- Are relevant and engaging to the children
- Offer various ways to work it out
- Provide opportunities for questioning, verifying, justifying, reasoning, challenging
- Have a 'low floor' but 'high ceiling' so that all students will be 'stretched' in their learning in some way
- Address a range of maths learning and learning (and may have links to other key learning areas) in the one task
- Allow choices available for strategy, method and resources use
- Are open enough that children can make generalisations and seek patterns
- A means to gather data on what has been learned/still needs to be learned

Open-ended tasks give the opportunity for all students to be able to access at their own entry point. All students need to encounter a struggle of some sort (the Learning Pit as seen in diagram below) to then have their 'lightbulb/Eureka' moments where the learning makes sense.



You can see why children need to be resilient and have a growth mindset! You can encourage your child to talk to you about how they 'think' mathematically, what problem-solving strategies they use, what they enjoy about mathematics and what they self-talk they use when are being 'stretched' in their learning! Some useful posters about mathematical thinking and math talk have been added to our Weebly 'Parent' page.

ICAS

A poster with the names of students participating in the various ICAS tests this term will be displayed in the foyer. A reminder to parents to please put these dates in your phones:

ICAS Digital Tech	Tuesday 23 rd May (W5)
ICAS Science	Tuesday 30 th May (W6)
ICAS Spelling	Tuesday 13 th June (W8)
ICAS Writing	Friday 16 th June (W8)

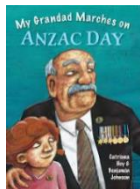
Tests will begin at 8am in the school library. Students will need to bring a 2B pencil, sharpener and rubber with them.

The English and Maths ICAS tests will be held in Term 3.

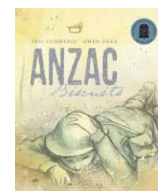
CANTEEN

IMPORTANT NOTE: Canteen is **CLOSED** every **THURSDAY**

W2 Term 2 Mon 1 MAY	W2 Term 2 Tues 2 MAY	W2 Term 2 Wed 3 MAY	W2 Term 2 Thurs 4 MAY	W2 Term 2 Fri 5 MAY	CANTEEN CLOSED THURSDAYS We require 2 volunteers each day to operate the canteen. If anyone would like to join our group of canteen volunteers, click here or email cendrine@heartfelthampers.com.au Canteen Coordinator: Cendrine Lambert(0435030903)
MA Bell M Hayes	M Facer S Rooke	C Turner K Thompson	CLOSED CLOSED	L Miners K Burke K Doolan	
W3 Term 2 Mon 8 MAY	W3 Term 2 Tues 9 MAY	W3 Term 2 Wed 10 MAY	W3 Term 2 Thurs 11 MAY	W3 Term 2 Fri 12 MAY	
S Goodwin MA Bell	M Boulos J Woolford	S Forrester N Spencer	CLOSED CLOSED	K Blyth L Lapa R Plester	



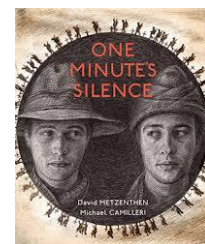
In library over the next few weeks Kindergarten will share the book 'My Grandad Marches on ANZAC Day'. We will discuss who marches on ANZAC Day and why they march. We will also discuss the word 'commemorate' rather than 'celebrate'. Students can then design ANZAC medals to retell parts of the story or re-enact their own ANZAC Day march.



Years 1 and 2 will read 'ANZAC Biscuits' and compare life for soldiers during war to life for the families of soldiers who were left at home. We will also discuss the commemoration of ANZAC Day and why it is such an important day to Australians.



Years 3 and 4 are learning about what and who ANZAC Day represents. The students are sharing what they already know about ANZAC Day and then using books, songs and websites to investigate battles in which Australian soldiers have been involved and the various symbols used to represent ANZAC Day.



Over the next few weeks Years 5 and 6 will be learning about the events which occurred at Gallipoli on April 25th, 1915. They will be learning to view the events from the perspective of both sides of the battle. The book 'One Minute's Silence' will introduce the students to the perspectives of the Turkish soldiers as well as the ANZACs. The following website will give them more detailed information on how the events unfolded from both the Turkish and ANZAC viewpoints. <http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm#>

CHESS CLUB

Chess club will start next Friday 5th May from 1.30pm in the school library.

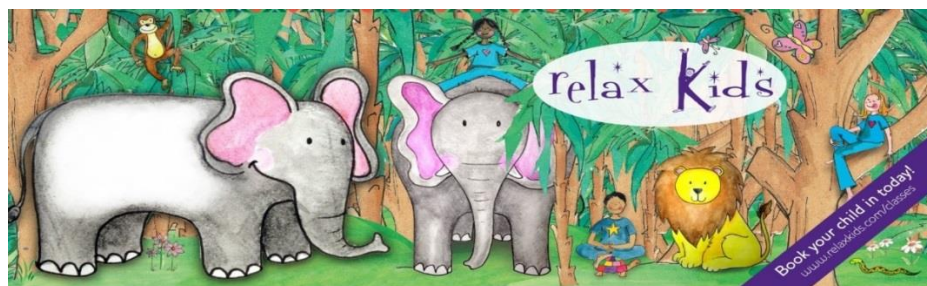
If your child expresses an interest in chess please send them along.

We still require parents to help supervise so if you could help supervise or would like to know more about the chess club please contact Rachael Crookwell at rach_crookwell@yahoo.co.uk



COMMUNITY NEWS

RELAX KIDS



Enrolments for Relax Kids Term 2 are now OPEN!

Spaces are limited so please contact Elizabeth Byrne on 0413 786 588 or ebyrne5@yahoo.com to register your child now.



Information for parents and carers

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 receiving an adjustment due to disability and the level of reasonable adjustment they are receiving.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability as defined 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 receiving an adjustment due to 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 other students.

The national data collection provides 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 uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The annual collection aims to, over time, lead to nationally consistent, high quality data that will enable schools, education authorities and

governments to gain a more complete understanding of students who are receiving adjustments because of disability in schools in Australia, and how to best support them.

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 other students. 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 teaching methods) 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 receiving an adjustment due to 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 available to all governments to inform policy and program improvement for students with disability.

WHO IS 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 or diabetes, that require monitoring and the provision of adjustments by the school, may be included.

WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff count the number of students receiving an adjustment due to 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 judgements
- any medical or other professional diagnosis
- other relevant information.

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

HOW IS MY CHILD'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available from www.education.gov.au/notices.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. 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 receiving adjustments due to disability in their care, and the level of adjustment they receive.

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.

You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.

Communicable Diseases Factsheet

Measles

Measles is a serious disease that is easily spread through the air. Immunisation is effective in preventing the disease. All children and adults born during or after 1966 should be vaccinated with 2 doses of measles containing vaccine if not already immune.

Last updated: 6 March 2014

What is measles?

- Measles is a viral disease that may have serious complications.
- In the past, measles infection was very common in childhood. Measles is now rare in NSW because of immunisation but many areas of the world continue to experience outbreaks. In 2008 there were 164,000 deaths worldwide due to measles.

What are the symptoms?

- The first symptoms are fever, tiredness, cough, runny nose, sore red eyes and feeling unwell. A few days later a rash appears. The rash starts on the face, spreads down to the body and lasts for 4-7 days. The rash is not itchy.
- Up to a third of people with measles have complications. These include ear infections, diarrhoea and pneumonia, and may require hospitalisation. About one in every 1000 people with measles develops encephalitis (swelling of the brain).

How is it spread?

- Measles is usually spread when a person breathes in the measles virus that has been coughed or sneezed into the air by an infectious person. Measles is one of the most easily spread of all human infections. Just being in the same room as someone with measles can result in infection.
- People with measles are usually infectious from just before the symptoms begin until four days after the rash appears. The time from exposure to becoming sick is usually about 10 days. The rash usually appears around 14 days after exposure.

Who is at risk?

Measles was common before 1966, so most people born before then are immune.

People at risk of measles include:

- people born during or since 1966 who have never had measles and who have not had two doses of measles containing vaccine from the age of 12 months.
- people with a weak immune system (e.g., people who are receiving chemotherapy or radiotherapy for cancer or people who take high-dose steroid medications) even if they have been fully immunised or have had past measles infection.
- people who are not immune and who travel overseas.

How is it prevented?

- The best protection against measles is immunisation with two doses of MMR vaccine (measles, mumps & rubella). This vaccine provides protection against infection with measles, as well as against mumps and rubella.
- MMR vaccine should be given to children at age 12 months and a second dose as MMRV (measles, mumps, rubella & varicella) should be given at 18 months of age.
- Anyone born during or after 1966 and who has never had measles infection or measles vaccination should see their doctor to make sure that they have had two doses of measles containing vaccine at least four weeks apart.
- It is safe to have the vaccine more than twice, so people who are unsure should be vaccinated.
- People with measles should stay at home until they are no longer infectious (i.e. until 4 days after the rash starts).
- For people who are not immune and have come into contact with a person with measles, infection can sometimes still be prevented with measles containing vaccine if given within 3 days of exposure or with immunoglobulin (a treatment made from blood that will protect against measles when injected) within 7 days of exposure.

How is it diagnosed?

- Measles is suspected when a person feels unwell, has a cough, runny nose or sore eyes and a fever followed by a rash.
- Whenever measles is suspected, a blood test and samples from the nose, throat and urine should be collected to confirm the diagnosis. Confirmation of the diagnosis is important as it allows prompt public health follow-up of other people who are at risk of measles.

How is it treated?

- People with measles infection are normally advised to rest, drink plenty of fluids, and take paracetamol to treat the fever. There is no specific treatment.
- While a person is infectious with measles it is important that he or she remains at home to reduce the possibility of spreading it to other people.

What is the public health response?

- Doctors, hospitals and laboratories, schools and childcare centres must notify cases of measles to the local public health unit. Public health unit staff will interview the doctor and patient (or carers) to find out how the infection occurred, identify other people at risk of infection, implement control measures (such as immunisation and restrictions on attending school or work) and provide other advice.
- The fact sheet, "Measles: Information for Contacts" has more information for people who have been exposed to an infectious person.
(http://www.health.nsw.gov.au/resources/publichealth/infectious/diseases/measles/measles_info_for_contacts.pdf)

For further information please call your local Public Health Unit on 1300 066 055 or visit the New South Wales Health website www.health.nsw.gov.au



Parent Education Program

Catholic Schools Office Diocese of Broken Bay – Parent Education Team



1-2-3 Magic Workshop

Building emotional intelligence & managing behaviour

Parents/caregivers are warmly invited to attend the following **1 2 3 Magic** workshops available at host schools listed below. The **1 2 3 Magic** Program consists of three, 2 hour sessions facilitated by a trained presenter. A comprehensive resource book is available for participants.

The program supports parents and caregivers with effective strategies to help their children self-regulate and manage their emotions and behaviour. Children who have developed social and emotional skills find it easier to manage themselves, relate to others, resolve conflict, and feel positive about the world around them. The program is free. Resource books are available for purchase at the first session for \$10.

St Martin's, Davidson	Ph: 94522022 smd@dbb.catholic.edu.au	Monday 15 th , 22 nd and 29 th May 7pm-9pm
St Kieran's, Manly Vale	Ph: 99493523 skmv@dbb.catholic.edu.au	Wed 17 th , 24 th & 31 st May 7pm -9pm

Registration: Please register with the host school by calling the number provided, or email your name and the course. If you have any questions about the program please email Jo Spek jo.spek@dbb.catholic.edu.au. If you would like more back ground information on the program you can visit the following website www.parentshop.com.au

You're invited to St. John's

MOTHERS DAY BREAKFAST

Thursday 11th May 2017 from 7am

School Playground (School Hall in wet weather)

Photo Booth Raffle

Open classrooms from 8am



Food and Raffle tickets can be purchased via

Please order once under your eldest child's name

Ordering CLOSES Tuesday 9th May 2017

NB. Raffle tickets will also be sold at school. Stay tuned for dates and times

Expresso will be available to purchase from coffee van

QKR ordering available NOW



Healthy • Active • Happy • Kids

"It's so **wonderful** to have my **active**,
happy, **motivated and confident**
10 year old boy back."
Go4Fun Parent.



GO4FUN IS A FREE TEN WEEK HEALTHY
LIFESTYLE PROGRAM FOR KIDS AGED 7-13
YEARS WHO ARE ABOVE A HEALTHY WEIGHT.

Sessions run once a week for two hours after school,
during school term.

The program is run by a trained and qualified
health professional.

WHY JOIN GO4FUN?

- Get expert advice on healthy eating
- Get active playing fun games
- Make new friends
- Build confidence
- Make changes as a family
- Get support on goal setting
- All for FREE!

WHEN

Tuesdays
4.30pm-6.30pm
Starts 2nd May 2017

WHERE

Fresh Start
Pittwater Sports Centre
1525 Pittwater Rd, North Narrabeen

REGISTER NOW

FREECALL 1800 780 900
OR GO4FUN.COM.AU



Health
Northern Sydney
Local Health District