

Sacred Heart School Newsletter



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From the Principal:

<http://MyTerncity.com.au>

Our P.B.S. Values are:

Respect for Ourselves
Respect for Others
Respect for our Learning

BeAttitudes: **Be Honest**

What makes a good teacher? We all could name teachers from our schooling who we regarded as great or not so great. What was it about the teacher that made them great or not so great in your eyes?

Were they universally regarded by your peers and parents as great or was there a difference in opinion, depending on who you asked and their experience with that teacher?

There's been little rigorous research into the professional and personal characteristics that 'great teachers' share. A recent study by Dr Allison Atteberry from the University of Colorado [followed more than 3,000 teachers over the first five years of their careers](#), measuring their effectiveness by looking at student outcomes.

Atteberry found that even after allowing for factors such as school, family and student characteristics, teachers who were most effective tended to maintain this over time. Similarly, those in the bottom group for effectiveness stayed there, even when they moved schools. Great teachers continued to be great and not so great teachers continued to be not so great across the course of the 5 years of the study.

What were some of the common characteristics of quality educators? A [recent large-scale review](#) showed that ***teacher-student relationships outweighed the contribution of teachers' subject knowledge, teacher training, or home and school effects.*** In fact, John Hattie's research in Australia shows that **teacher characteristics, such as interpersonal skills, are more closely associated with student achievement than curriculum or teaching approach.**

In an article in a recent weekend newspaper, one author wrote an opinion piece on 'Why Finland has the Best Schools? (based on the experience of their young child for one year in a Finland Primary School).

One of the key points of difference he observed was the value and respect that the community placed on the profession of teaching along with a rigorous process and expectation of what teachers need to achieve to teach in Finland (including a Master's Degree as a starting point).

Sadly, in Australia at this point in time, we are experiencing the lowest levels ever of trust and respect given to teachers by parents and the wider community. This along with lower expected entry level scores for teaching degrees are having a direct impact in getting the right people (personally and academically) into education. This is not to say that we are not getting great teachers currently, however there are many potentially great and outstanding teachers who are simply not entertaining the idea of this career.

I really do believe that with the low levels of respect and trust teachers are given now, teaching degrees as back up plans if young people do not get into their preferred courses at University, workload and demands placed on teachers as well as politicians and systems dictating (then changing, then dictating again) what schools need to do next, make this once noble career, very unappealing.

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From the Principal:

Teachers I remember as great teachers were interested in me and my overall development. They didn't try to be my friend but someone I respected, they would be honest (positive and not so positive feedback), make me feel and believe that I could do better than I was currently demonstrating, as well as motivate me to do better. They were engaging and relational. They focused on me both personally and as a student.

We have to change the current culture and view around teaching. We need as parents to foster greater respect around the profession by modelling this in front of our children. We need to make sure that the right people are choosing teaching as part of the entry process to a degree, we need to also get back to letting teachers teach and have time to build relationships that is the still overwhelmingly critical ingredient in being a great teacher.

THIS WEEK

<i>Friday 1st April</i>	Matt Principal Meeting Burnie SHS FAIR
<i>Monday 4th April</i>	Transition to Winter Uniform John Mula Director of Catholic Education - talking to staff 'What it means to be part of a Catholic Community'
<i>Tuesday 5th April</i>	3:15 5 /6 Book Club
<i>Wednesday 6th April</i>	
<i>Thursday 7th April</i>	LAST DAY TERM 1 - PLAIN CLOTHES AND BBQ 9am Assembly



CANTEEN

**PLEASE NOTE: THERE WILL BE
NO LUNCH ORDERS TOMORROW 1/4
AND THE CANTEEN WILL BE SHUT
DUE TO SETTING UP FOR THE FAIR**

IMPORTANT

SCHOOL PICK UP / DROP OFF FRIDAY 1ST APRIL

**MARGARET ST TURNING CIRCLE AND CAR PARK WILL BE CLOSED TOMORROW MORNING
AND AFTERNOON DUE TO SETTING UP FOR THE SCHOOL FAIR.**

PLEASE ARRANGE TO DROP OFF / PICK UP YOUR CHILDREN FROM YORK ST OR BOURKE ST

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From the Principal:

MARGARET ST CAR PARK CLOSED FROM FRIDAY 1ST APRIL

Work on the Car Park will begin this Monday 4th April.

The Margaret Street Car Park at least for the last week of Term will be closed.

We strongly encourage parents to collect their children from the York Street entry rather than increasing traffic collecting students on Bourke Street.

ANZAC DAY

ANZAC DAY HOLIDAY:

This year ANZAC Day is on a Monday. *Term 2 will officially start for students on Tuesday 26th April.* Students do not come on Monday as it is a Public Holiday.

ANZAC DAY MARCH:

Students who would like to march with the School as part of the ANZAC Day March please contact our office. Our School Captains will lay a wreath on behalf of our school community. With ANZAC Day on the first day of Term 2 we needed to communicate this information to parents earlier than normal.

BOURKE ST BUS & PICK UP

Going forward there will be a change in how Bourke Street Bus and pick up will be organised. The students catching buses will sit and wait under the Grade 3 outside area in bus lines. Only students being picked up by parents will be waiting in the area near the Bourke Street Gate. We will have another staff member on duty until bus students have left. This area has a large number of students leaving and waiting, we feel that to meet the expectations of safety and supervision, these additional structures need to be in place.

KINDER 2017

Please if you are an existing family and you have a child who will be 4 on the 1st January in 2017, they are eligible to attend Kinder. Can you please confirm with our office so we can then work out what 'actual' spaces we have available for families who are not already at SHCS.

SHCS HOMEWORK POLICY

Outlined below is consensus and points of difference from the collated survey feedback from parents and staff. We will be working as a staff to work out a way forward in getting an agreed approach across the whole school, on the points of individual difference. I will share this approach with parents across coming newsletters.

Overwhelming view will be part of Homework Policy	Majority view	Split view
<ul style="list-style-type: none"> Homework part of SHCS Expectation for students Homework only set on weeknights, not weekend or holidays - can be set for 1 week which goes across weekend Homework not completed - parents contacted Homework no longer than 60 mins per week 5 / 6 , 45 mins for 3 / 4 and no longer than 30 mins 1 / 2, no homework Prep. Revision and work habits, responsibility and organisation main purpose of homework 	<ul style="list-style-type: none"> Parents believe homework in current structure supports student learning - majority of teachers do not Both parents and teachers majority view that not clear understanding of homework expectations across the school. Both teachers and parents majority view that parents not supported enough or resourced to help students with their homework. 	<p>Parents and teachers around homework supporting learning.</p> <p>Broader view of homework to include other elements -reflecting the agreed view of why we do homework.</p>

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~ March 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
27th	28th	29th	30th	31st	1st April	2nd
	Easter Monday Public Holiday	Easter Tuesday Public Holiday	Students 1st day back after Easter Break	11.30am Strings Program 12.45pm Band Program	NO CANTEEN TODAY SHS School Fair 5pm	

~ April 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
3rd	4th	5th	6th	7th	8th	9th
	Transition to Winter Uniform 3.30pm Faith Sharing Session @ The Church of Apostles	3.15pm Gr 5/6 Bookclub 3.30pm Faith Sharing Session @ The Church of Apostles		11.30am Strings Program 12.45pm Band Program	9am Assembly End of Term 1 BBQ & Plain Clothes Day	
24th	25th	26th	27th	28th	29th	30th
	Anzac Day Public Holiday	First Day Term 2 Full Winter Uniform 3.15 Art Club 7.30pm P & F Meeting		Gr 4 Camp 11.30am Strings Program 12.45pm Band Program	Gr 4 Camp 9am Assembly	

~ May 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1st	2nd	3rd	4th	5th	6th	7th
			Mothers day Celebration 1.30pm Lunch with Children 2pm Mothers day Activities 	11.30am Strings Program 12.45pm Band Program	9am Assembly 12.30pm Gr 5/6 Winter Sport	

**SCHOOL BANKING FOR 2016 IS
EVERY WEDNESDAY**



Uniform Shop News

Open every Thursday 2pm-4pm
shs.clothingpool@catholic.tas.edu.au

Webpage: www.sacredheartl.tas.edu.au

Twitter: @shslton

Facebook: www.facebook.com/sacredheartl

Pinterest: Sacred Heart Catholic Primary School

S.H.S. Parents and Friends email shsl.pnf@catholic.tas.edu.au

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Term Dates Catholic Schools

2016

Term 1 Thursday 4.2.16 to Friday 8.4.16

Term 2 Tuesday 26.4.16 to Friday 1.7.16

Term 3 Monday 18.7.16 to Friday 23.9.16

Term 4 Monday 10.10.16 to Thursday 15.12.16

Friday 20th May 2016 Student Free day

2017

Term 1 Thursday 9.2.17 to Thursday 13.4.17

Term 2 Monday 1.5.17 to Friday 7.7.17

Term 3 Monday 24.7.17 to Friday 29.9.17

Term 4 Monday 16.10.17 to Thursday 21.12.17

2018

Term 1 Thursday 8.2.18 to Friday 13.4.18

Term 2 Monday 30.4.18 to Friday 6.7.18

Term 3 Monday 23.7.18 to Friday 28.9.18

Term 4 Monday 15.10.18 to Thursday 20.12.18

***Please return your Payment
Plans to the office ASAP***

End of Term 1 Sausage Sizzle

Friday 8th April

Sausage/Hamburger orders along with payment need to be given to the class teachers by Friday 1st April

Hamburgers \$2.50

Sausages \$2.00



The parish now has a blog spot which has links to our weekly bulletin and other information.

blog spot: launcestoncatholicparish.wordpress.com

WORKING WITH VULNERABLE PEOPLE REGISTRATION

Government legislation now requires all people working or volunteering with vulnerable people to be registered. It is an expectation placed on our schools that any person who is on an excursion, helping in the classroom, helping out with students getting changed after swimming, attending camps etc must have this registration.

If parents do not have registration or registration is pending you may not be able to volunteer and attend the excursion or school event. This is something that we do not want to have to do but as legislation and system policy we need to adhere to.

How to apply for a WWVP and Number

1. Complete the online application form www.justice.tas.gov.au/working_with_children
2. Print the "Application Receipt" which is generated when the application has been completed in full
3. Take the "Application Receipt" to a Service Tasmania shop, pay the fee (\$17.60) and have your 100 point check to confirm identity

Once your registration has been approved and you receive your WWVP card, please bring it to the school office so your name, registration number and expiry date can be recorded and verified.

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GRADE 6 DAVIE - WOODFIELD LODGE CAMP

Last week Grade 6 Davie were lucky enough to go on a camp to Woodfield Lodge. Grade 6 Davie's camp started in Hobart at the Aquatic Centre and the Ice-skating Rink. Ice-skating showed everyone their strengths and weaknesses. 99% of people fell over at least once but everyone would get up and try again.

The first night we had a bonfire where we stopped and reflected on our day. We also roasted marshmallows and extended our friendship circle. On the second day we did many challenging and scary activities, including 4 different courses that we had to get over, around and under together. Nearly everyone's favourite activity was getting over the wall because we had to work together, communicate and encourage each other to complete successfully. The flying fox was exhilarating. Even though some people were scared of heights they conquered their fears and did it. On our last night we had an emotional liturgy where we were encouraged to reflect on our lives and how special we are. After the liturgy we moved on to the camp concert which was funny and exciting even though some of the judges were harsh. Grade 6 Davie were really lucky to have such an amazing camp. Because of this we have now built stronger relationships with each other. It was great that our friend Liam was able to come to camp for 1 day and enjoy some of the activities. A special thanks goes to Mrs Duffy for giving up her time and contributing so well to our camp.

By Ava Dowde & Abbey Brewer



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Parents and Friends News

BACK BY POPULAR DEMAND

The 2016/2017 Entertainment Book or Digital Membership is now available.

Books/Digital Memberships are selling for \$65.00 each and our school receives \$13.00 from every membership sold.

Pre-Purchase before 26th April to receive Early Bird Bonus Offers you can use straight away.

To order your Book or your Digital Membership securely online visit: www.entbook.com.au/24037x7.

Cash payments can be made at the school office.

An information flier will come home with your child next week.

For further information contact Rebecca on 0418 721 952.



Our Lego Exhibition last week was fantastic. We had over 71 entrants.

Encouragement Awards went to:

Roman van Ryn - House

Abbie Kingston – Penny Royal

Oliver Tys – Lego City

Ethan de Jong and Liam Slevic – Medievil World

3rd Place: Oliver Hughes Alex Wojcik

2nd Place: Tyler Alexander – The Dream Ship

1st Place: Hannah Zegveld – ‘Beach House’

Well done to all entrants on a fantastic effort.



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We hope you can attend the re scheduled Fair tomorrow night and have a fun evening enjoying the variety of activities, tasty foods and drinks on offer.

****Volunteer Rosters will be emailed to families today confirming your times, thank you helping****



6.30pm Fair Raffle Draw at the Chocolate Wheel

7pm Mega Chocolate Wheel Spin - win a West Coast get away tickets on sale from 4.30pm

Fair Day set up helpers - NEEDED

If you are able to help with setting up the stalls or preparing foods please come and join us tomorrow, we will meet in the hall at the start of school or ask at the office if later in the day.

Our sincere thanks to our generous 2016 Fair sponsors



Tasmanian Academy of Dance

Mulgrave Street Newsagency and Take Away



Cuccina

Cold Rock

Chic Hair



Complete Electrical Data Lily Rose Garden Care

Calibrasella Airtime 360 Launceston Lanes

GT Developments

Priceline Chemist



FURNITURE CITY



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Post 5 of MYTERN

Building your child's emotional resilience: Using MYTERN in everyday situations

Your child comes home from school and complains that someone has made them sad or angry. Explain to your child that although the other child probably shouldn't have said or done that, they still didn't have the ability to take control of their steering wheel. Help them understand that it was their decision to drive down the angry or sad road. The other person didn't MAKE them do it. It's ok to drive down a red road as this builds resilience, but they are not to stay on that road for too long.

Ask them what road they are now on. If they are on a red Buska road, discuss what type of PETS could help them drive on to a better road. Try not to focus on the reasons WHY your child is on a red Buska road. Focus on the PETS that can help them to regain control of their steering wheel getting them off the red Buska road and onto a green Reapo road.

Your child needs to begin to understand that even though they may not be able to control circumstances or other people, they ALWAYS have the option to control how they feel and which road they drive down.

It is the feeling of control that we are trying to convey.

Family Activity: Discuss how easy it is to blame others and circumstances for how we feel. Have each member of the family give an example of when they have blamed others and how they could have taken control of their steering wheel in that situation.



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NAPLAN NATIONAL ASSESSMENT PROGRAM
Literacy and Numeracy

2016 information for parents

What is NAPLAN?

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

Why do students do NAPLAN tests?

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

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

What will be tested and how?

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

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

Who will run the tests?

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

How can I help my child prepare for the tests?

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

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

What additional support can schools provide for students with special needs?

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

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

Your school principal and your state testing authority can give you more information on special provisions or the process required to gain a formal exemption.

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How is NAPLAN performance measured?

NAPLAN is not a pass-or-fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has 10 bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands represents the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

What happens if my child is absent from school on test days?

Where possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during the testing week. Individual students are not permitted to sit tests after Friday 13 May 2016.

Will I receive a report on my child's performance?

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

How are NAPLAN test results used?

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

Where can I get more information?

For more information about NAPLAN:

- visit the NAP website www.nap.edu.au
- contact your child's school
- contact your state or territory's education authority (details available on the NAP website).

NAPLAN 2016 tests timetable

	Tuesday 10 May	Wednesday 11 May	Thursday 12 May
Year 3	language conventions 40 minutes writing 40 minutes	reading 45 minutes	numeracy 45 minutes
Year 5	language conventions 40 minutes writing 40 minutes	reading 50 minutes	numeracy 50 minutes
Year 7	language conventions 45 minutes writing 40 minutes	reading 65 minutes	numeracy <u>calculator</u> 40 minutes <u>non-calculator</u> 40 minutes
Year 9	language conventions 45 minutes writing 40 minutes	reading 65 minutes	numeracy <u>calculator</u> 40 minutes <u>non-calculator</u> 40 minutes

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