

Sacred Heart School Newsletter



Phone: 6331 1011

227 York Street, Launceston Tasmania. 7250

Email: shsl@catholic.tas.edu.au

Please visit our website for more detailed information, video and photo galleries of our school:

www.sacredheartl.tas.edu.au

OUR P.B.S. VALUES ARE:

Respect for Ourselves

Respect for Others

Respect for our Learning

From the Principal:

"Not everything that counts can be counted, and not everything that can be counted counts."

Albert Einstein

This week across Australia hundreds of thousands, potentially millions of students in Primary and Secondary Schools will be sitting NAPLAN Exams. Reading, Numeracy, Grammar and Punctuation as well as Spelling will be assessed across the three days of testing.

There continues to be significant 'airtime' to the value or lack of around NAPLAN Testing. \$100 million per year is spent on the administering of NAPLAN across Australia. What value does this provide to Literacy and Numeracy compared to that same amount of money allocated to schools, programs or other opportunities? This is difficult to answer but a reasonable question to ask.

NAPLAN does provide potentially valuable data for a particular grade within a school, the entire school, trends across the system or across Australia. Unfortunately not all of this is focused on. At S.H.S. we can look at the detailed spreadsheets provided to us of each student and every answer, allowing us to identify what areas of Literacy or Numeracy are strengths in the answers of our students and what areas are of potential need.

At the same time the answer may simply be the content had not been taught at the time of the test. The students don't know the answers because they haven't half way through the year taught all the content that could be tested on that exam in May. For parents you receive a summary sheet that shows what the average score for Reading, Numeracy, Spelling, Grammar and Punctuation across Australia is, what your child's average score in each of these learning areas is and then compared to other students across Australia.

This is valuable I guess in terms of peace of mind in how your child is going compared to other students across Australia. At the same time it doesn't tell you where your child's strengths specifically are and just as importantly where the areas of greater need are, in any detail.

We receive NAPLAN results back later in this year giving little time for their existing teacher to do follow up with the areas that are identified in the spreadsheets provided to schools. Over time S.H.S. can look at our average results and compare these to 'similar schools' and get a sense of whether our programs, pedagogy and teaching are helping produce the best results possible. This gives us confidence around trends we see rather than just looking at one year's results and seeing them in isolation to what has happened before. Each cohort of students is different and have a different history and starting point in their learning journey.

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From the Principal:

For me, I see genuine value as well as inflated value with the entire NAPLAN process. What it provides is one jigsaw piece of the entire educational picture that we value at S.H.S. It cannot show the values of kindness, tolerance, empathy or resilience. It cannot show the effort and hard work a student puts in each day even if their end result is not always as great as they would like. It doesn't show how well a student can collaborate, work with others, negotiate, compromise and relearn. NAPLAN can never show the importance of social, emotional, mental and spiritual wellbeing. It cannot show all the other pieces that make up the complete picture and what is great, embedded and part of the fabric of a school. It cannot show the importance and value of being in a school community, the relationships, the support structures and the peer support that is provided. It cannot show the faith formation of our students, their sense of prayer, belief in Christ or the catholic tradition, which is fundamental to our school and any Catholic School.

Is the concept of NAPLAN worthwhile? I think personally Yes, with a different structure to now. Are we getting \$100 million of value for it currently, I am not so sure!



OPEN COMMUNICATION

If there are any situations where children come home and are 'sharing' what has happened at school, particularly around 'behaviour' of other children, we ask parents to support the the school addressing these. You can help by

- leaving the school to address it, if minor
- let the school know of what your child is saying, to avoid having a situation escalate
- avoid talking directly with the child or the parent of the child.

UNIFORM POLICY

Our Uniform Policy is accessible on our webpage. A couple points that all parents and students need to be aware of:

- Boys can wear either short sleeve or long sleeve shirts in Winter but must wear the school tie.
- Sports Uniform no longer requires shoes to be predominantly white - simply there are very few choices around that are.
- Sports Uniform though does require predominantly white socks and certainly no coloured socks when wearing the sports uniform.
- Boys are expected to have shirts tucked in coming to school, during class time and when leaving school.

Prep - Gr.2 Cross Country

Friday 22nd May

Prep : 1pm (500m)

Gr.1 : 1.25pm (1km)

Gr.2 : 1.50pm (1.5km)

KINDER 2016

We are finalising places for Kindergarten classes for 2016 this term. We will begin Kindergarten Interviews in the next few weeks and from these, and families already at SHS with children of Kindergarten age, offer first round places in our Kindergarten classes.

ENROLMENTS CLOSE FRIDAY 29TH MAY

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From the Principal:

DIRECTOR OF TASMANIAN CATHOLIC EDUCATION VISIT

Mr. John Mula, Director of Catholic Education in Tasmania, visited our school and had a chance to walk around and meet staff and students while they were involved in our inaugural House Reflection Day. John is genuinely interested in learning and understanding the needs of schools and our context in helping shape the strategic directions of our system in coming years.

HOUSE REFLECTION DAY

Overall our inaugural Reflection Day in our House Teams was a very positive experience. Hopefully your children have shared some aspects of the day at home? The aims of the day included:

- Learn more around the history and charism of the founder of their House - Mary McKillop, Nano Nagle, Edmund Rice and Archbishop Guilford Young.
- Learn more and get to know more about our friends in our House through games and activities.
- Further enhance positive climate, connection to their House team as anti bullying proactive strategies.

STATEWIDE PRINCIPAL MEETING

This Thursday and Friday I will be attending Statewide Catholic Principal's meetings in Latrobe. The agenda for discussion include:

- 'Catholic Identity' of our Schools
- The role of Principals now and into the future
- Effective Models of support for students with Disabilities
- Work Health and Safety Issues for our Schools

~ May 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
17th	18th No Cross country training Launceston Competitions	19th 8am Cross Country Training 3.10pm Art Club	20th 8am Cross Country Training	21st 10am Strings program 1.30pm Band program	22nd 9am Assembly 12.30 Gr 5/6 Winter Sport Prep - Gr.2 Cross Country	23rd
24th	25th	26th 3.15pm Gr 5/6 Bookclub 7.30pm P & F Meeting	27th 7pm First Reconciliation (Parish)	28th 10am Strings program 1.30pm Band program 12.30pm Grade 3-6 Cross Country	29th 9am Assembly 12.30 Gr 5/6 Winter Sport	30th

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ANTI-DISCRIMINATION ACT : RELIGIOUS SCHOOLS

The following was shared with schools from the Director around current debate on Anti -Discrimination Act and Religious Schools:

" Brief on Proposed Amendment to the Anti-discrimination Act

· *The proposed amendment will mean that religious schools do not have to apply to the commissioner for an exemption, under Division 11, section 55b, to discriminate on the basis of religious belief when making admission decisions. This exemption is limited or temporary and can only be used when the school in question is fully subscribed.*

· *The current arrangement means that the schools must apply to the Anti-Discrimination Commissioner in order to use religious affiliation as one of factors in their admissions process. The Commissioner would like to retain this arrangement as it gives her complete control of the process.*

· *The proposed amendment will provide religious schools with an exception (as opposed to an exemption) which will allow religious schools to discriminate on the basis on religious affiliation with regard to the admission of students without the need to seek permission from the Commissioner.*

· *The concern by those who oppose the change is that religious schools will cite religious reasons to discriminate on the basis of other attributes or characteristics, such as sexual orientation, or disability. Further, any appeals against the actions of religious schools will not be considered by the Commissioner but by the Anti-discrimination Tribunal. So it might be said to disempower her. However, this change does not give religious schools to ability to act against the Anti-discrimination Act. Families, who believe a particular school has acted against the Act can appeal to the Anti-discrimination Tribunal. The proposed change will bring Tasmania into line with all other states.*

· *The importance of the change is that it will allow smaller religious schools to ensure the integrity of their school culture when they are not fully subscribed.*

· *The Catholic system is committed to accepting students from a wide range of cultural and religious backgrounds. It has a tradition of serving and caring for all. This proposed amendment will however provide Catholic schools with the legal protection to make decisions on admissions when it believes there are important issues at stake.*

· *The purpose of a religious school is to educate those from a particular religious background, who share a particular belief system. This proposal to give religious schools the ability to decide admission on the basis of religious belief is therefore common sense, it is the very purpose for which these schools were founded. It is just discrimination. Political parties and social movements discriminate on the basis of commitment to particular values.*

· *This proposed amendment by allowing just-discrimination on the basis of religious belief supports religious and cultural diversity.*

· *Finally, it is part of the right to religious freedom that religious communities be able to establish schools to educate children according to the principles of the religious community. This is an essential part of the public expression of their religious belief and is protected by both international human rights law (Universal Declaration of Human Rights) and the Australian Constitution Section 116 which protects the free exercise of religious belief."*

Director Mr. John Mula.

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From the Principal:

Reminder to parents that there is to be **No parking in any of the bus stops** around the school. Recently a number of cars have been parking in the bus stop directly in front of St Albies, which is forcing the bus to park illegally. The bus company has contacted the council and we would expect bookings will happen if it continues.



Congratulations to Jonte Adams (Gr.6) who qualified and has been selected in the Pacific School games to be held in Adelaide in November. Jonte has been training extremely hard and is selected in the Freestyle and Breaststroke events

Well done Jonte!

Grade 3 - 6 Cross Country Training

Grades 3 - 6 Cross Country training will be held at Brickfields Park on

Monday 4th May at 8:00am

Wednesday 6th May at 8:00am

Monday 11th May at 8:00am

Wednesday 13th May at 8:00am

Tuesday 19th May at 8:00am

Wednesday 20th May at 8:00am

NOTE

No training Monday 18th May due to Launceston Competitions
Training will be held on Tuesday 19th May instead

These sessions will go for approximately 20 minutes and are optional for ALL students in grades 3 - 6. Please bring a drink bottle and wear full SHS PE uniform - students can wear this all day.



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

Student absences

Please remember to call the School office on 63311011 or email shsl@catholic.tas.edu.au if your child will be absent from school.

CATHOLIC SCHOOLS 2015

TERM 1 Thursday 5.2.15 to Thursday 2.4.15

TERM 2 Monday 20.4.15 to Friday 3.7.15

TERM 3 Monday 20.7.15 to Friday 25.9.15

TERM 4 Monday 12.10.15 to Wednesday 16.12.15

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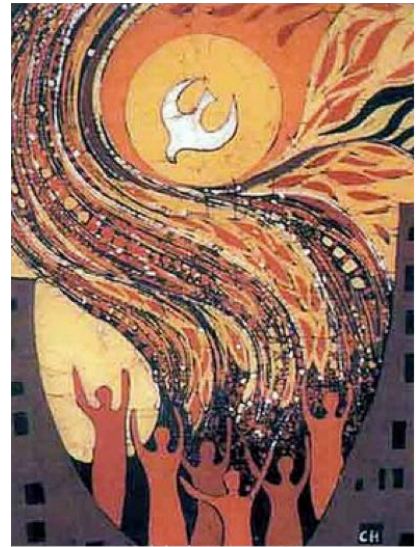
R.E News

The Gifts of the Holy Spirit

This weekend the Church celebrates the Pentecost and last weekend we celebrated the Ascension of the Lord. After Jesus' Resurrection on Easter day, he spent 40 days with his disciples - being with them as the Risen Lord. At the time of his Ascension he said to them, "I will be with you always, to the end of age. The Holy Spirit will come to you and fill you with power." Ten days later the Holy Spirit did indeed come and filled each one of them with the gifts of the Holy Spirit.

Last week we looked at the charisms of our House names and each of them, in their own unique and special way, shared their gifts with others. We too have been gifted with Holy Spirit and have great gifts to offer others. May we each, from the smallest in our school community to the eldest in our school community, share our giftedness with one another.

Helen Halley – Faith, Mission and Wellbeing



Mini Vinnie's news

On Thursday the 30th April, Mini Vinnie's had their first fundraiser of the year. We had a food stall, we were able to sell everything and make a profit of \$92.00. Thankyou to everyone who supported the stall.



Quinn Hardy

We would like to thank Quinn Hardy for her kindness. Quinn is not in the Mini Vinnie's group because she is in Grade 5. Quinn was extremely generous in giving up her time to make and sell cakes during the holidays. She raised the sum of \$91.00 and donated it all to Mini Vinnie's. Her kindness and thoughtfulness is something we can all appreciate.

Thankyou Quinn because you show the true spirit of Vinnie's.



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The Spirit of Jesus is Alive in:

Prep Hills	Amy Connell For showing fantastic listening skills	Ruby Jones For great thinking in Maths
Prep Best	Harry Page For an outstanding attitude towards learning to read and write	Lily Matthews For creating some interesting and creative story maps
Grade 1 Crawford	Sam Tyson For a fantastic effort in Maths this week	Ava Boyle For always being a Go-Kart
Grade 1 Underlin	Mitchell Campbell For a great week	Isabelle Crerar For her amazing learning
Grade 3 Hood	Ava Jones For an excellent introduction in her persuasive writing	Rhona Spencer For being a "Go-Kart" and always ready to learn
Grade 3 Symons	Seth Clarke For an improvement in his organisation	Dillan Norton For outstanding work in all areas
Grade 4 Wood	Corey Guiver For consistent excellence in his extension group sessions	Emma Wright For consistent excellence in her extension group sessions
Grade 4 Hegarty	Zak Costello For his amazing effort with the optional homework	Jackson Northeast For co-operative group work
Grade 5 McLeod	Sophie Illingworth For enthusiasm and commitment to being her best at all aspects of school	Maddalena Ercole For her engagement and enjoyment in spirituality day activities
Grade 5 Viney/Sydes	Abbey Brewer For a fantastic effort on her Camp Contract work	Jayden Jones For the care and concern he shows for others
Grade 6 Davie	Ripley Martin For the great leadership he displayed at our House day. Fabulous Effort	Zane Fagan For the care, effort and enthusiasm he displayed at our House Day. Terrific work Zane
Grade 6 Claessens	Harrison Mills For showing initiative and being a fine helper in and around the class	Matthew Carins For working hard and being a fine computer helper

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WORKING WITH CHILDREN CHECK (WWCC)

In July 2014 Tasmanian State Government legislation for Working with Vulnerable People was enacted and all Schools and Colleges must comply with the new legislation. The purpose of the legislation was to significantly improve the safeguards and child protection processes to help keep children safe from harm.

No volunteer will be able to commence until they have received a satisfactory WWCC. There are no exceptions under any circumstances. If you wish to help in any of the school, classrooms or camps please make sure you complete the WWCC in plenty of time.

There are many differences between screening processes that occur at the moment in Tasmania and the new WWCC. The WWCC is based on the broadest possible information available to Government to assess risk of harm to children. Previous screening processes were not able to access the information now available to screen people to work with children. The WWCC can be used across multiple child-related activities. It is an ongoing monitoring process for the full period of registration.

The application can be accessed from the website

www.justice.tas.gov.au/working_with_children the process is online and must be completed by the applicant.

Once you have submitted the form, you will receive an application reference number. This must be taken, along with 100 point proof of identity (listed on the web site fact sheet) and payment (\$17.60) to a Service Tasmania shop. All forms of identity must be original and current (copies are not acceptable) with the same name and address.

Generally, applicants will receive their results within six weeks of completing the application process. Once you receive your WWCC you will be subject to ongoing monitoring for relevant new records for the 3 years of your registration. The Department of Justice will notify you 3 months before the expiry date of your WWCC registration.

All previous Police Check registrations will be voided as of 30th September 2015 and everyone who volunteers in the school must have a WWCC in place by the 1st October 2015.

How to apply for a WWCC 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 WWCC card, please bring it to the school office so your name, registration number and expiry date can be recorded and verified.

"Thank you for your continued support to the children of Sacred Heart School"

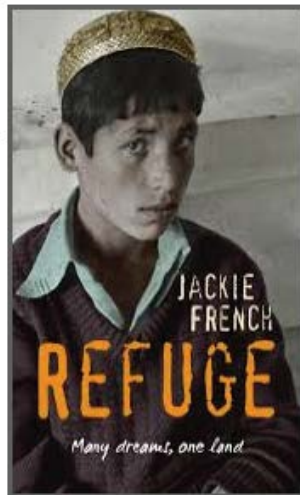
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Tuesday Book Club 201

REFUGE 5

BY
JACKIE FRENCH

"When a boat carrying a group of asylum seekers is sunk by a freak wave, Faris wakes from the shipwreck in an Australia he's always dreamed of. On a nearby beach, Faris meets a group of young people who have come from far different times and places. They are also seeking refuge, and each has their own story of why they had to leave their country to make a new life for themselves. IT is only when Faris chooses to return to 'real life' and find his father in Australia that he learns the extraordinary truth about the friends he made in the golden beach."



The next meeting is
Tuesday 26th May
from 3.15pm - 4.30pm.
Everyone welcome from Grades 5 & 6

Parents and Friends News

The 2015/2016 Entertainment Book or Digital Membership is now available. Books are selling for \$65.00 each and our school receives \$13.00 from every membership sold.

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.



The Commonwealth Bank School Banking program is coming!

The School Banking program includes an exciting Rewards Program designed to encourage children to get into the habit of making regular saving. Every time your child makes a deposit at school they receive a silver coloured Dollarmites token. The first token will be received upon the first deposit at school. Once your child has individually saved 10 tokens they can redeem them for an exclusive Dollarmites reward item. Students will have lots of fun saving their tokens for these cool rewards items.

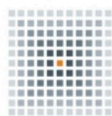
School Banking is also a great fundraiser for our school. The school receives \$5 when children make their first deposit at school and a commission on every deposit made through the School Banking program.

Taking part in School Banking is easy.

- If your child has an existing Commonwealth Bank Youthsaver account they can start banking straight away. They just need to bring their deposit in every week using their Dollarmites deposit wallet. If your child has misplaced their Dollarmites deposit book or deposit wallet, they can request a new one from either the local branch or contact the School Banking Co-ordinator.

- If your child does not have a Youthsaver account, you can open one at any Commonwealth Bank branch, no forms to fill in! Alternatively, if you are an existing Commonwealth Bank customer with access to NetBank you can apply online. Another option is to download a paper-based application form from commbank.com.au/schoolbanking, or attend an account opening session at the school.

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SCSEEC

Standing Council on School Education and Early Childhood



Nationally Consistent Collection of Data School Students with Disability

SHOULD PARENTS NOT WISH FOR THEIR STUDENT TO BE INCLUDED IN THE NCCD THEY ARE ADVISED TO WRITE A LETTER TO THE PRINCIPAL INDICATING THEIR WISH TO NOT PARTICIPATE IN 2015.

Information for Parents/Carers

Schools across Australia are taking part in a new national data collection on school students with disability.

The data collection is being introduced in stages over three years, and started in 2013. From 2015, this information will be collected in every school across Australia, every year.

All Australian governments have agreed to this.

WHAT IS THE BENEFIT FOR MY CHILD?

All Australian governments agree that every child in an Australian school should have a high quality education. It shouldn't matter what the individual child's circumstances are – every child should have the same opportunity to succeed at school.

The aim of this new data collection is to have better information about school students with disability in Australia.

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

WHY IS THIS DATA BEING COLLECTED?

There is nothing new about schools collecting information about students with disability – in fact, schools have had to do this by law for some time. But the type of information currently collected varies between each state and territory.

With the new data collection, every school in Australia will use the same method to collect this information – that is, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through this new national data collection will enable all Australian governments to better target support and resources to benefit students with disability. It will help to put the right supports in place for students with disability so that they have the same opportunities for a high quality education as students without a disability.

WHAT ARE SCHOOLS REQUIRED TO DO?

Every school in Australia is likely to have a student with disability at some point. Schools need to be able to support students with disability by removing any obstacles for them to participate in their education.

By law, schools are required to make reasonable adjustments where needed to assist students with disability. These responsibilities are outlined in the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*. This means that schools need to talk to the student and/or their parent/carer about reasonable adjustments. These are things the schools do now and this won't change.

The new data collection will record students who have been identified by a school team as meeting the definition of disability under the *Disability Discrimination Act 1992* and provided with an adjustment.

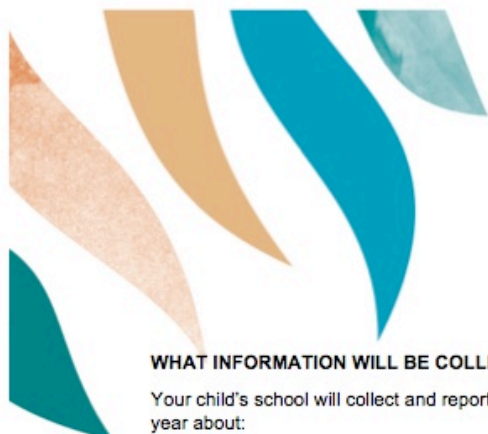
WHAT IS AN ADJUSTMENT?

An adjustment is a measure or action taken to help a student with disability participate in education on the same basis as other students. Adjustments can be made across the whole school setting (like ramps into classrooms), in the classroom and at an individual student level (like extra tuition for a student with a learning difficulty).

National Parents/Carers Fact Sheet Version No. 2 as at 27 February 2014



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WHAT INFORMATION WILL BE COLLECTED?

Your child's school will collect and report information every year about:

- the level of adjustment provided
- the number of students who receive each level of adjustment
- where known, the student's broad type of disability.

Some students who are not provided with an adjustment at the time of the collection will meet the definition of disability under the *Disability Discrimination Act 1992* and will be eligible to be included in the data collection.

WHO WILL COLLECT MY CHILD'S INFORMATION?

Teachers and other school staff from your child's school will collect the above information based on:

- consultation with parents/carers
- the school team's observations and professional judgements
- any medical diagnosis
- other relevant information.

School principals are responsible for making sure that the information collected about each student is accurate.

HOW WILL MY CHILD'S PRIVACY BE PROTECTED?

Protecting the privacy and confidentiality of all children and their families is very important. With the new data collection, this will be done in the following ways:

- Personal or confidential information will not be given to anyone not authorised to see it.
- When the information is sent by your child's school to the local or federal education authority for combination with information from other schools, it will be by school only – student names will not be recorded as part of the data collection.
- When the information is reported from 2016 onwards, it will be by school only – student names will not be recorded as part of the data collection.

WHEN AND WHERE WILL THE DATA BE AVAILABLE?

When all Australian schools are taking part in the new data collection, the information will be reported on the *My School* website from 2016 onwards. It will be by school only – no student names are recorded as part of the data collection.

CAN I DECIDE WHETHER MY CHILD'S INFORMATION IS INCLUDED IN THE NATIONAL DATA COLLECTION?

It's your decision about whether you want your child's information to be included in the national reporting or not.

Including every school child who is being provided with an adjustment because of disability in this new national data collection each year will help schools, education authorities and governments to better meet students' needs.

Your school will tell you what you need to do if you don't want to have your child's information included in the national data collection.

Even if your child's information is not included in the national data collection, your school is still required to provide support to your child with disability and any adjustments that may be needed to help him/her participate at school.

FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability and how it may affect your child.

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

SHOULD PARENTS NOT WISH FOR THEIR STUDENT TO BE INCLUDED IN THE NCCD THEY ARE ADVISED TO WRITE A LETTER TO THE PRINCIPAL INDICATING THEIR WISH TO NOT PARTICIPATE IN 2015.

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Better Classrooms Professional Development Day

for Parents, Carers and Professionals

May 30, 2015. Norwood Primary School, Norwood

Presented by Alison Hopwood (OT) and Catherine Silcock (SLP)



\$45 per session (\$150 for full day)

Enquiries and payment to:

kknott@ikot.com.au

6234 5333

Tea and coffee will be provided.

Please byo lunch.

8.30 registration

9.00 Handwriting, Alison Hopwood

10.30 refreshments

11.00 Oral Language development,
Catherine Silcock

12.30 lunch break

1.00 Floortime, Alison Hopwood

2.30 break

3.00 Vocabulary, Catherine Silcock

Handwriting (9.00 am Alison Hopwood)

Handwriting is a foundational skill required by children throughout their educational life. This talk aims to provide participants with research-based information on the principles of handwriting, ideas on how to develop skills within the home and classroom, information on what impacts on handwriting and strategies for progress.

Oral Language development (11.00 Catherine Silcock)

Oral language underpins all classroom experience, all language learning, in fact all of our education and every interaction of our lives. The skills of learning to listen, respond and recall, follow instructions and build vocabulary and concepts are perhaps the most critical skills in the whole world of education. Are you being the best you can be?

Floortime (1.00 Alison Hopwood)

Regulation is the key to engagement. This presentation will cover how kids' different profiles can have an impact on play and engagement. The talk will discuss: DIR model and floortime, Children's individual differences and some of the neurology behind these. There will be a brief overview on how to work within the Floortime model while understanding a child's profile. Learn how to adapt your style to match a child's profile in play.

The Power of Vocabulary (3.00 Catherine Silcock)

What underlies every conversation you have and every word you read? Vocabulary! One of the most significant rudiments of school success! Research over the last two decades has shown the profound impact of vocabulary proficiency and the grave costs of deficit. This session will be a power snack on vocab, come to hear the research, recognise the impact and identify what you can do. Leave here to reflect on your practice and make changes that could make a world of difference.



Alison Hopwood is the owner of Independent Kids-Occupational Therapy in Hobart.

She originally trained at the University of Sydney and returned there to do her Graduate Certificate in Paediatric Occupational Therapy in 2006.

She specialises in helping children meet their potential working in the areas of sensory processing disorder, autism, cerebral palsy, handwriting and global development.



Catherine Silcock is a speech language pathologist in private practice in Hobart. With more than 20 years of clinical experience in paediatric assessment and therapy intervention, she also trains groups of carers and professionals to better support children with speech and language needs.

She continues her clinical work with children with developmental needs particularly children with language delay, ASD, and learning disabilities.

TCEO Cyber Awareness Week

Start a discussion with your child about Internet Safety

- What are your favourite things to do online?
- What is personal information? Why should you keep it private?
- What could you do to be safer online?
- What would you do if anyone online asked to meet you face-to-face?
- Besides me, who do you feel that you can talk to if you are in a scary or uncomfortable situation?

When you think about your children's online activities, do you consider their mobile phones? They have evolved from simple communication devices to mobile, miniature computers. For example, smartphones have operating systems similar to that of computers which allow users to download programs or "apps." These apps help users do things like access e-mail and play games. Also, most mobile phones allow users to download and upload content from the Internet just as they would on a computer. However, mobile phones can be more difficult to monitor than a computer, and children often use them without adult supervision. Make sure to review your family's Internet safety rules with your children and become aware of the risks before allowing them to own mobile phones