

MCPS NEWSLETTER

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Acknowledgement of Country

We at Murrupurtiyanuwu Catholic Primary school acknowledge the past, present, emerging and future traditional owners of the lands, seas and waterways where this school is located - The tiwi people.

We respect their spiritual relationships with their Country and acknowledge the continuing importance of their language, heritage and culture. We acknowledge our gratitude for the sharing of this land and our sorrow for the cost of that sharing.

Our fervent is that we can move together at a place of equity, justice and partnership through healing spirituality. May god bless us all in our work together.

A Message from the principal

Kellie Mcginlay:



Hello and welcome to 2023! My name is Kellie McGINlay and I am very excited to be the new Principal at MCPS. It has been a wonderful start and I am slowly getting to know all the students and meet families when I am out and about. I am really looking forward to learning more about Tiwi culture and language. Before coming to Wurrumiyanga I was the Principal at St Francis Xavier Catholic School in Nauiyu, Daly River for 3 years and before that we lived in New Zealand for a few years. I have been looking forward to getting back to salt water and hopefully eating a lot of salt water fish. Feel free to come in and say hi at any time and we welcome visits to the classrooms. Later this term all staff will be heading out with their students to tour the community and try and meet you all. Having a close partnership with the school and families is vital for the success of students. We have also been getting family survey done this term so we can find out what you think we do well at the school and what we could do better. At the end of the term Bishop Charles will be visiting to hold a combined school Mass. Everyone is welcome. Don't forget to check out our Facebook and Instagram feeds for the latest events. I look forward to meeting you all and having a wonderful first year!

WELCOME BACK

Education is not preparation for life; education is life itself.

JOHN DEWEY

Loving God,
You always call us
into newness of life.
Help us to hear your
voice and see your
love in every little
moment that helps
us grow. May this
season of Lent draw
our hearts closer
to yours.
In Jesus name.
Amen.



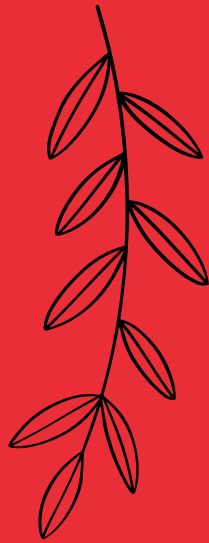
STAY SAFE. RESPECT EVERYONE. LEARN EVERYDAY

Our welcome for 2023

and Ash Wednesday

Yr 3/4 Julati Brolga class meeting the new Director of Catholic Education Nt- Paul Greaves

Staff painting the buildings to make the school look great for the start of the year.



Welcome new staff



Hi, my name is John Fox, and I am one of the new teachers in year 3 / 4. I am originally from Melbourne and have moved to Bathurst Island with my wife Bella Hands, who is also teaching in the Year 3/4 level. This is our second year in the Northern Territory, as last year we worked in Palumpa in the west Daly Region. We chose to move to the Tiwi Islands as we both love the water, are interested in the Tiwi culture, love camping, Art, Music and fishing.

It has been a great start to the year for the students in the 3/4 Arnterringa and Wuninga room.

Hi my name is Julie McGeown I am from Geelong but I barrack for the best team in the AFL - North Melbourne Kangaroos! I have a 19 year old daughter called Kathleen.

I also have one dog and two cats which are very spoilt.

Thank you for my welcome to Bathurst Island.

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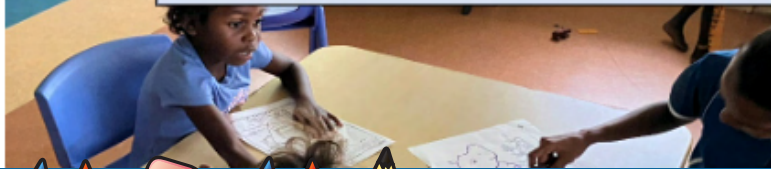
WHAT'S BEEN HAPPENING IN THE CLASSROOM THIS TERM:

Year 1 - Jack Adamson



1/2 AMPIJI

Over the last few weeks year 1/2 Ampiji class have been focusing on settling into the routines of school. We have been covering what is expected of us when we come into the classroom each day. This has included how we treat each other, what things we need to do to look after our bodies and mind and making them the right learning choices. During literacy sessions we have worked hard at improving our spoken English and our awareness of letters/sounds that hopefully by terms end will help us get ready to read certain books. In mathematics number and counting has been our focus, building on these existing skills during maths groups with our teachers. I hope the children have enjoyed their movement back to school, it's so wonderful seeing so many of them each day. Attendance is the main thing, so we hope that continues.



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WHAT'S BEEN HAPPENING IN THE CLASSROOM THIS TERM:

Year 3/4: By John Fox and Isabella Hands

Together we have been building positive relationships, working together and settling into a new learning environment.

The students have started the year by developing a morning routine when they first arrive at school. This involves handshaking the teacher, brushing their teeth, washing their face, blowing their noses and sharing their emotions on their current mood. We are happy to say that the students have been able to do this every morning independently and very quickly.

For literacy, students have been learning about phonics through the "Heggerty" program. We have been working in rotation groups and learning a wide variety of words and sounds. Every day we have been reading a different story book, where we explore different characters, story plots and settings.

For Mathematics, the students have been counting numbers from one to one hundred and beyond. They have been learning the difference between ones, tens and hundredths through a mixture of games, activities and interactive videos.

Additionally, students have been participating in a range of sports and activities, researching Tiwi history, learning about Lent and studying oral hygiene.

It has been a great start to the year for 3/4 Arnterringa and Wuninga and we are looking forward to the year ahead!



WHAT'S BEEN HAPPENING IN THE CLASSROOM THIS TERM:

Year 5 ; Tanna Blackney - Noter

Awungana Mamanta,

I hope this letter finds you all well, I also thought I better introduce myself. My name is Tanna and I am the Grade 5 teacher for this year with Michael assisting me. As we near the halfway point of term 1 in grade 5, I wanted to take the opportunity to update you on all the exciting things that we have been doing in our classroom.

Our students have been hard at work, demonstrating a strong commitment to their studies and displaying exceptional behavior throughout the start of the term. In English, we have been focusing on building our reading and writing skills. The students have been working hard on their phonemic awareness, and have been honing their comprehension and critical thinking abilities through in-depth discussions and writing stories.

In Math, our focus has been on building a strong foundation in the fundamentals. We have been working on topics such as place value. Our students have also been introduced to problem-solving strategies and have been practicing their math skills through various activities and games.

In addition to our core subjects, our students have also been participating in physical education, art, and ILC classes. They have been developing their creativity, coordination, and teamwork skills through various activities.

Overall, our grade 5 students have been demonstrating a strong work ethic and a desire to learn. We are proud of their progress and look forward to continuing to support them throughout the remainder of the school year.



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Catholic Identity article for MCPS



Staff of both MCPS and Xavier commenced their on-Island Orientation week with a Mass on Monday 30th January. We prayed in a special way for all new staff as they commenced their time here in Wurrumiyanga, with a blessing and candle. The candle is a symbol of Jesus' light with us.

On Ash Wednesday, MCPS students gathered outside for a short liturgy to mark the beginning of the season of Lent. Fr. Niran Veigas came to celebrate the liturgy. Sr. Anne also shared a reflection. One key symbol on Ash Wednesday is the mark of ashes on the forehead, in the shape of a cross. It reminds us that this time of preparation for Easter is a special moment to pray, think of others and perhaps make some changes to be more Christ-like. We prepare our hearts for Easter by bringing ourselves in front of God and being open to what God wants to whisper to our heart.

Sr. Monique Singh

WHAT'S BEEN HAPPENING IN THE CLASSROOM THIS TERM:



Art : Gillian Andrews



Art began this term in week 3 and the students have been busy creating "Art" place mats for their tables. They have enjoyed learning about "bubble writing and drawing their "favourite things...All classes have been having fun with "sensory activities". They enjoy making "slime" and "cloud" dough", and also playing with playdough and play foam



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WHAT'S BEEN HAPPENING IN THE CLASSROOM THIS TERM:

P.E : Louis Saccutelli

It is great to have all the kakirijuwi back in the gym learning and being physically active. We have been working on teamwork, learning new games and the importance of sharing and following rules to stay safe. Some of the senior students have shown great leadership this year by becoming mini assistant teachers themselves. We really do have so many talents students on this island. Also, a reminder that year 6 Darwin camp will be on the 26th to 30th of March. We will be visiting families with further information and to sign permission forms soon.

Thanks,

Go the Jikilarruwu Dockers



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



You can
LEARN,
something new
EVERYDAY
If you
LISTEN

Be the
CHANGE
YOU want
to see in the
WORLD.



- Mahatma Gandhi

