

Dear Parents and Friends,

Feast of The Annunciation *Monday 25th March* *A Great Example for Us!*

One of the intriguing things about being a Christian is the sense of mystery that is associated with some of our beliefs. The Annunciation is one such event, because it deals with the human nature of Jesus. We believe that Jesus is both God and human and that He was born of an earthly mother; He was conceived in a unique way, but conceived nevertheless.

The events of His conception went something like this. God needed a mother for God's Son, someone to bear the Son of God. Mary is the chosen one. She is engaged to Joseph of the house of David. God intervenes in Joseph and Mary's relationship, interrupts the usual sequence of the steps of marriage and first child. Mary is just a girl who has precious little experience of men or the world or angels. Yet, here is the Archangel Gabriel waiting expectantly for a response from a perplexed young woman: would she be the Mother of God? Mary's first response is, "How can this be?" She wants to know whose idea was this? How is it exactly going to happen? Mary is trying to make sense out of what makes no sense, that God decided to surrender to flesh and blood but needed her help, needed her to surrender as well in order to carry out the plan.

As we wonder about Mary's response to God's proposal, we might ponder our own life and the fact that often the choices of life seem to choose us before we get to choose for ourselves. Our five and ten year plans are often interrupted by life's own plans for us: unexpected illness, the economy misbehaving, our parents growing older and needing our assistance, our children behaving inappropriately, new career opportunities, natural disasters.

Sometimes wonderful things happen and sometimes terrible things happen, but seldom do we know ahead of time what will happen. When life throws us the unexpected, we have a choice as to how we deal with it. We can resist with all our might and anger and no compromise at any cost and resentment and "why me" attitude or we can "do an oyster": we can accept the piece of "grit" and turn it into a pearl.

After some hesitation and the seeking of more information from Gabriel, Mary's response was, "yes". This prompted Gabriel to say, "The Holy Spirit will come on you, and God's power will rest on you. For this reason the holy child will be called the Son of God." Luke 1:35. "Mary's 'yes' is a reflection of Christ's own 'yes' when He entered the world. By the meeting of these two 'yesses', God was able to take on a human face.



SCHOOL PHOTO DAY

TUESDAY 26TH MARCH

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GO TO www.advancedlife.com.au AND USE THE ONLINE CODE JV9 BYY 4DP



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Our Lady of the Rosary Parish - Fr Brendan - 9623 1962

This is why the Annunciation is not only a Mary feast day but a Christ feast day as well, because it celebrates a central mystery of Christ: His Incarnation." Adapted. Pope Benedict XVI. When Mary answered "yes", it did not mean she did so without fear; it simply meant that Mary was not going to allow fear to prevent her from making an important decision.

A great example for us.

SAFE RESPECTFUL LEARNERS

At Our Lady of the Rosary we strategically develop a culture of Learning, positivity and Inclusiveness for children, staff and parents. Studies around the world have found that feeling respected by others is at the top of employees' lists of what they value most at work. Because people's jobs are often central to who they are, respectful cues in a professional setting are important signals of social worth. People who experience incivility in the workplace can spend time brooding about it and the unpleasant feeling can spread. Some people may have an incomplete understanding of what constitutes respect – so even well-meaning efforts to provide a respectful community may fall short.

TWO KINDS OF RESPECT

Owed respect: The sense that every member of the community is inherently valuable.

Earned respect: Recognition for those who display valued qualities and behaviours.



In organisations where owed respect is lacking, there is micromanagement, incivility and abuse of power. Where earned respect is lacking, good work isn't recognised. One of the challenges is finding the right balance between the two types of respect. If there's too much owed respect, people can feel that everyone is treated the same regardless of performance. Too much earned respect can produce excessive competition and discourage collaboration, sharing important knowledge and skills and admitting mistakes.

SUGGESTIONS

Establish a baseline of owed respect. Being greeted or ignored can prompt people to feel their worth in an organisation or make them feel invisible.

Old-fashioned good manners go a long way.

Know how to convey owed respect in each context. This might include active listening, valuing diverse ideas, openness to advice, giving the freedom to pursue creative ideas, taking an interest in people's non-work lives and publicly backing colleagues.

Understand that trying to convey respect can backfire. Done poorly, attempts to show respect can come across as disingenuous or manipulative. Because employees see honesty as one of the most valuable expressions of respect, insincere compliments are likely to be counter-productive.

Customise the amount of earned respect conveyed. If collaboration and cohesion are important, as in schools, lean more toward owed respect; if individual performance counts most, lean toward earned respect.

Recognise that respect has ripple effects. Leadership behaviours are often mimicked throughout an organisation and just as incivility can spiral, so too can respect. See respect as a time saver. Being pressed for time is a hollow excuse for not showing respect. Besides, showing respect is largely a matter of how we do everyday things – listening, being present with others, affirming their value.

Think of respect as infinite. Deciding when to bestow respect is not like dividing up a fixed pie. Respect is not finite; it can be given to one employee without short-changing others.

Let's continue to build a Safe, Respectful Learning community as we continue to follow Jesus.

Thought for the Week

"Could you briefly describe to me your lived relationship with God to this point in your life?"

Sherry A Weddell

Have a Blessed Week
Michael Siciliano
PRINCIPAL





From the Assistant Principal's desk...

Welcome to my desk. In each Newsletter I will provide general information, ideas and tips for parents in all key Learning Areas. If you have a particular question or query or anything you would like more information about, please let me know.

Reading Launch 2019



This year at OLR our Literacy action plan goal is focussed on Reading.

By the end of 2019, 80% students will be at or above their expected grade benchmark in comprehension.

As part of the Action Plan, we have committed to 'ignite' a love of reading in our school. We aim to create a community of readers by bringing staff, students and parents together.

We know we should listen to and read books everyday. Books help us to be 'Superhero Readers'.



Last Friday, during our regular Celebration of Learning assembly we surprised the students with an interruption!

Two Reading Robbers were spotted running through the assembly stealing books. The narrator was pleading to the children to help stop the Reading Robbers and rescue reading at OLR. The Reading Robbers said that they 'didn't like reading' and that they thought 'it was boring and hard to understand.'

At that point, the teachers dressed as 'The Super Comprehenders' came running into the assembly to save the day! Each super hero was named after the Super Seven Comprehension strategies:



- The Clever Connector**
- The Valiant Visualiser**
- The Proficient Predictor**
- The Quality Questioner**
- The Super Summariser**
- The Incredible Inferrer**
- The Reliable Reteller**

They told the Reading Robbers how they could help them enjoy and understand reading, so they could learn

to love it again. It all worked out well and the Reading Robbers thanked them for their help and together they had rescued reading. *(If you would like to see the performance, check out our facebook page.)*

Each class was then presented with a wrapped book with Bookmarks inside featuring the Super Comprehenders. They also received a letter addressed to the class about how they could enjoy the story together.

Classes are now encouraged to choose a child each week to take the class story home to share with their family. Families are asked to write a response about the experience. We will be creating a display for all to see.

We could hear from the laughter and joyful noise, that the children truly enjoyed the presentation and we know it has 'ignited' reading in our school and the 'Super Comprehenders' will become a point of reference for all students and teachers throughout the year.



WHATS HAPPENING AT SCHOOL

Tuesday 19th March	<ul style="list-style-type: none">St Joseph Feast Day
Wednesday 20th March	<ul style="list-style-type: none">St Joseph Feast Day & Harmony Day Liturgy @ 9:00am. Students are invited to wear their National dress or their school uniform and add something orange.
Thursday 21st March	<ul style="list-style-type: none">OLR Cross Country - Years 2-6 from 9:00am - 11:00am
Friday 22nd March	<ul style="list-style-type: none">Celebration of LearningP&F Disco (K-2 4:1-5:45 / Years 3-6 6:00 - 7:30)
Monday 25th March	<ul style="list-style-type: none">P&F Meeting 7:00-8:00pm
Tuesday 26th March	<ul style="list-style-type: none">School Photo Day 

HAPPY BIRTHDAY

Happy Birthday to the following children who have celebrated their birthday in the last 2 weeks.

Lara Salic; Leonydus Ah Chong; Noura Athian; Jackson Bingham; Layla Fau; Evangelina Soriano; Nikki Zigouris; Jacob Sara; Taara Hariraam; Ayansh Singh; Abang Deng; Larenz Wise; Anthony Chut; Ceana Paranis; Reyhan Rami; Darrus Tinga; Hanna Domjan; April Vocalan; Adriell Dela Calzada; Kieran Beatty; George Dib



A MESSAGE FROM BUSWAYS REGARDING THE SCHOOL OPAL CARD

This notice is from Busways, the bus operator that provides your school bus services, regarding student use of School Opal card.

An important requirement of School Opal is the need for students to Tap On and Tap Off when they travel to and from school.

Opal data gathered by tapping on and off is used to determine demand for bus services.



If students don't Tap on and Tap off, services may be cancelled or reduced due to the lack of recorded patronage. With this in mind, we again ask for your assistance in reminding your students that tapping on and off at the beginning and end of each trip is one of the conditions of using a School Opal card. This in turn helps us ensure we are able to provide the appropriate level of service to your students.

To assist the schools, Busways is developing a campaign to further promote and encourage the use of School Opal. We will also continue to conduct boarding checks on School Opal cards over the coming months. Students without an Opal Card will be given a brochure to take home identifying how they can get an Opal Card.

Please support Busways staff with afternoon boardings and checks to ensure minimal delays to bus departure times and demonstrate a united front to students on bus travel and Opal Card use.

Thank you in advance for your assistance.

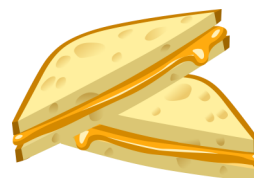
NAPLAN ONLINE

This year the Naplan tests will be completed online except for the Year 3 Writing Test. To prepare students for how this online version will look like we will be participating in the NAPLAN online practice test. This test will be a one 45-minute omnibus test. The dates for completing this practice test are from Monday 25th March - Friday 5th April. Parents will be advised what date the school will be running this test in Years 3 & 5. The actual NAPLAN tests will be run between 14th - 24th May, further information regarding what dates your child will be participating will be sent to parents closer to the date. Attached to this newsletter is a Parent Information Brochure, if you would like any further information you can visit nap.edu.au.



CANTEEN NEWS

Please be aware that the canteen is unable to heat up children's lunches brought from home. This is a health regulation and safety issue. Please do not send children with food that needs to be heated for them to eat. Thank you.



CHANGE OF HOME OR EMERGENCY CONTACT DETAILS

If you have any changes to your home or emergency contact numbers, please contact the school office as soon as possible. In cases of sickness or emergency, it is important that we have the correct contact details for your child(ren). A change of details form is available on the school website or you can collect one from the school office. You can also update your details via the school's skoolbag app under the Parent eForms tab.



Emmaus News

Week 8 - Term 1

- Two weeks ago, our Year 7 embarked on their orientation camp last week at the Great Aussie Bush Retreat Centre in Kincumber. They were fortunate to experience exciting activities like raft building, bush walking, abseiling, the high ropes and archery whilst all along learning about each other and making new friends, that they will likely have for life.



Taylor Cardona in 7.2 recounted her favourite part of the camp.

"I originally didn't want to go onto the giant swing, it seemed pretty scary. But I jumped on and really had a lot of fun. The Giant swing was the best part of the camp. And also, my secret birthday party we had in my cabin!"

Recently, we had our Year 7 Meet and Greet which gave a chance for parents to put a face on the teachers that are teaching their sons and daughters. A plethora of refreshments were served by the Year 11 Hospitality students, which was their first opportunity for service towards competency in the certificate. Students were nervous but in the end did a great job.



Pastoral letter to the people and clergy of the Diocese of Parramatta

Dear friends,

The news concerning Cardinal George Pell and his conviction and incarceration on historic child sexual abuse crimes has dominated local and international media this week. Such news has caused a wide range of emotions in the community.

Even among Catholics, there is a sense of shame and anger at the betrayal that the clerical sex abuse crimes represent, and the hypocrisy they reveal. It is wider than simply the case of Cardinal Pell. We must respect the processes of the law and await the outcome of the appeal.

In the meantime, our primary concern must continue to be the care of the victims of sexual abuse.

The revisiting of such grievous wounds has been difficult for many. As we approach Lent, may we, too, grieve with all those suffering intensely. Genuine hope begins whenever we listen to the story of another with an open heart.

Some, too, feel that in the marketplace the "brand Catholic" has suffered a grievous blow. Perhaps so. But we are not a market nor are we a popular cult.

We are first and always a community of disciples following our one master, Jesus Christ. We are not the Church of one particular leader, be it Pope Francis or Cardinal Pell or any other bishop.

We are the living Body of Christ made up of saints and sinners.

We are challenged by Our Lord to reach out to all who are hurting, and to all victims of every abuse and sinfulness. We are to be the "field hospital" for all the marginalised as Pope Francis has asked us to become. We are to be in the messiness of life, not to run away into some "idealised future or romantic past."

To be such, demands that we let go of our sense of superiority, privilege and power and embrace again our need for healing and forgiveness and to look again at the Suffering Servant leader who is our Lord Jesus.

Many people may say these are only words and they would be correct. However, for us they are the words of Jesus and we are called to put our faith in Him and demonstrate it in our actions by our care for all in need.

This would mean changing the way we think and act so that all may feel safe and welcome in our communities regardless of what they believe, look like, or have, and regardless of their sexuality, gender or marital status.

The season of Lent summons us to a discipleship of humility, weakness and vulnerability, of dying and rising in Christ. We are challenged to remove our heart of stone and to have a heart of flesh instead.

During this period of crisis and darkness, as the Church, let us pray that we have the courage to die to that which is contrary to the Gospel, and rise to be what Christ has called us to be.

Yours in Christ the Chief Shepherd,

A handwritten signature in green ink, appearing to read "Vincent Long Van Nguyen".

**Most Reverend Vincent Long Van Nguyen OFM Conv
Bishop of Parramatta**

Given at Parramatta on 1 March 2019.

Most Reverend Vincent Long Van Nguyen OFM Conv STL DD
Bishop of Parramatta

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NAPLAN Online – information for parents and carers



2019

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance.

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

What is assessed?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

In 2019 most students across Australia will sit NAPLAN online.

Feedback in the first year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

NAPLAN Online is not a test of keyboard skills. There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

To get an idea of what the online assessment looks like, visit the public demonstration site at nap.edu.au

How can I help my child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. Ensuring students are familiar with using devices, typing on them and navigating through programs are a part of student learning and a requirement of the Australian Curriculum from the first year at school.

ACARA does not recommend excessive preparation for NAPLAN or the use of coaching providers. NAPLAN is about assessing learning progress in literacy and numeracy.

Will my child sit NAPLAN on paper or online?

In 2019, your child will sit the NAPLAN online tests. However, children in some other schools across Australia will sit the NAPLAN paper tests this year. Federal, state and territory education ministers have agreed that all schools will move online by 2020. State and territory education authorities will determine when their schools move online.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test online or on paper, results for both formats can be reported on the same NAPLAN assessment scale. To find out more about NAPLAN Online, visit nap.edu.au

Participation In NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment.

Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should first discuss the use of any disability adjustments for your child with your child's teacher.

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

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

NAPLAN Online 2019 timetable

The assessment window for NAPLAN Online is extended from three days provided for the paper test to nine days. This is to give schools more flexibility in scheduling and accommodate schools that may have fewer devices. The NAPLAN Online assessment window starts on Tuesday 14 May and finishes on Friday 24 May 2019.

The online tests must be taken in the following order:

Test	Duration	Order	Details
Writing	Year 3: 40 min. Year 5: 40 min. Year 7: 40 min. Year 9: 40 min.	To be completed in the first two days	Year 3 students do a paper-based writing test on day one only
Reading	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the writing test	Students read a range of informative, imaginative and persuasive texts
Conventions of language	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	To be completed after the reading test	This test includes spelling, grammar and punctuation
Numeracy	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the conventions of language test	This test includes number and algebra; measurement and geometry; and statistics and probability

What If my child is absent from school on assessment 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. Individual students are not permitted to sit NAPLAN online tests after Friday 24 May 2019.

How is my child's performance measured?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued 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 may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results 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

For information about how personal information for NAPLAN is handled by ACARA, visit nap.edu.au/naplanprivacy