Dear Parents,

Reflections of a Mother

I gave you life, but cannot live it for you.
I can give you directions, but cannot be there to lead you.
I can take you to church, but I cannot make you believe.
I can buy you beautiful clothes, but I cannot make you beautiful inside.
I can offer you advice, but I cannot accept it for you.
I can give you love, but I cannot force it upon you.
I can teach you to share, but I cannot make you unselfish.
I can teach you respect, but I cannot force you to show honour.
I can advise you about friends, but cannot choose them for you.
I can tell about choice but I can’t say “No” for you.
I can tell you about lofty goals, but I can’t achieve them for you.
I can teach you about kindness, but I can’t force you to be gracious.
I can pray for you, but I cannot give you eternal life.
I can love you with unconditional love all of my life…and I will

Dear Parents – especially Mothers

“I’d like to be an ideal mother, but I’m too busy raising my children.” Author unknown.

Even though this might be the situation for you, make sure that on Mothers’ Day you are not too busy to take time to rejoice in yourself, because:
“Happy Mothers’ Day means more than have a happy day. Within these words lie lots of things we never get to say.
It means, I love you, first of all, then thanks for all you do.
It means you mean a lot to me and that I honour you.” Nicholas Jordan.

For many years now, psychologists have been saying that the bonding of a baby with its mother in the first few minutes of life is vital for the stability of the newborn child. The mother-infant bond is an intense relationship of unparalleled human affection. It is the foundation of the child’s emotional and physical survival. No wonder the saying: “Mothers hold their children’s hands for a short time but their hearts forever”, author unknown and no wonder the Chinese proverb: “There is only one pretty child in the world and every mother owns it.”

There are many ways to answer the question, “What is Motherhood?” and one of those ways might be that Motherhood means sharing in the creative power of God. Conceiving, carrying and giving birth to a human being, is as close as any person can get to the act of creation. This is the beginning of Motherhood but it is far from the end. Motherhood is also about nurturing, sacrificing, loving and, ultimately, letting go.

Jesus’ mother, Mary, experienced all the above and had the added drama of losing her son for three days. Eventually, she and Joseph found Jesus in the Temple having a discussion with a group of Rabbis. When Mary rebuked Jesus for “treating
us this way”, Jesus informed her that the Temple was the first place she should have looked: “Did you not know that I must be about the things of my Father?”

Poor Mary! Besides being embarrassed for Joseph, she probably found it hard to accept that Jesus was growing up with a mind of his own and his own sense of how his Father was leading him. Mary was caught up in the tension of fulfilling the daily responsibilities of her role of mother and parenting the Son of God. All mothers are caught up in the world of tension as they try to be all things to their children.

Jan Chrouchin, a Baptist Minister, has these thoughts to share in her "Mothers' Day Creed":

“I believe in Jesus Christ, the Son of the living God, who was born of the promise to a virgin named Mary.

I believe in the love Mary gave her Son that caused her to follow him in his ministry and stand by his cross as he died.

I believe in the love of all mothers and its importance in the lives of the children they bear. It is stronger than steel, softer than down, and more resilient than a green sapling on a hillside. It closes wounds, melts disappointments, and enables the weakest child to stand tall in the fields of adversity.

Thank God for mothers and thank mothers for helping us to understand an all-loving God.”

Happy Mother’s Day to all of our Prouille Mothers and Grandmothers you are all so very precious and so dearly loved!

Mother’s Day Celebrations @ Prouille
Friday 10th May
Breakfast @ 7.30am
Open Classrooms @ 8.30am
Liturgy @ 9.10am

NAPLAN
Next Week on Tuesday 14th May, Wednesday 15th May, Thursday 16th May and Friday 17th May our students in Years 3 and 5 will be sitting their National Assessment Program, Literacy and Numeracy exams. The teachers have been working with the children on their preparation for these exams. I ask that there are no interruptions to Years 3 and 5 during this week. The children need to go to bed early so they are well rested for their exams. We wish them all the very best!

CROSS COUNTRY
Yesterday 55 students represented Prouille at Cluster Cross Country Carnival. These children need to be congratulated on their excellent sportsmanship. Congratulations to Jenson Whitby, Yohann Pereira, Billy-Mae McGrath and Matthew Ringrose who made it to the Diocesan Cross Country Carnival. Thank you to the many parents who attended and assisted on this day. Thank you also to Ms. Townsend and Miss. Noonan who accompanied and supervised the children.

ASSEMBLY
Due to Mother’s Day celebrations this Friday morning there will be no school assembly in the afternoon.

NATIONALLY CONSISTENT COLLECTION OF DATA on School Students with Disability
All Australian schools are required to participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). For further information please contact Therese Walsh (Learning support Co-ordinator) or Sue Bevan and see attachment at the end of this newsletter.
Congratulations to all the children who received awards last week

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>K Kangaroo</td>
<td>Alexander Kirby, Huxley Jordan</td>
</tr>
<tr>
<td>K Koala</td>
<td>Oliver Dillon, Sofia Campisi, Thomas Cardiff</td>
</tr>
<tr>
<td>1 Rosella</td>
<td>Lachie Grant, Atticus Quoyle, Josie Gibbs</td>
</tr>
<tr>
<td>2 Wombat</td>
<td>Keira Donovan, Annabelle Haigh</td>
</tr>
<tr>
<td>2 Emu</td>
<td>Chloe Sheridan, Ella Klumper</td>
</tr>
<tr>
<td>3 Platypus</td>
<td>Isobelle Chenney, Abigail Bhatti, Jack Fullilove</td>
</tr>
<tr>
<td>4 Kookaburra</td>
<td>Xanthe Hawkins, Finn Gibson</td>
</tr>
<tr>
<td>4/5 Echidna</td>
<td>Luca Candotti, Evie Kirby</td>
</tr>
<tr>
<td>6 Wallaby</td>
<td>Matthew Floresta, Charlotte Gibson</td>
</tr>
</tbody>
</table>

STAR OF THE WEEK
Congratulations to James Whitby in Yr. 1 Rosella who is our Star of the Week. Please visit the school walkway to see James’s fabulous work!

Yours sincerely

Sue Bevan
Ms. Sue Bevan
PRINCIPAL

UPCOMING DIARY DATES

Special Dates for your Diary

Wednesday 8th May
- Mother’s Day Stall

Friday 10th May
- MOTHER’S DAY LITURGY & BREAKFAST
  Breakfast 7.30-8.30am
  Open Classrooms 8.30 - 9.00am
  Mother’s Day Liturgy 9.10am

  NO AFTERNOON ASSEMBLY

Tuesday 14th May – Friday 17th May
- NAPLAN for Years 3 and 5
FROM THE ASSISTANT PRINCIPAL

2019 CROSS COUNTRY
Congratulations to all the children who participated in this year’s Cluster Cross Country. The team spirit was awesome and the sportsmanship inspiring. All children did an exceptional job. A special congratulations to Jenson Whitby (2nd), Yohann Pereira, Billie-Mae McGrath and Matthew Ringrose (3rd) who will be participating in the Diocesan Cross Country Carnival on the 28th May, 2019.

DEEP THINKING AT PROUILLE

What is New Pedagogies for Deep Learning?
NPDL grow the capacity of engaged students, teachers, school and wider school system leaders, parents, and the other members of its diverse global communities, deep learning has a greater impact on the lives of learners both in school and beyond. Additional capacity building supports are making a difference not only for newly engaged participants but for all. At Prouille we are identifying and embedding new pedagogies and approaches that successfully develop deep learning competencies.

Where will we see NPDL in the classroom?
Science and Technology are this term’s big focus. So question your children about what they are learning? Are you an expert in this area? If you feel you can help please speak to your teacher and offer your time and knowledge.

God Bless
Karen Townsend

SCHOOL NEWS

TERM 2 P&F MEETING
- Wednesday 22nd May 7.00pm
- School Library

PLEASE NOTE THE TIME CHANGE
Due to unforeseen circumstances we have had to move the meeting time this term from morning to evening. We do apologise for any inconvenience caused.

If you have any discussion items you would like added to the agenda for the next meeting, Please email them through to prouille.pandff@gmail.com by Monday 13th May.
PROUILLE MOTHER’S DAY 2019
RAFFLE PRIZE LIST

Family Outings Package
- Complimentary passes to the Powerhouse Museum, valued at $70
- Family pass to the National Maritime Museum, valued at $79
- 2 x Family swim passes to Sydney Olympic Park Pool, valued at $57
- 2 x Sydney Olympic Park Archery Centre passes

School Holiday Football Package
- Voucher for a 5-day Northern Suburbs Football XLR8 holiday clinic, valued at $175

“Live Colour Fully” Kate Spade Gift Pack
- Kate Spade ladies fragrance gift pack, valued at $150

“Walk on Air” Kate Spade Gift Pack
- Kate Spade ladies fragrance gift pack, valued at $150

Healthy Lifestyle Package
- Sushi Party Platter from Blue Lemon Wahroonga, valued at $60
- 5 x group ‘body transformation’ training sessions at The Fitcorp Factory Hornsby, valued at $150
- Pot of honey, donated by Claire King

Shopping Prize
- $100 shopping voucher, donated by St Ives Shopping Centre
- Set of Tupperware freezer containers
- Pot of honey, donated by Claire King

“Time Out” prize
- 2 x adults passes for Harbour Cruise with Captain Cook Cruises
- $40 book voucher, donated by Novella Bookshop Wahroonga
- $15 Coffee voucher, donated by Tongue Teasers Gourmet Delicatessen
- Pot of honey, donated by Claire King

MOTHER’S DAY BREAKFAST

Please join us for breakfast on Friday the 10th of May from 7.30am to 8.30am, followed by open class rooms and then a liturgy in the hall at 9am.

We will have a raffle on the day with some lovely prizes. Tickets will be available for purchase in the walkway during the week of the breakfast as well as on the day.

Cost for breakfast per family is $10. Please RSVP and pay via the QR app no later than Tuesday the 7th of May.

Note to Dads: Help required.

In order to make this day special for Mums we require help to set up, serve, sell raffle tickets and clean up. If you can help it would be greatly appreciated. Please email prouille.pandf@gmail.com.
COMMUNITY NEWS

WAHROONGA NETBALL

Last week was a fabulous “all Prouille” game for Wahroonga Netball down at Loftberg Netball courts. All 15 players from Year 2 and Year 1 showed impressive skills and sportsmanship. One team is even coached by an ex-Prouille student who is now in Year 10 at Loreto, Sabrina Haaf. It is wonderful to see so many of our girls involved in a team sport and getting active. Well done girls, you are all superstars!

Steph Sheppard
Wahroonga Netball

Do You Wonder How To Support Your Child To Learn? Are You Looking For Resources To Support You As A Parent?

Broken Bay Diocese Parent Council, which Prouille P and F is a member of, has a number of resources that you can access on their webpage (www.brokenbayparentcouncil.com) and Facebook page.

They also hold parenting information nights across the year. For more information, please check out the website or like the Broken Bay Catholic School Parents Facebook Page.
Messy Parenting
Catholic conversations about raising a family

Mike & Alicia Hernon, founders of Messy Parenting Project (Ohio, USA) share their wisdom and experience as Catholic parents.

“Families can be messy - and that's OK.”

Day includes:
• Talk by guest speakers Mike & Alicia Hernon
• Individual and group reflection time
• A beautiful lunch
• A closing liturgy

RSVP: sallyannebutel@dbb.catholic.edu.au
Cost: $20 payable on the day
More info: walkingtheway.dbbco.org

Mike & Alicia Hernon are marriage educators and leaders in family ministry from Ohio, USA. At the request of family and friends, they began sharing their experiences of raising their children through podcasts and radio interviews, which grew into The Messy Parenting Project (messyparenting.org). They look forward to sharing with us their best tips from the highs and lows of Catholic parenting!
WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of adjustment they are receiving to access education on the same basis as other students.

Each of the included students has been identified by a school team as receiving a reasonable adjustment to address a disability under the Disability Discrimination Act 1992.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. However, until recently, the type of information collected has varied between each state and territory and across government, Catholic and independent school sectors. The national data collection ensures that, for the first time, information about students with disability is transparent, consistent and reliable at a national level.

A nationally consistent approach to collecting data provides evidence on:

- the number of school students receiving an adjustment due to disability
- the level of adjustment they receive
- the broad type of disability.

From 2018, the student with disability loading provided by the Australian Government is based on the national data collection. Funding is being provided via a loading at different rates based on students’ received level of adjustment (supplementary, substantial or extensive). This will enable funding to be better targeted to student need as identified through the collection. Schools will continue to manage their total resources to meet the learning needs of their students based on the educational expertise of their staff.

It is important to note that states and territories are responsible for decisions about the level of funding for government schools; and non-government education systems and approved authorities are responsible for the distribution of the needs-based Commonwealth funding that they receive. While Government funding is calculated with reference to students enrolled at a school, the Government expects schools and school systems to pool their funding from all sources—Australian Government, state/territory and private—and prioritise their spending to meet the educational needs of all of their students. This is because the Government recognises that schools and school systems are best placed to understand the individual needs of students and budget accordingly.

The students with disability loading may be used for broader supports at the classroom, school and sector level, as well as for supports for individual students. Education authorities may, for example, opt to use funding for professional learning and to build capacity and inclusive cultures in schools.

Better information about school students with disability helps parents, carers, teachers, principals, education authorities and government to gain a more complete understanding of students who are receiving adjustments because of disability and how to best support them to take part in schooling on the same basis as other students.

WHAT INFORMATION WILL BE COLLECTED?

Every year, your child’s school will collect the following information for each student receiving an adjustment due to disability:

- the student’s year of schooling
- the student’s level of adjustment
- the student’s broad type of disability.

If a student has multiple disabilities, the school team, using their professional judgement, selects the broad category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.
When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory. The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

HOW WILL THIS DATA BE USED?
In addition to informing funding, the data will inform work at a school and system/sectoral level. It will help to ensure that better support for students who are receiving adjustments because of disability becomes routine in the day-to-day practice of schools through:

- strengthening understanding of schools’ legislative obligations and the Disability Standards for Education 2005 in relation to students who are receiving adjustments because of disability
- focusing attention on the individual adjustments required to support students with disability to participate in learning on the same basis as other students, and enabling schools to better reflect on the needs of these students and to support them more effectively
- facilitating a more collaborative and coordinated approach to supporting students who are receiving adjustments because of disability, including through encouraging improvements in documentation at the school level
- strengthening communication between schools, parents/carers and the broader community about the needs of students who are receiving adjustments because of disability.

Who collects information for the National Data Collection?
Teachers and school staff identify the number of students receiving an adjustment due to disability in their school, the broad type of disability and the level of adjustment provided, based on:

- consultation with parents and carers in the course of determining and providing adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

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

WHAT ARE THE BENEFITS OF THE NATIONAL DATA COLLECTION FOR MY CHILD?
The aim of the national data collection is to collect quality information about Australian school students receiving adjustments due to disability.

This information will help teachers, principals, education authorities and governments to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for students with disability and all students.
WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the Disability Discrimination Act 1992 and the Disability Standards for Education 2005 (the Standards). The Standards require education, students, parents and others (e.g. allied health professionals) to work together to ensure students with disability can participate in education.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. For the Disability Standards for Education 2005, an adjustment is reasonable in relation to a student with disability if it balances the interests of all parties affected. Schools are required to make reasonable adjustments for students with disability under the Standards.

WHEN DOES THE COLLECTION TAKE PLACE?

The national data collection is conducted in August each year.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child’s school principal and the relevant education authority.

HOW IS MY CHILD’S PRIVACY PROTECTED?

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

Further information about privacy is available in the Public information notice.

FURTHER INFORMATION

Contact your child’s school if you have further questions about the NCCD. You can also visit the NCCD Portal.

An e-learning resource about the Disability Discrimination Act 1992 and Disability Standards for Education 2005 is freely available for the use of individuals, families and communities.