The Stage 2 classes have been on a fabulous excursion this week, to the War Vets at Collaroy Plateau. They visited the Gallipoli museum there and heard stories from the past, about the life of a soldier and a nurse in the war. It supports their History unit, Community and Remembrance and specifically - how and why people chose to remember significant events from the past. They heard a first hand account from a soldier, Lindsay Dufty – who served from 1942 (when he was 18).

The sharing of oral history and primary resources is so important because it allows you to learn about the perspectives of individuals who might not otherwise appear in the historical record. While historians and history students can use traditional documents to reconstruct the past, everyday people fall through the cracks in the written record.

Not only is it wonderful to use local resources like the museum, but also the often forgotten human resource, the elderly in our community, who have so much knowledge and time to share with us all. They are still a viable and precious part of our community and must be treasured and acknowledged for the contributions they have made to it in their lives. If you are interested in visiting this amazing, free resource, please check out the flyer attached to this week’s newsletter.

My door is always open if you would like to chat or discuss any issue.

Acting Principal
Brenda Paul

Sunday’s Gospel Quote
Luke 9: 11-17
Late in the afternoon the 12 came to him and said, “Send the crowd away so they can go to the surrounding villages and countryside and find food and lodging, because we are in a remote place here.” He replied, “You give them something to eat.” They answered, “We have only 5 loaves of bread and 2 fish—unless we go and buy food for all this crowd.” (About 5000 men were there.) But he said to his disciples, “Have them sit down in groups of about fifty each.” Everyone sat down. Taking the five loaves and the two fish and looking up to heaven, he gave thanks and broke them. Then he gave them to the disciples to distribute to the people. They all ate and were satisfied.
A Prayer for Families

This week is National Families Week. We acknowledge the critical role all families play in building a stronger community.

Our school engages in ‘Wellbeing Week’, Week Seven of each school term. Wellbeing Week provides time for families to come together, play a game, read a book as a reminder of how special families are in our lives. Families include our immediate, extended, school and local community that act as support, encouragement, and provide friendship.

Heavenly Father,

May the example of the Holy Family of Jesus your Son guide us in your way of love.

We ask this through Christ our Lord.

Amen

Bible stories of Jesus and people of the New Testament - Exploring Stage One learning in Religious Education

Students in Year One are developing their understanding of the Bible through and early exploration of the New Testament. This learning contributes to their understanding that the Bible is the inspired Word of God, and guides us in how we can live as disciples of Jesus.

The children will see the New Testament not only as the story of Jesus but also the story of how his followers brought his teachings to life after His death and resurrection. Students explore how people spread the Word of Jesus, their joys, worries and successes.

Have a look at some of their recordings from their learning so far...

Sacrament of Holy Communion & Family Mass

Students within our school will complete their final week of classes, preparing them to make their final sacrament of Eucharist. We keep these children in our thoughts and prayers as they become full members of our church.

We look forward to seeing families in attendance at this Saturday’s Parish Schools’ Family Mass at 5:30pm, St Joseph’s Catholic Church. This Mass is extra special for two reasons; it is the Feast of Corpus Christi and also our Blessing Mass of all children who are to make their Sacrament of Eucharist over the coming month.

Stef Thom (REC)
Library News

**Book Club Reminder:** If you wish to order books from the Carnival Book Club catalogue that was sent home 2 weeks ago, orders close this **Friday, 27th May**. This is a great way to encourage your child to read. We also get 20% of all sales to spend on new books for the Library.

**PRC:** In the last two weeks in Library, Kindergarten enjoyed *Who sank the boat* (Book id 9632) and *The shack that dad built* (not on PRC list). These can be added to your child’s PRC reading log.

**Thank You:** We recently received a number of books from Narrabeen RSL for our Library. They are shown below.

We are very grateful for their donation.

 Fran Jones
 Teacher Librarian

We are enjoying our lovely new furniture in the Library.
**SEL News**

In SEL (Social and Emotional Learning) this week and till the end of the term, students in all stages will be participating in activities that will assist them in developing **Positive Coping skills**

As they grow and develop, all children will encounter situations where they feel worried, nervous and sometimes even scared. Individuals deal with the demands on them by drawing on a range of coping strategies. Some strategies are more productive than others. Helping students to learn a range of positive coping skills will allow them to develop and practise skills that will enable them to cope with future changes and challenges. Positive self-talk is a key strategy for coping with negative thoughts, emotions and events. Resilience research shows that use of positive self-talk is associated with greater persistence in the face of challenge, whereas negative self-talk is associated with higher levels of distress, depression and anxiety. Positive self-talk can be learnt or strengthened through practise.

**P&F News**

Please make sure you’re kids are in **Full Winter Uniform**.

*The uniform shop will be open on Fridays 2:45-3:15. Some winter packages still remain to be picked up.

*Save yourself some time and fill out a pre-order form if you need a L/S Sport Shirt. Smaller sizes are out of stock.

**FUN FAIR:**

If you’re interested in being a sponsor for the fair, there are plenty of benefits that come with the donation; promotional rights to erect signage, booth set up, etc. Other options are available as well.

Contact: FUN FAIR COORDINATOR Jess Crapis 0401048112 [Jess@homedesignandco.com.au](mailto:Jess@homedesignandco.com.au)

**BOOKACHINO!**

It’s a new stall that we’re really excited about! Books, coffee and cakes! YUM!!

We are collecting books for our Bookachino stall at the Fair. Collection point is by the buddy bench in front of the hall.

We will have more dates for **Term 3** so please keep looking for more books!

Please donate books in good condition and of a respectable nature.

Please contact me with any questions.

Katie

[Pagekatie1@gmail.com](mailto:Pagekatie1@gmail.com) M 0411 247 709
Student of the Week

Kindergarten

Ava H: for her creative writing about the Hungry Giant.
Sadie J: for her estimation and accurate counting in handfuls.
Lily M: for trying her best to share ideas in class discussions.

Year 1

Joshua D: for trying hard to do his best.
Carys H: for being an enthusiastic class member.

Year 2

Lindsay T: for great mathematical thinking.
Kai C: for trying so hard to write great stories.

Year 3

James N: for doing his very best in Literacy groups.
Ethan B: for being a champion sports person at Winter Sport.
Gabby H: for fantastic research skills about WWI.

Year 4

Francesca K: for her fantastic effort in narrative writing.
Kayly S: for always doing her best.
Caleb A: for his creative thinking during narrative writing.

Year 5

Charlotte T: for always doing her best.
Lilly R: for great participation in our geography unit.

Year 6

Hannah G: for excellent work in persuasive writing.
Tomas P: for great participation in class discussion.

St. Lucy’s-Siena

Elijah C: for great counting.
Sabrina S: for great listening in morning circle.

St. Lucy’s-San Clemente

Sreenidh V: for being a kind and responsible member of the class.
Ashley D: for playing so well with his friends.

Important Dates

<table>
<thead>
<tr>
<th>Term 2</th>
<th>W5</th>
<th>Friday 27th May</th>
<th>National Walk to School Day- walk starts at 8.00am</th>
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<tbody>
<tr>
<td></td>
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<td>Saturday 28th May</td>
<td>Parish School Family Mass 5.30pm in the church. All Welcome!</td>
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<tr>
<td>W8</td>
<td>Wednesday 15th June</td>
<td>Senior Band performing at Assembly - 2.30pm start</td>
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<tr>
<td>W9</td>
<td>Monday 20th June</td>
<td>Senior Band Performance @ The Forest High School 7pm (more details to follow)</td>
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<tr>
<td>W10</td>
<td>Wednesday 29th June</td>
<td>Junior Band Performance at Assembly - 2.30pm start</td>
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<td></td>
<td>Friday 1st July</td>
<td>Last day of Term</td>
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WHAT IS THE NATIONAL DATA COLLECTION?

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 with disability and the level of reasonable educational adjustment they are provided with.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect quality information about school students with disability in Australia.

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

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and submit data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to improve target support and resources to benefit students with disability.

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 DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

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 students without disability. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?

Every year your child’s school will collect the following information for each student with a disability:

- the student’s level of education (i.e. primary or secondary)
- the student’s level of adjustment
- the student’s broad type of disability.

The information collected by schools will be provided to all governments to inform policy and
programme improvement for students with disability.

WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff will count the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

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

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

HOW WILL MY CHILD’S PRIVACY BE PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.


IS THE NATIONAL DATA COLLECTION COMPULSORY?

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 with disability in their care and the level of adjustment provided to them.

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.

FURTHER INFORMATION

Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.


An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at http://resource.dse.theeducationinstitute.edu.au/.
Message to Parents/Carers

Keep Kids Safe: #parentscheckthecheck!

Parents or carers who engage the services of a private tutor or coach have an important role to play in helping to keep their children safe.

From 1 April 2016 adults who provide private tuition or coaching services to children will need to obtain a new Working With Children Check.

The Certificate for Self Employed People will no longer be valid after their expiry date and the certificate holders will need to apply for a new Working With Children Check.

Parents or carers should ask their child’s tutor or coach for their name, date of birth and their Working With Children Check number.

They must then go online and verify the tutor or coach is not barred from working with children in NSW.

Verifying that a tutor or coach can work with children is quick and easy – just follow the simple steps at www.kidsguardian.nsw.gov.au/parentscheckthecheck.

If you suspect that an adult is providing services to children without a Working With Children Check you can go online to make a confidential report or phone (02) 9286 7219.

Help to keep kids safe by sharing #parentscheckthecheck with your family and friends through your own social media networks.
Welcome to the War Museum at RSL ANZAC Village, Narrabeen.

Why is History Important?

Life was different in the past and the world keeps on changing. Understanding what happened in the past helps us to know how and why we got to where we are today. It helps us to understand why the world is like it is.

History doesn’t just mean things that happened a very long time ago, before you were born. It means any time in the past – even the weekend we’ve just had!

Knowing and understanding our history also helps us learn how to make good decisions in the future. It also helps us to imagine what life is like for people who are different to ourselves.

Why is this Museum Important?

Our War Museum is made up of items donated by the people who live here in ANZAC Village. They donate their memorabilia to the museum and we look after it so that it lasts and can be viewed by everyone. So all the things you see in the museum are precious to the people who live here in the village.

Many of the people who live here fought for Australia in past wars. When they donate things to the Museum they hope that it will help to educate us on how life was for them, so that we can better understand what has happened in the world before our time.

War is very hard and sad. So it’s important that we don’t ignore or forget the sacrifices many people have made to help us have a safe country to live in.

We hope you enjoy your time with us today.
There are different types of historical sources:

**Primary Sources:**

Primary Sources are actual documents from the past. For example:

- letters written from one person to another,
- Newspaper articles from the past,
- Clothing,
- Photographs,
- Interviews from people who were there at the time.

Interviews are called “Oral History” because it’s a person’s memory of what happened for them and how they felt about it; it’s their own personal history.

Oral History interviews are important because everyone has their own unique story; interviews can help items in a museum “come to life” and become much more interesting if we know the story behind it.

Oral History interviews also help us understand what it was really like to live in a time or place in our past. We can never be there ourselves but we can imagine what it was like by listening to the stories of people who were there. That is why Oral History is important.

**Secondary Sources of Information**

Secondary Sources of Information are also important. They are things like history books and stories already written using a number of primary sources. They are an interpretation done by another person. So you can have an opinion about whether you think a secondary source is “right” or “not quite right”, but you will only ever know if you can check the primary sources for yourself.

**Question for Bright Minds (and my guess is you’re all bright):**

Do you think this Museum is a Primary Source of Information, a Secondary Source of Information, or a little bit of both? Why?

*Copyright RSL LifeCare NSW*
I was born in 1915 in Tottenham in Central NSW. I was the middle child of eight and I always wanted to be a nurse. At 18 I studied at Orange Base Hospital and then worked at Griffith. I was called up six months after war broke out and I was very glad to do my duty for King and Country.

On 19th October 1940 we sailed on the Queen Mary to the Middle East, where we learned to nurse in a canvas hospital in Palestine. We had to adapt to nursing under canvas: for example we didn’t have steam for sterilizing, there was an old fashioned primus which you pumped and the sterilizer was a petrol tin cut in half. You put the instruments in and boiled them for 20 minutes.

We were the 2/5 AGH. We were sent to Greece but after 4 weeks had to get out because the Germans invaded. We could hear the gun fire at night and see the lights in the sky from the fighting. When we left, we were jammed into trucks and we took what we could carry. One morning we made a dawn toilet stop - all the nurses were in the field and suddenly a man’s voice spoke! The Yugoslavs were in there too! They were also escaping and, we found out later, they were smuggling the crown jewels to safety.

HMAS Voyager rescued us and took us to Crete. Things were burning everywhere! We got around on our knees, nursing in amongst the fighting, but the Germans were coming so we had to leave. We managed to get back to Egypt and then to Palestine. Then we were called home because of the advance of the Japanese forces. We were sent to Armidale where we lived on the racecourse during winter, waiting for equipment to be collected. And from winter in Armidale they sent us to New Guinea!

New Guinea was very hot, very humid and we were very busy. We had to climb up through the mud to our tent and it was very noisy, with aircraft zooming around all the time. I’d been given a bottle of whisky and I took it to the tent and I said “Girls this is purely medicinal!” So we’d have a little nip to help us sleep.

It was much heavier nursing than Greece or Palestine. We worked longer hours and the casualties were heavier. There was a lot of malaria and dysentery - but I loved my nursing, I really did.

After 18 months in New Guinea we were sent back to Australia, to Goulburn - in the middle of winter! Then we went to Morotai, where we established a hospital. I was there on VP day – what a celebration! I was also selected to be present at the formal surrender of the Japanese Army.

After the war ended I went to Melbourne to study midwifery because I wanted to get away from men for a while! It was marvellous, but it was hard to settle so then I nursed in Canada for 3½ years.

When King George VI died in 1952, I applied and was granted an outside seat at the Coronation. I had a wonderful view. It was one of the highlights of my life. I then spent 18 months nursing in England.

Once home I nursed at Royal North Shore, but the country beckoned and I moved to Taree where I met a childhood friend, Jack. We married and lived at Hallidays Point. It’s been 18 years since he died.

In 1997 I moved here. I love my house here and the sense of community is wonderful. I’m very fortunate, I’ve got some old mates here; they do my shopping for me. I’ve had a happy and healthy life – but I’d say to anyone, “If you have an opportunity to get into the Services, that’s the way to go”.

As told to Helen Johnston
My first day in the Army was 7th January 1942 when at the ripe age of eighteen I fronted up to enlist. I was delighted to find that an old school acquaintance, Stan Burrows, was also enlisting. We went to George’s Heights, where after two days of elementary drill exercises, volunteers were called for to man special equipment on islands north of Australia. Stan and I stepped forward, thus joining a very secretive new unit called RDF - Radio Direction Finder. After a few lectures we were taken to Beacon Hill to see a machine operating which could pick up a rowing boat well out to sea providing it had steel rowlocks. Then, incredibly, one week after joining the Army, we were sent on three days leave before heading north. The journey to Darwin took ten days on train, trucks and cattle trucks, and we arrived during a violent storm on February 1st.

On Thursday 19th February Stan and I were on the parade ground at 0955 hours when all hell broke loose. Bombs were falling all around. Wave after wave of bombers passed overhead and fighters streaked across at roof top level, the zero pilots clearly visible, looking down upon us, grinning. They were having a ball because there was no resistance; they had it to themselves and they just weaved around and did what they wanted. All senses were overwhelmed by the destruction that followed. As the attack ended many ships in the harbour were sunk or burning. The town was a shambles and a great pall of smoke hung over the scene. After the noise of aircraft, bombs and anti-aircraft fire, the silence was rather eerie. We were employed righting overturned trucks and clearing debris until 1210 hours when more waves of bombers came over, this time concentrating on the airfield. We learnt later that the attackers were 188 aircraft from a Japanese Naval Taskforce: the same taskforce that attacked Pearl Harbour.

I was stunned. I knew I was watching history unfold in front of me - this was the first time mainland Australia was being attacked by a foreign power. Our unit was split up between the various gun sites and Stan and I went to 14th H.A.A. Battery No 1 detachment of 4x3.7” anti-aircraft guns, located on Darwin Oval on the cliffs. We were now gunners on the first site to engage the Japs, and we had to learn in a hurry. The scene from the cliff after the initial raids was dreadful: behind us, masses of thick black smoke and on the harbour all ships in sight burning, sinking. The water was thick with black oil and littered with small boats, bodies and debris. Soon after the first raid, when all seemed quiet, there occurred the most awesome explosion that I have ever heard. The Neptuna, a ship at the wharf loaded with ammunition including depth charges, previously hit and burning, blew up. Great sections of the ship were scattered over a wide area and a huge column of smoke shot skywards. All civilians and other Army units were moved south off the peninsula leaving few to defend Darwin.

With nothing but emergency rations we had to scrounge for food. In the event of invasion our orders were to fight for as long as able, then to spike our guns, and then every man for himself.

Stan and I were later sent to the 22nd anti-aircraft unit, which brought about a complete change in our war and way of life. This new unit’s mobile guns were usually out in the bush protecting airstrips. These positions entailed total isolation in very primitive conditions with strict water rationing (one kerosene tin per person for all uses), maggot infested food, endemic dysentery and tropical ulcers that ate into your legs. The mobile guns had to be dug into the ground with pick and shovel and moved frequently. 62 further air raids occurred over the Darwin area in 1942/43. My war was not glamorous, far from it. In fact I cannot think of any period in those years on which I can look back with pleasure. However there was comradeship; it forged a lifelong friendship with Stan Burrows. One learns of the inner strength that can be drawn upon in difficult circumstances and it has given me an appreciation of how wonderful life is.