Dear Parents, Friends, Staff and Students,

Sunday 8th March was International Women’s Day. Our Senior Leaders attended the 22nd annual breakfast on Friday 6th March at the Parramatta Leagues Club hosted by the Zonta Club of Sydney Hills. The theme was ‘Ending Poverty for Women through Economic Empowerment’. Keynote speakers inspired the audience to consider how we can support women who live in poverty and contribute to the work of UN Women to further the cause for human rights for women suffering from violence.

For members of the Mercy Community this echoes sentiments expressed by Mother Catherine McAuley who wrote “…that no work of charity can be more productive of good to society, or more conducive to the happiness of the poor, than the careful instruction of women, since whatever the station they are destined to fill, their example and advice will always possess influence…”

Our Senior Liturgy Leader Kylie Amurao led the prayer at the breakfast. I would like to congratulate the leaders on their involvement and thank Mrs Leanne Kempys and Ms Debbie Grigson for attending as well.

Our Girls Alliance Group attended the first student alliance meeting last Tuesday afternoon at the Sydney Women’s College, Sydney University. Our Year 11 and 10 representatives, along with about 80 girls from other girls schools around Sydney, had the opportunity to listen to a panel of eight inspirational young women who were ex-students of the different schools or were studying at Sydney University. The panel spoke about how young women can do whatever they wish and how they make a difference in the world.

Kate Durnell (ex-McAuley 2011) spoke about her experience in being the first women to attend a football match in the UAE and how her persistence led to other ex-pat women also being able to attend the game as well. Thank you to Mrs Gloria Noud who accompanied the students. She said of the meeting “It was a great experience for the girls and they are keen to pass on these experiences to the whole school body which they will do at a future whole school assembly.”

Congratulations to ex student Kate Hanna. Kate has just been named in the national development squad for Hockey. Four of the squad members have been given a scholarship to the Australian Institute of Sport. Kate was one of those players given a scholarship. She will relocate to Perth to take up this opportunity. We wish her all the best.
International Women’s Day

This week International Women’s Day will be celebrated globally on Sunday 8th March. The Beijing Declaration and Platform for Action will be highlighted on this day. This historic roadmap was signed by 189 governments twenty years ago and sets the agenda for realising women’s rights.

While there have been many achievements since then, many serious gaps remain. This is the time to uphold women’s achievements, recognise challenges, and focus greater attention on women’s rights and gender equality to mobilise all people to do their part. The Beijing Platform for Action focuses on twelve critical areas of concern and envisions a world where each woman and girl can exercise her choices, such as participating in politics, getting an education, having an income, and living in societies free from violence and discrimination.

The theme for the 2015 International Women’s Day is ‘Empowering Women - Empowering Humanity: Picture It!’ From the ground-breaking conference in 1995, that agenda for realising women’s rights ‘continues to guide the global struggle against constraints and obstacles to the empowerment of women around the world’, said Ban Ki-moon, UN Secretary-General. ‘When we empower women and girls, we will realise a better future for us all.’

Ms Genevieve Banks
Religious Education Coordinator

Project Compassion: Karen from Australia

3rd Week of Lent

The Centacare Wilcannia-Forbes ‘Manage Your Income, Manage Your Life’ program (supported by Caritas Australia) is helping First Australians, like Karen, to take control of their money, and choose and prepare nutritious food to ensure a healthier future for their families.

Your donation to Project Compassion 2015 helps First Australians in remote communities gain the skills to make healthier food choices, building a better future for their families.

www.caritas.org.au/projectcompassion 1800 024 413
Library Hours
This time of term is a very busy time for students as assessment tasks are due in many subjects. I remind parents of the library hours that assist students prepare for assessment tasks and complete homework. The library is open from Monday to Thursday 7:40am to 5pm and Friday 7:40am to 4pm. Peer tutoring is available in the library Monday to Wednesday and maths tutoring provided by our Maths Department is every Wednesday afternoon. I encourage students to avail themselves of this opportunity. I am encouraged by the number of students taking advantage of the library in the afternoon to gain assistance from Year 12 students or to complete work.

Study Skills Information
With this newsletter I have attached an article by Dr Prue Salter on the ‘Impact of Reading from a screen verses from Printed Material’. I have also sent this information to Year 10 to 12 students to read.

Transport Issues
Bus 7525 is experiencing overcrowding. The school has made a number of complaints to the bus company regarding this bus. I ask parents to also contact the bus company if they are unhappy with the service provide on this school route.

Road Safety
The school has received a number of complaints from members of the public and local residents regarding parents parking on their property to pick up their daughter from Catherine McAuley. Last week a Catherine McAuley parent was parked in the nurses residences beside the school opposite Westmead Private Hospital and actually knocked the bicycle of one of the resident’s children. We also had parents parked in the area outside the Dental Hospital including the disabled parking. I would ask parents to refrain from parking on private property and in the hospital areas without actually formally entering the paid car park. Hospital security and the police have been made aware of the local residents’ concerns.

Ms Debbie Grigson
Assistant Principal
(Pastoral Care/Administration)

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TEACHER SELECTED FOR TWO WEEK FRENCH INTERNSHIP

Congratulations to French and Japanese teacher Ms Denise Thomson who has been selected to join 11 other Australian French teachers to undertake a two week internship at the University of New Caledonia during the June/July holidays.

The program includes studies in French language and linguistics, cultural studies and new trends in French pedagogy.
MAG Students Attend Caritas Australia Leadership Program

On Wednesday 25 February, the Year 10 Mercy in Action Group (MAG) and Assistant Social Justice Leader, Annalise Awkar, were privileged to be invited to Our Lady of Mercy College for the Caritas Australia Leadership Program. There were about 11 schools invited to this program, including Catherine McAuley.

During the day all the students took part in a variety of activities helping to develop their leadership and communication skills. We were all auspicious for the opportunity of meeting new students and looking at the ways in which these schools operate their own social justice and fundraiser activities. The Year 10 Mercy in Action representatives were enlightened to meet Eric and Ma, the faces of the 2015 Caritas Australia Project Compassion Program. Eric and Ma, who came all the way from Fiji, were kind enough to share their experiences with Caritas Australia and the new opportunities they have received with Caritas Australia’s help. Their story gave us new hope as to what we as individuals can achieve with the help of charities like Caritas Australia.

Our attained knowledge is beneficial into the ways we as a school can be more aware of social justice and its impact in countries less fortunate than us.

Erisha Chand and Drishti Chavla
Year 10

Staff and Student News

Visual Arts Excursions for Senior Students

Both our Year 12 and Year 11 Visual Arts Students have visited the Art Gallery of NSW recently. Our Year 12 students went on an after school hours excursion to view ‘Artexpress’, an exhibition showcasing artworks created by students for their Body of Works from last year’s HSC. It was a great night for the students as they were able to experience the art gallery at night and had a chance to view work from other students which will help keep their own inspiration up for their own Body of Works which will be due later in Term 3.

Our Year 11 Visual Arts students visited the Art Gallery of NSW and enjoyed both the ‘Pop to Popism’ and ‘Artexpress’ exhibitions as part of their current unit of work titled ‘Object of Desire’.

Both exhibitions were an amazing experience for the students as at the Pop to Popism exhibition they were able to see up close and personal the works by historical artists such as Andy Warhol, Roy Lichtenstein and Jeff Koons and at the Artexpress exhibition the students could view exceptional Body of Works from last year’s HSC candidates.

Students will be using this experience back in class to discuss and write about the innovative art practices employed by the range of artists which were viewed on the day.

Mrs Alison Finnerty
Visual Arts Coordinator
Year 9 Visual Arts students and their teachers, **Miss Boardman, Ms Matteucci** and **Miss Fernandes** visited Lake Parramatta Reserve on Monday this week to explore the landscape and environment and use this interesting site to create drawings, sketches and document it with photographs. The excursion was organised as part of the unit ‘Exploring the Landscape’ which the students are currently studying.

Students were inspired by the beautiful scenery, native flora and fauna. They enjoyed photographing the bushland and completing drawings and sketches emulating the artist John Wolseley who they have been studying in class.

We were blessed with beautiful weather and the students had an enjoyable day being creative and appreciating this bushland in the midst of Parramatta.

**Miss Indira Fernandes**
Visual Arts Teacher

Student Reflections:

“The Visual Arts excursion was a great way to experience nature and use our imagination to express our emotions through a range of activities such as drawing and photographs. This was an opportunity for us to learn and discuss our perspective of different places”. **Christel Smith** 9VA21

“The Visual Arts excursion was an enjoyable and relaxing one. Lake Parramatta Reserve is a beautiful location where we were able to analyse and investigate various aspects and effects of the landscape from different perspectives”. **Brooke De La Motte** 9VA21
Year 7 History Excursion

Our Year 7 History students travelled into the city on Tuesday this week to visit The Big Dig at The Rocks and learn about early settlement in Australia. The students got to visit parts of the dig site, hear stories about people that lived in the area and handle artefacts found on the site. Students also visited the Nicholson Museum at Sydney University and got to handle ancient Egyptian artefacts and see some mummified bodies. They even saw some mummified cats!

Mrs Leah Morrison
History Teacher

Former Student Receives Australian Institute of Sport Scholarship

Former student Kate Hanna, Class of 2014, has been offered a one year hockey scholarship with the Australian Institute of Sport and will be based in Perth training with the Hockeyroos.

Kate is currently in the Junior Hockey Development Squad and has now been named in the National Development Squad also.

As part of the AIS scholarship Kate has been given a mentor and her mentor is the Hockeyroos Captain, Madonna Bligh.

We wish Kate all the best with her scholarship.
Year 7 Students Ready To Answer Questions At Our School Open Afternoon

Our Year 7 students are looking forward to our school’s Open Afternoon/Night as for the first time the students will run a display and question and answer session for visiting Year 5 and 6 girls.

The Year 7 students are most familiar with the anxiety and excitement that many primary school students have about high school. How much homework is there? Does everyone get a locker? What if I get lost? And for some reason there are always concerns about detention!

A group of Year 7 students have come together and have organised a small display of items such as the school diary, timetable, ID cards, etc and will have the items set up in the McAuley Forum. They will also be on hand to answer questions.

Other activities taking place at our School Open Afternoon/Night are school tours, a sausage sizzle, cooking displays from our Hospitality and Food Technology students, a simulated archaeological dig from our History Department, an opportunity to join in on some science experiments in the Science Labs, a still life drawing lesson in the Art Studios, French and Japanese activities in the Language Rooms, and much more.

Our School Open Afternoon/Night will commence at 4pm and run until 6.30pm on Tuesday 17th March. Following the Open event there will be a Year 7 2016 Enrolment Information Evening from 7.00 – 8.00pm. This evening will be presented by the school’s Leadership Team and will provide further information about the school. Completed enrolment forms may be lodged at this meeting.

Any questions concerning these two events can be answered by phoning School Reception on 9849 9100. Car parking will be available via Gate 3 off Darcy Road. Additional paid car parking is available in the University of Western Sydney car park located on the corner of Hawkesbury Road and Darcy Road.

Year 7 students who have organised a display at our upcoming School Open Afternoon / Night.
Friday 27th February was our whole school swimming carnival and even though it was raining early in the morning it turned out to be perfect weather to be in our school pool. The students need to be congratulated for their amazing participation level both in and outside the pool. The teachers who were timekeeping and judging were going deaf due to the amount of cheering that was constantly coming from the girls. There was a sea of colour surrounding the pool with banners and props representing the seven House colours and each student was dressed in their respective colour with a proud look on their face. There were not many moments throughout the day where the girls weren’t cheering for their peers swimming.

I would like to thank all of the parents who took the time to come down and support their daughters and other students during the carnival. This day would not have been possible if it were not for all the staff and the House Patron for getting their girls passionate about their House with cheers and costumes. All of the girls who participated swim really well and performed personal best times. I believe that around two thirds of the student population went into the water on the day whether it was to compete in a championship race or to gain House points in the non-competitive or novelty events.

After the long distance carnival, Caritas were winning but Veritas followed closely behind. The top two Houses remained the same until half way through Friday’s carnival. With each race, Coolock and Mercedes crept closer to the top two with the help of their students volunteering to get in the water and participate in the non-competitive and novelty races. After the finals Coolock took over Veritas with Mercedes close behind. With the help of their junior swimmers Caritas extended their lead as the carnival went on and no one could catch them. We also had our inaugural House cheer off during the day, which saw Veritas take first prize over Ryan and Caritas. At the conclusion of the carnival, Caritas came in first beating Coolock by 80 points!

The following girls are the age champions for 2014. Congratulations!

| Under 12s: | 1st | Alyssa Soldatos | Caritas | Under 13s: | 1st | Jasmine James-Howard | Veritas |
| Under 13s: | 2nd | Saskia Phelps | Mercedes | 2nd | Erika Lucas | Mercedes |
| Under 13s: | 3rd | Alysha Sinclair | Clare | 3rd | Elizabeth Brown | Mercedes |

| Under 14s: | 1st | Ella Tauroa | Caritas | Under 15s: | 1st | Kate Brown | Mercedes |
| Under 15s: | 2nd | Olivia Andree-Evarts | Caritas | 2nd | Ella Cyreszko | Ryan |
| Under 15s: | 3rd | Madeline Franjic | Veritas | 3rd | Alexis Zerni | Ryan |

| Under 16s: | 1st | Kayla Hine | Coolock | Under 17s: | 1st | Nicola Watts | Mercedes |
| Under 17s: | 2nd | Rachel Cooper | Veritas | 2nd | Maddi Finch | Ryan |
| Under 17s: | 3rd | Heather Lucas | Mercedes | 3rd | Adriana Zeidan | Caritas |
| Under 17s: | =3rd | Margaret Nancarrow | Coolock | =3rd | Emily Diversi | Veritas |
| Under 17s: | =3rd | | | |

| Under 18s: | 1st | Margaret Nancarrow | Coolock |
| Under 18s: | 2nd | Chloe Obreza | Mercedes |
| Under 18s: | 3rd | Loren Singleton | Clare |

**SCHOOL CHAMPIONS**

1st **Ella Tauroa** (122 points)
2nd **Kayla Hine** (104 points)
3rd **Jasmine James-Howard** (100 points)

The last event of the day was the McAuley Shield race between the Year 12s and teachers. This was an exciting event that got all of the students and teachers on their feet cheering for their respective team. Pride was at stake with this race and even though the teachers used tactics to gain the lead, **Loren Singleton and Mr Muggleton** were the last to swim and it was so close. Loren touched the wall first by the slightest of margins and all of the Year 12s erupted with excitement and cheering as they are now ahead 2-0 in the McAuley Shield competition. It was a great way to end the day!

The following girls need to be congratulated as they broke records either on Wednesday or Friday at the respective swimming carnivals.

**Olivia Andree-Evarts:**
- 14yr 50m Backstroke 34.15 (Old record: 36.05 I Foley, 2013)
- 14yr 50m Freestyle 30.53 (Old record: 30.65 N Milanarevic, 2002)

**Ella Tauroa:**
- Inters 100m Backstroke 13.87 (Old record: 1m15.23 I Foley, 2014)

**Kayla Hine:**
- 16yr 50m Breaststroke 37.65 (Old record: 37.75 H Anschau, 2011)
Congratulations to Loren Singleton, Year 12, who was nominated for the Blacktown City Council Sportsperson of the Year Awards. Loren had been nominated for her sport of netball. Last year she was selected into the 2014 Under 17 NSW Netball Team that competed at the National Netball Championships in April 2014. NSW was placed second at these Championships.

Loren has been a member of the Western Sydney Academy of Sport Netball Squad since 2012 as well as a member of the NSW Institute of Sport Netball Team. She recently won selection to represent NSW in the Under 19 Netball Squad and in the State League, Division 1 (Waratah Cup).

The 2014 Blacktown City Council Sportsperson of the Year was announced on Saturday 21st February at a gala presentation night. Loren did not win but it was a wonderful achievement just to be nominated. Over 60 nominations were received with 12 being selected. Well done Loren.

Congratulations also to Sinead Elliott, Year 8, who represented Catherine McAuley in fencing at the Roberta Nutt Shield event which was held in Marrickville on Sunday 22nd February. Sinead competed in the foil event and was awarded 2nd place, a wonderful achievement considering she has not fenced competitively very much at all last year.

Students Compete at Open Water Nationals in Perth

Our school had four students travel to Perth on the weekend of 14th - 15th February to compete in the Open Water Nationals 5km race. This event attracts competitors from all around Australia and our students had amazing results and all gained personal best times.

Kate Brown placed 14th in Australia, Nicola Watts placed 15th, Ella Tauroa placed 15th and Olivia Andree-Evarts placed 24th. Each of these students are ranked in the top five fastest swimmers in this event in NSW which is a huge achievement. Congratulations to all these students.

In addition, at the recently held school Long Distance Swimming Carnival, Ella Tauroa, Year 8, broke the 100m Backstroke Inter Age Group (Under 14/15 years) record with a fabulous swim. This is another outstanding achievement!

Ms Brooke Robson
Sports Coordinator
Thank you to all the parents who helped out at the school canteen at the swimming carnival last week. Your help is always greatly appreciated.

Ms Lisa Lane
Canteen Manager

Engaging Your Adolescent

Penrith Family Support are presenting a course designed to assist parents with skills for resolving/or preventing teenage behaviour problems. In this course parents/carers are provided with a model for working out:

What behaviour needs to be ignored
Coaching teenagers to consider the consequences of their actions
How to hold difficult conversations when agreements are breached
This is a practical how to guide for parents / carers.

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For information regarding this group including registrations please contact
Penrith on 02 4721 5331 or Blacktown on 02 8822 2222

NAPLAN Disability Adjustments

Information on disability adjustments for NAPLAN from the *Handbook to Principals NAPLAN 2015*:

“NAPLAN gives information about specific aspects of individual student performance and it is therefore important, when providing support in the form of disability adjustments, that a student is neither unfairly advantaged nor disadvantaged.

Disability adjustments may be accessed by a student for all or part of the tests and should reflect the type of support the student accesses on a regular basis in the classroom.”

In addition, “Adjustments to testing conditions should reflect the normal support the student receives in the classroom” (BOSTES).

If your daughter requires disability provisions for the NAPLAN exam, please contact Ms Bleakley, Diversity Team Coordinator, on 9849 9154.
Impact of reading from a screen versus from printed material

By Dr Prue Salter

Students now spend a lot of time reading from a screen: computers, kindle, mobile devices. The research into the implications of this are still in the early stages, however current evidence indicates that at this point in time print may be slightly superior to the screen in relation to comprehension, learning, retention and ease of use. However, as screen technology continues to advance, interfaces become increasingly intuitive and personal preferences change from early exposure to reading on a screen, this may change – and may have already changed for some individuals. Technology is here to stay, so the key pieces of advice for students (and parents) are listed below. One of the best articles to read on this debate is by Jabr (2013) The Reading Brain in the Digital Age: The Science of Paper versus Screens http://www.scientificamerican.com/article.cfm?id=reading-paper-screens.

Advice for Students and Parents:

1. DEVELOP BOTH PAPER AND DIGITAL LITERACY SKILLS

Students need to develop their reading, comprehension and learning skills in both arenas. They need to develop one set of skills to build their competence in reading and learning from paper, however they also need to develop a completely different set of skills: digital literacy and navigation skills. Some parents are critical of the use of technology in schools and fearful that students' handwriting and learning will be affected (Salter, 2013), however in an increasingly digital world it would be irresponsible of schools to neglect developing students' digital literacy skills. Two of the units that are useful in this area on www.studyskillshandbook.com.au are the Reading Skills unit and Technology Tools unit.

2. CREATE OPPORTUNITIES TO MAINTAIN HANDWRITING SKILLS

Finland has long been known as a leader in many educational aspects. Recently it was announced that Finland will no longer teach cursive handwriting in schools. They will continue to teach printing, however, when students would normally transition to ‘running writing’ instead they will learn keyboarding skills. This signals a change in the traditional approach. In Australia there is comprehensive testing being undertaken to look at holding both Naplan and final Year 12 examinations online. There are no indications as to when this will take place. At this point in time, as tests and examinations are still handwritten, students are advised that when it comes to exam time, they should handwrite their study notes or if typed then print them out when they are learning them. They should also actively create opportunities to maintain their handwriting skills, consciously choosing to handwrite at times when they might normally type. Visit the Writing Skills unit for tips on improving handwriting as well as some special pens that will assist.

3. LEARN TO TOUCH TYPE

While we have had the ability to dictate into a device for some time, this is still not in common usage. Learning to touch type is a skill that definitely pays off in the senior years in terms of saving huge amounts of time. There are links to free learning to touch type websites in the Technology Tools unit.

On a personal note, I believe we are all on a journey of finding a balance between reading on paper and reading online. When I did my first degrees at uni there were no computers and I would handwrite my essays. Later when computers arrived I could not imagine writing directly onto a computer, but instead would create my essay on paper then type it up when I finished. Now the thought of having to write an essay on paper like our Year 12 students do horrifies me, I can now think and plan an essay solely in digital space and am much more comfortable working this way than planning an essay on paper. I never thought either that I would switch away from paper reading. As a life-long avid reader, I actually rent a second apartment to keep my 3000+ books. However in the last two years I have completely transitioned to reading books for pleasure solely on my iPhone (yes I know the screen is small, and it is much better if you are at the beach to be reading a paperback you can leave it without fear of theft when you go for a swim). In fact I have not read physical fiction books for over a year now and am slowly giving my paper books away.

However even though I have tried, I still find it very difficult to take in information from a screen if I am trying to absorb, learn and remember information. I still order my non-fiction texts as a paper copy from Amazon. I printed out my 300+ journal articles for my PhD as I found it impossible to get my head around them when they were filed as PDFs on my computer. We are all at different stages on the journey of being comfortable with learning online. The concept of 'digital natives’ has been debunked (Bennett, Maton & Kervin, 2008) and we cannot assume that all students are comfortable with technology. Instead it is true that different students will be at different points along this path. Students need to keep both skill sets. In you have to write essays in an exam without the aid of a computer, then you need lots of practice in this area! If you find it hard to remember what you are learning on the screen then make notes on paper, but at the same time also look to improve and develop your digital learning literacy skills as well. In many ways it is a matter of attitude, be open to learning in many different ways and look for opportunities to improve the way you learn in all mediums.
If you are interested in learning more about what the current research says about the impact of reading on a screen versus printed material, continue reading below:

**Personal Experience / Ease of Reading**

- Many people who have grown up reading printed material feel that their reading is more effective if they read from paper rather than from a screen. When describing why they feel this way, they refer not just to the visual sense, but also the way paper feels and is manipulated, which supports their comprehension. For example, the ability to highlight or jot notes or to judge where they are in a document based on the number of pages left to go. The discomfort that people feel when reading from a screen, rather than paper, is described by Gerlach and Buxmann (2011) as “haptic dissonance”.

- Many studies such as Mangen, Walgermo and Brønnick (2013) suggest that the ability to identify your passage through a text in a tactile way is important to the learning. So too, is the ability to easily navigate through the text in a non-linear fashion. The opportunity to quickly move back and forward whole pages and chapters at a time is considered by many as invaluable in placing the learnings of any particular passage within the context of the overall text.

- Currently the technology of e-readers is unable to replicate this in an intuitive manner. Many have the ability to quickly search and scroll through pages, but the instant, subconscious nature of this feature in the printed material is unparalleled in screen technology.

- Even today’s students, who have grown up using technology on a daily basis, seem to experience this. A recent study conducted by Wu and Chen (2011) concluded that a majority of tertiary students will begin their research using screen-based text (benefiting from advanced search functions and the like). However upon choosing the appropriate text will often print it to be able to better digest the text. This suggests that these students have an intuitive understanding of how best to find, comprehend and retain the text.

**Comprehension**

- Many years ago in 1992, Dillon reviewed numerous studies conducted in the late 1980’s and early 1990’s and determined that reading from screens was less effective than print. Most results indicated that reading from screens caused comprehension to be 20-30% less effective than reading from paper. However, a more recent study conducted by Noyes and Garland (2008) suggests that results are inconclusive in determining a preference for print or screens in retention and that there is only a slight majority of results that support the earlier findings of print having 20-30% faster comprehension. Other studies published have produced inconsistent results, with many finding few significant comprehension differences between reading on a screen or on paper.

- Other studies (Ackerman & Goldsmith, 2011) have looked deeper into the subconscious expectations of reading that allows factors such as tactile and olfactory feedback to have such great impact on the retention and comprehension of reading. They found that these subtle expectations and familiarities greatly impacted how much they were able to retain. When they were asked to read on a time limit, the results for screen and print did not differ significantly. When participants were asked to read a text at their own pace, their retention was significantly different when reading on screens as opposed to paper.

- Ackerman and Goldsmith concluded that the difference is therefore not in the presentation of the material itself, but relates to a more intuitive or subconscious feeling that makes the brain more conducive to learning when reading from a more familiar source, such as print, and less ready to learn when reading from a more unfamiliar source such as a screen.

**Learning versus Remembering**

- A British study (Garland & Noyes, 2003) found that when comparing learning from a screen versus printed text, the students recalling information acquired from print were able to access the information much faster and were deemed to have “learned” the material. By comparison, the students who read from screens had to mentally search for information in response to questions and were judged to be “remembering” the material.

- Obviously in this case the print is superior in terms of learning, but this is an effect that was not considered in many other studies. The long-term retention of knowledge from screen or print has not yet been studied in as much depth as other factors in this debate.

- Reading from screens may create more stress for the brain than reading from paper and study participants have grown tired more rapidly when reading from screens (Wästlund, Reinikka, Norlander & Archer, 2005). These studies do not identify the cause of this stress. Conclusions drawn are that when reading for long periods of time, paper reading can achieve much greater stamina.
References:


Learn more this year about how students can improve their results and be more efficient and effective with their schoolwork by working through the units on www.studyskillshandbook.com.au. Our school’s access details are:

Username: mcauley
Password: 189results
ENROLLING NOW FOR 2016

Catherine McAuley is a Catholic girls' secondary school, located at Westmead. Our broad curriculum encourages young women to pursue independent lifelong learning.

OPEN NIGHT Tuesday 17 March 2015 4.00 - 6.30pm

Tour our school grounds, visit classrooms and view displays. A Year 7 2016 Information Night will be held following at 7.00pm with presentations from the school leadership team.

CONTACT OUR SCHOOL ON 9849 9100 FOR AN ENROLMENT PACK. APPLICATIONS CLOSE 27TH MARCH 2015

Catherine McAuley, 2 Darcy Road, Westmead | www.mcauley.nsw.edu.au
What is NAPLAN?
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Why do students do NAPLAN tests?
NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not young Australians are meeting important educational outcomes in literacy and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and what areas need to be prioritised for improvement.

NAPLAN tests are one aspect of a school’s assessment and reporting process; they do not replace the extensive ongoing assessments made by teachers about each student’s performance.

What will be tested and how?
NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. The content of each test is informed by the national Statements of Learning for English and mathematics, which underpin state and territory learning frameworks. Questions are multiple-choice or require a short written response. The writing task requires students to write a text in response to a prompt.

To give you an idea of what the tests look like, sample questions and a sample writing task are available on the NAP website: www.nap.edu.au

Who will run the tests?
NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or principals. Each state and territory is responsible for marking the tests in accordance with strict guidelines and processes.

How can I help my child prepare for the tests?
NAPLAN assesses literacy and numeracy skills that students have already been learning through the school curriculum. Teachers will ensure students are familiar with the test formats and will provide appropriate support and guidance. If you have any questions about your child’s preparation for NAPLAN, you should make a time to speak with their teacher.

The best way you can help your child prepare for NAPLAN is to reassure your child that NAPLAN tests are just one part of their school program, and to urge them to simply do the best they can on the day. The use of services by coaching providers is not recommended.

What additional support can schools provide for students with special needs?
All students are encouraged to participate in NAPLAN tests. Students with disability may qualify for adjustments that reflect the support normally provided in the classroom. Students who have a temporary injury may also be reasonably accommodated.

A formal exemption may be granted for a student with significant intellectual disability and/or significant coexisting conditions, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your state testing authority can give you more information on special provisions or the process required to gain a formal exemption.
How is NAPLAN performance measured?
NAPLAN is not a pass-or-fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has 10 bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands represents the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

What happens if my child is absent from school on test days?
Where possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during the testing week. Individual students are not permitted to sit tests after Friday 15 May 2015.

Will I receive a report on my child’s performance?
A NAPLAN report will be issued by your school later in the year. The same report format is used for every student in Australia. The school will notify you when the reports are being sent to you. If you do not receive a report, you should contact the school. Individual student results are strictly confidential.

How are NAPLAN test results used?
- Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to help them better identify students who require greater challenges or additional support.
- The community can see average school NAPLAN results on the My School website: www.myschool.edu.au

Where can I get more information?
For more information about NAPLAN:
- visit the NAP website www.nap.edu.au
- contact your child’s school
- contact your state or territory’s education authority (details available on the NAP website).

NAPLAN 2015 tests timetable

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Tuesday 12 May</th>
<th>Wednesday 13 May</th>
<th>Thursday 14 May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>language conventions 40 minutes writing 40 minutes</td>
<td>reading 45 minutes</td>
<td>numeracy 45 minutes</td>
</tr>
<tr>
<td>Year 5</td>
<td>language conventions 40 minutes writing 40 minutes</td>
<td>reading 50 minutes</td>
<td>numeracy 50 minutes</td>
</tr>
<tr>
<td>Year 7</td>
<td>language conventions 45 minutes writing 40 minutes</td>
<td>reading 65 minutes</td>
<td>numeracy calculator 40 minutes non-calculator 40 minutes</td>
</tr>
<tr>
<td>Year 9</td>
<td>language conventions 45 minutes writing 40 minutes</td>
<td>reading 65 minutes</td>
<td>numeracy calculator 40 minutes non-calculator 40 minutes</td>
</tr>
</tbody>
</table>

- Language conventions test includes spelling, grammar and punctuation.
- Numeracy test includes number; space; algebra, function and pattern; measurement, chance and data.
- Calculators are NOT permitted in the numeracy test in Years 3 and 5. In Years 7 and 9, each student sits one numeracy test where calculator use is permitted and one where it is not.
GOOD SHEPHERD PRIMARY SCHOOL
PLUMPTON
OPEN DAY
Sunday March 8 2015 10am - 1.00pm
All invited!

WE STRIVE TO CREATE A WARM, HAPPY AND WELCOMING SPIRIT - A TRUE REFLECTION OF OUR SCHOOL MOTTO,
Peace and Joy.

Good Shepherd offers wonderful learning opportunities to children from Kindergarten to Year 6, with particular emphasis placed on catering to the different learning needs and styles of each child.

We invite current and prospective families to come and explore our school’s facilities. Learning Spaces will be open, staff will be available to meet and greet and a community barbecue provided.

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