In the weekend Advocate, there was an article on median ATAR scores. I was called for comment which prompted me to provide a deeper analysis of the data, as well as a reflection on the broader issue of what the modern school provides. Below is some of what I provided for The Advocate:

The TQA Data Profile provides a Degree of Significance measure, with the commentary that: variation between -2.0 and 2.0 may reflect “chance variations ... values outside that may be taken seriously”.

Thus, for 2013, statistically significant differences between SBSC and State attainments include:

- Achieved the TCE - 77% compared to 40%, with a 6.3 measure of significance;
- Have an ATAR - 59% compared to 28%, with a 5.8 measure of significance;
- Did at least 4 TQA Level 3 subjects - 73% compared to 42% with a 5.2 measure of significance.

However, the Median ATAR 79.0 compared with 80.1 has a -0.3 measure of significance. In other words it is not significant.

It is worth mentioning, as well, that the measure of Mean SES advantage/disadvantage is not significantly different to the state, thus assumptions of any inherent advantage within the students cohort are without basis.

This is the case for previous years as well.

Other factors can impact on ATAR scores, such as the scaling of subjects. As an example, and using 2013 data, a student with a perfect score in Ancient Civilisations would have a TE score of 18.7 contributing to their ATAR, while an identical student who chose to study Art Production, and also achieved a perfect score, would have a TE score of 22.9 contributing to an ATAR - a variation of 4.2 TE Points.

It is my contention, too, that there are students who attend SBSC who achieve an ATAR where they may not have done elsewhere. As another illustration of the insignificance of the difference, and again using the 2013 cohort of students, we celebrated a student who achieved the only ATAR below the 50s (in the 30s).

If this one student had not achieved an ATAR, the median ATAR would have been higher. I would rather have the (insignificantly) lower ATAR median and see this student have more pathways options.

To the broader issue. The data element that was focussed on provides just one measure of the multi-faceted elements that comprise the educational experiences that any school provides. A similar, disproportionate, focus on NAPLAN data and International testing (such as PISA) cannot provide a whole perspective, and educational experts agree that such a focus narrows the curriculum and limits the quality of learning.

In addition, the bland statistic does not account for other factors. As examples, consider the following:

- Shanghai China, which has consistently topped International testing, is a system where teachers have just 10 to 12 hours per week in front of their class. Meanwhile, Australian teachers spend 20 hours per week - almost double. This requires more planning and marking, with less time to do it in.
- The USA (whose teachers can spend up to 30 hours per week in front of the class) has consistently performed poorly on standardised testing. Yet, students in the USA are much more confident and entrepreneurial than their Chinese counterparts. This is seen to have contributed to a significantly greater number of world patent applications deriving from the USA over China.
In our own school, TQA data attainment does not provide a measure of self-worth, citizenship, ethical thinking; altruism, etc that our graduates leave us with.

In the late 1980s and early 1990s, when Queensland was reviewing its Tertiary Entrance procedures, the following reflection was provided by the current Chief Executive Officer of the TQA: “you can be fair or you can be simple; but you can't be both.” I have found this to be universally applicable.

NB TQA = Tasmanian Qualifications Authority; ATAR = Australian Tertiary Admissions Rank (a percentile measure); and TE = Tertiary Entrance

Congratulations
Congratulations to Isabel Sharman and Lucy Wootton who continue to gain representative honours in Hockey. They have been selected in the U16 team to represent Tasmania in the August national titles.

Alumni
Congratulations to past scholar (2007 – 2010) Stephanie Williams who has gone to Ohio university. Stephanie started her rowing career at SBSC. The crew she rows with in the USA (an eight) won the equivalent to the Australian national rowing championships in Indianapolis. She is in her 1st year at College and to make the 1st eight is an enormous achievement. She now heads off to training camp for World Championship selection. We wish her every success.

We also welcome past scholar (2005-2010) Ben Brown who visits us today representing the North Melbourne Kangaroos. He will be running sessions with some of our students. He is a fine role model.

If you know of any other noteworthy stories of Alumni, in any field of endeavour (and not just sport) please let me know so that we can celebrate their achievements. I am looking at the mechanism for establishing an Alumni Hall of Pride including selection criteria, and this is a good way to begin.

Watch This Space:
The College’s Vinnies group have met with me to “make an offer too good to refuse”: They have asked me to participate in this year’s St Vinnies CEO Sleepout on June 19 in Hobart. I am more than happy to support this student initiative and I have registered and been approved. Part of the process is a commitment to raise a minimum of $3000 for St Vincent de Paul. I will cast the net wide to include the broader Parish and Community. Donations can be made by visiting: www.ceosleepout.org.au/donate/online-donation and selecting CEO, then Tasmania, then locate my name. Alternatively, donations can be handed in at the College Office.

Stop the Press: Richmond star and past student, Matthew Richardson has been inducted into the AFL Hall of Fame.
Following is part of an email that I sent to Matthew: On behalf of the College, I wish to extend our congratulations to you on being inducted into the AFL Hall of Fame. We have been proud to follow your illustrious career and to have been associated with you in some small part as your old school. Your conduct as a professional and a person of integrity provides a great example to our current students in particular, as well as to the broader community. I have had the privilege to know two recent graduates who will, I am confident, follow in your footsteps.

Yesterday, Ben Brown (2005-2010) from the North Melbourne FC visited us to run some sessions with our football class. He, like Grant Birchall (2000-2006), present as humble professionals who are able to excel without loss of perspective.

Should you ever be on the North West Coast, be assured that you would be most welcome to visit us.

Regards,

Post script: These are just some of those that I know of who have an association with the College as Past Students. Others include Tim Lane, Jade and Brady Rawlings and Ben Harrison.

Mr Frank Pisano
Principal

SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT

This week: EVERYWHERE!

At St Brendan-Shaw College we strive to:

Do our best - by wearing our uniform well, using appropriate language and respecting people’s personal space.

Be safe - by staying within supervised areas, being aware of our surroundings and knowing the emergency procedures.

Welcome diversity - by accepting differences within the community, contributing to the community and helping others where we can.
“The depth and breadth of poverty that still exists in our world calls us to action. That so many suffer multiple burdens of deprivation prompts deep soul searching. How is it that so many are excluded from enjoying spiritual, cultural, educational, social, economic and political freedoms? How is it that so many still lie like Lazarus at our gate, bearing in their bodies the cost of their struggle and denied access to the table of participation and solidarity time and again?”

From the Australian Catholic Bishop’s Social Justice Statement 2013-2014: Lazarus at our Gate: A critical moment in the fight against world poverty.

Deputy Principal - Pastoral Care

Immunisations
Next Wednesday 11th June will see our Year 7 and 9 boys and girls involved in the next round of immunisations. On this day we are allowing all students who are being immunised to wear PE uniform. This is to allow for the immunisations to go quicker as hold-ups usually occur when students have to take off articles of clothing so the nurses can place the needle in the student’s upper arm. Could we also ask that parents ensure their children have an adequate breakfast before coming to school on that day as this will prevent any reactions.

Three Matters of Minor Concern
There are three matters of minor concern that the College is looking into and we would ask for parental support in these areas:

- **PE uniform** – sometimes students wear their PE uniform to school due to problems with their regular uniform being in the wash, etc. However, it has become apparent that some students do not have the full PE uniform and are wearing a PE polo top and then an assortment of other clothes in an effort to keep warm. Students should only be wearing the College PE uniform, which includes for the colder weather navy trackpants and the College rugby top. These are available new and second-hand from the College uniform shop. **Doing our best** means wearing the uniform well.

- **Students leaving the property before school begins** – a small number of students have been found to be leaving the property after arriving on the bus or being dropped off by parents in order to walk down to the Bizzi Bee. It is expected that all students remain on the property once arriving at school. In the coming weeks students found off the property in the morning will have their parents contacted and be asked to do some rubbish duty at lunch. **Being safe** means staying in supervised areas when school is on.

- **e-cigarettes** – we draw parents attention to the fad of e-cigarettes. These usually come in the form of small cylinders that are about the same size and shape as a regular texta. They contain a vapourizer that produces a vapour to simulate smoking. At their most basic form they contain no nicotine, however nicotine can be added to them. These are not allowed at school as they do nothing more than annoy other students and teach the students who are using them how to become smokers in the future. If students are found to have these they will be confiscated and their parents contacted. For those who are unaware of these, an example is shown in the photo below. **Doing our best and Being safe** means making choices that allow us to live full and healthy lives.
Over the past two weeks, each Year 7 class has participated in their Reflection Day at the MacKillop Hill Spirituality Centre in Forth. The venue has a historical link and a long tradition with the College and the reflection day program.

The theme of the day centred around a passage from the Gospel of Matthew (5:13-16). The focus of the discussion and activities was around using, and identifying in others, the unique combination of gifts and talents that each of us has to make the world around us (and, therefore, the lives of others) a better by being the best version of ourselves.

The days were facilitated by Mr Kamil Douglas and he was joined by students from the SS Youth Ministry class who organised, and assisted with, activities throughout the day. The days flowed from the energetic and fun activities to the quiet and reflective journaling times. At the end of each day, it was evident that students had enjoyed the chance to get to know their peers better outside of the classroom environment and to have had the opportunity to practise their reflective skills.

On Monday 26 May, a group of eight students boarded the bus and headed to Launceston to participate in a Regional Schools Chess Competition. The team consisted of Liam Hennessy, Eli Derham, Evan Hancock, Lenard Lange, Eddie Delphin, Tyler Fisher, Ben Ivory and Patrick O'Shea.

The students played seven games each with some excellent results. Special mention must be made of Lenard who won six games and individually came equal second, Ben 5, Patrick 4, and Liam who made his debut and won 3 ½ games.

Out of eight teams we came third and our top four players received a medal. All the boys are to be congratulated on their sportsmanship and comradeship.
Miss Renee Sushames  
Head of Sport

Two weeks ago I was lucky enough to go down and watch Devonport play Launceston in the TSL. As I watched, I noted that all 44 players on the ground were wearing their uniform with pride. It symbolised who they played for and what their common goal was for the day. Even the runners and the trainers had uniform. Significantly though, none of those 44 people arrived at the game in their uniform and none of them left in it. It is a uniform for a specific occasion.

Similarly we at the College have a uniform, specific for Physical Education. Unfortunately an increasing number of students seem to think it’s a uniform they can wear to and from school. It is not. For HPE lessons, students are to bring their uniform with them, get changed, and then re-change at the end of the lesson. Others bring it but then fail to get changed at the end of the lesson. This is unhygienic and really is an issue that students need to address. Please have a discussion with your son / daughter regarding this issue, and if you see them leaving the house in HPE uniform, ask them why. If they say it’s because they have PE, please don’t accept this response.

Mr Steve Ryan  
Head of Health & Physical Education

2014 Cross Country Report
On Wednesday May 28th, the intrahouse Cross Country Carnival was held. There were a few course changes from previous years that most students were able to adapt to easily. This year students began at the Devonport Aquatic Centre and ran along the Don Reserve track, along the Beach Road walking track towards The Bluff and back to the College. It was great to see so many students participating.

House points were tallied for the House Cup with MacKillop house proving victorious on 701 points. Congratulations MacKillop! Below are the final house points.

<table>
<thead>
<tr>
<th>HOUSE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MacKillop</td>
<td>701</td>
</tr>
<tr>
<td>Griffin</td>
<td>576</td>
</tr>
<tr>
<td>Lyons</td>
<td>506</td>
</tr>
<tr>
<td>Dillon</td>
<td>443</td>
</tr>
</tbody>
</table>

Many individual students performed well on the day and were announced Age Group Champions. Congratulations to the following students:

- Year 7: Finlay Murfet & Anna Charlotte O’Rourke
- Year 8: Rohan Cadle & Inigion Quinn
- Year 9: Max Green & Amy Joseph
- Year 10: James Watson & Lucy Wootton
- SS: Ryan Powell & Nikki Burton

Volunteer Sports Coaches/Managers
All College Sporting teams are required to complete the Sports Coach Induction Process. This means that all volunteers within the College are informed of the necessary safety procedures and contacts, can access the rules/regulations and equipment to successfully participate in sporting rosters.

We are currently updating the College website to make all relevant coaching information available online. All coaches will receive a letter outlining the new process. Please visit: http://www.sbsc.tas.edu.au/volunteers for more information.

Anyone wishing to volunteer as a sports coach/manager can contact the College on (03) 6424 7622 or rsushames@sbsc.tas.edu.au.

Mr Steve Ryan  
Head of Health & Physical Education

Miss Renee Sushames  
Head of Sport
Last term, Johanne Aaquist came to Year 8A History class taught by Mrs Shearer. Johanne introduced herself by presenting a PowerPoint on her home country Denmark. In her presentation, Johanne told us about her language, culture, Royal family, flag, her school, family life and some main attractions like LegoLand in Billund.

In exchange our class paired up and asked Johanne a maximum of three questions from our Viking unit as Denmark has many Viking archaeological sites. These questions revolved around viking culture, land, climate, navigation, social meeting, daily life, women and children, burial sites, viking ships, alphabet which are called Runes, raids and the settlement. But our main question was why did the viking age die?

In her second visit we had a game where we asked Johanne questions about the vikings and if Johanne answered the question right she would get a point and vice versa. Johanne asked our class about Denmark and if we answered the question right our class would get a point. At the end of our game, our class and Johanne were even.

Year 8A would like to thank Johanne very much for coming in and telling us about her country.

Here are some things we learnt.

In Danish Lego means ‘play good’.
The Danish flag is called the Dannebrog.
The capital of Denmark is Copenhagen.
We learnt about the Kings and Queens of Denmark and that Princess Mary of Denmark was born in Tasmania.

Ella Marshall, Rosemarie Harvey, Savanna Webb and Rachel Tolson
Year 8A

New Face Around the School
A what who, what, why & where

Who are you? Joshua Woolley
Where do you live? Here in Devonport
Where did you go to school? Several schools in Melbourne
What do you do? UTAS student in Master of Teaching
Which subjects do you teach? History and LOTE (German)
Which was your favourite subject in school? History
Fact about yourself: I am a real family man!
Hate: Porridge
Like: Pizza
Why SBSC? I wanted to experience working at a Catholic school, especially SBSC because I worked with some students from SBSC at Woolworths and they had a great work ethic and were really driven and ambitious towards their future.
On the morning of Friday the 30th of May, twenty four Senior Secondary Art students travelled downtown to the Devonport Regional Gallery to explore the notion of “esoteric art”. “Windows To The Sacred” is a traveling exhibition incorporating the work of a number of Australian and international artists based around the theme of spirituality. It was very interesting for the students from St Brendan-Shaw College to see such a wide range of ideas and media in the same presentation. Students were particularly interested in the highly symbolic and beautifully detailed work of Aboriginal Australian artist, Danie Mellor and the stylised, graphic cut-outs by Barry William Hale. We were treated to a personalised tour of the exhibition by the Director of the Devonport Regional Gallery, Ms Ellie Ray. Ms Ray effortlessly engaged the Senior Art students with her willingness to share her art knowledge and insight and her friendly, conversational approach to the young adults. All students came away from our visit with improved understanding about some aspects of art and exhibitions. Some students were overflowing with ideas and keen to get back to school and continue with their own creation process.

Mrs Lesley Boulton
Art Teacher

Grade 7s celebrating their fantastic win against Penguin at Penguin 90—65.

A great team effort.

National Child Oral Health Survey—REMINDER

If you received an invitation to participate in the National Child Oral Health Survey a reminder notice has been sent home today to please return the form.

WOULD LIKE TO HOST A JAPANESE STUDENT IN JULY/AUGUST?

Japanese Intensive Language Program coming to St Brendan Shaw College in July 2014

This program is designed to enable high school students from Japan to experience Australian culture and improve their English language skills through intensive immersion in an Australian community, attending the local High School and living in a host family that is connected to the school community. The students, teachers and wider school community have the opportunity to learn about Japanese culture and at the same time learn more about themselves and their own culture as they share experiences with the hosted students. The students will attend school each day and study 60 hours of structured English lessons over the 4 week program excursions & activities as well as participate in regular classes with a buddy local student. The students are due to arrive in Tasmania on 26th July 2014 and depart on 23rd August 2014.

Host your own Japanese student...

We are looking for open-minded and caring families to host these wonderful young people from Japan. Host families come in all shapes and sizes. If you’re ready to share your time and open your hearts to someone from another culture and share your culture with them, then we’d love you to become a host family.

AFS Host families are asked to provide the following:

- The opportunity to participate in the family’s daily lives and events
- The same care, support, and comfort that would be provided to another member of their family
- Their own bed (not convertible or inflatable in nature). Sharing a room with a sibling of the same gender is fine.
- Three quality meals a day, including lunches and meals eaten as a family in restaurants

Your family will receive a comprehensive guide to being a host family, along with a detailed application of your hosted student. AFS offers local support, national and 24 hour emergency assistance. During their program, the students will be covered by the AFS Medical Plan which is a very comprehensive medical insurance policy and includes emergency evacuation.

Who is AFS Australia?
AFS Australia is a not-for-profit, volunteer driven part of a global network of AFS Partners and offers international exchange programs in more than 50 countries. AFS has been exchanging students throughout the world for over 52 years here in Australia, and over 60 years worldwide. For more information, please check out our website: www.afs.org.au.

If you are interested in hosting one of the students from Japan, please contact Kaoru Bramich at the School. Alternatively you could contact your local AFS representative; Cath Clifford via email at: cclifford@vols.afs.org
There are quite a few items in the box.

Also a Blazer is in the shop with the name Brazier on it.

Position Available
MacKillop Hill

Co-Ordination & Maintenance:
Grounds & Buildings

MacKillop Hill is seeking expressions of interest in this position as soon as possible.

**Initially 10-12 hrs per week:**
Salary according to qualifications and experience.

Further information: Sr. Marg
ph 6428 3095
e-mail: rsjforth@bigpond.net.au

Science Summer School for Year 9 & 10 Students in 2015!

The ConocoPhillips Science experience is a three day hands on Science activities program being conducted in 32 universities and tertiary institutions around Australia. In Tasmania, the program is being offered at UTAS Hobart (Jan 13-15) and Launceston (Jan 27-29).

These programs are designed for students in years 9 & 10 and are designed to engage and inform students about science and technology as well as heightening their interest in a wide range of Science disciplines. We are lucky enough to have sponsorship support from the Rotary Club of Devonport North for the three day sessions.

Details of the program can be found at www.scienceexperience.com.au or from Mrs Hicks in the Science Faculty office.

Mrs K Hicks - Science Faculty Head

TASMANIAN PERFORMING ARTS CENTRE

Are opening up new classes for TERM 2 2014 for ALL AGES

Magic – Theatre Skills – Music – Film, Audio/Lighting Production
Vocal Groups – Intro Class for 3-7years – Musical Theatre

Looking towards working towards a 10th Anniversary Production next year.

Limited Private Lessons for Basic Beginner Piano, Modern Singing, Clarinet, Saxophone & Music Theory also available.

Email your expression of interest through to deb@performingcentre.com
To receive the class choice list available to view.

JULY SCHOOL HOLIDAY WORKSHOPS will be available for all ages soon.

Deb Morcom – B.Ed; BPA (Music); ADPA (Theatre)
Artistic Director
Ph: 6424 7768 / 0417 133 223.
FACE BOOK PAGE: Tasmanian Performing Arts Centre.

Position Available
MacKillop Hill

Co-Ordination & Maintenance:
Grounds & Buildings

MacKillop Hill is seeking expressions of interest in this position as soon as possible.

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Salary according to qualifications and experience.

Further information: Sr. Marg
ph 6428 3095
e-mail: rsjforth@bigpond.net.au

UMAT

UMAT is developed by the Australian Council for Educational Research (ACER) on behalf of the UMAT Consortium universities. The test is used specifically to assist with the selection of students into the medicine, dentistry and health science degree programs at undergraduate level at the universities listed on the UMAT website.

The purpose of UMAT is to assess the general skills and abilities developed over the course of your education and life experience that are considered by the universities to be important to the study and practice of medicine and the health sciences. To operate most effectively in these career areas graduates will need to be flexible; to have good thinking skills (critical and analytical); to be able to respond quickly to new situations and problems; and to have a well developed ability to understand and respond to patients’ needs and individual situations. For these reasons UMAT has been developed as a test that is not based on learned academic curriculum or study of particular subjects, but as a test of your response to stimuli that will not necessarily be familiar.

UMAT scores can be used for admission to any of the UMAT Consortium universities ONLY in the year following the test.
Registrations Close: 5:00pm AEST 6 June 2014
UMAT Test: 30 July 2014
For further information please visit http://www.umat.acer.edu.au/

Tanya Rataj
Careers and Pathways Coordinator
Helping kids who struggle at school

The way we praise our children, even from a very early age, can have a lasting impact. When done effectively, it can really promote resilience.

More and more in my work, I hear about young children struggling with anxiety, serious behavioural concerns, mental health issues and aggression.

At the same time, I am staggered to see the 'push down' of formalised learning onto children under six in this country. This is contrary to best practice in early years education and despite a lack of evidence validating any positive influence of early formalised education on young children's lives.

In Issue 9 of Parenting ideas Magazine, I wrote about why play is critical for brain development and social, emotional and cognitive development in young children.

The removal of play in kindergarten and preschool in favour of sight words and worksheets, homework and black line markers can be damaging to our children's ability to function as social beings – which is still our key biological driver.

Much of the push seems to be happening to improve schools' data – misinformed principals seeking good NAPLAN results and top rankings on the MySchool website. However, lots of educators tell me that they also get pressure from parents who do not understand how

critical non-formal learning is early on.

The rise in aggressive behaviour being exhibited by many younger children, mainly boys, is a sign they are unable to cope in environments with no opportunity to play, no fun, little movement and developmentally inappropriate tasks. We then penalise these children by suspending or expelling them.

The latest COAG Reform Council report on education, released in October 2013, shows that despite some improvements in overall outcomes, the gap for Indigenous children and disadvantaged children is growing ever wider.

When you think that around 30% of children struggle with school anyway, how can parents better support their kids if they are struggling?

Tips for struggling kids

The first thing to consider is whether there are any developmental delays.

Children mature at varied rates and in all sorts of ways depending on environment and unique genetic templates.

Any kid can have developmental delays around phonemic awareness, and these can be helped by being read to a lot, learning nursery rhymes and songs and engaging in lots of conversation.

From birth children need to be saturated in sound from humans as they are unable to learn

sounds from television, DVDs or screen-based devices like iPads.

If the delays are in self-regulation – the ability to manage one's energy, to be able to concentrate for up to 15 minutes, to sit quietly when asked – you need to identify and reduce the stressors in the affected child's life.

Things that improve self-regulation include music, sport, real play, time spent in nature and being in safe environments. Things that hinder it are too much television or other screen time, being too passive, poor food, lack of sleep, too much pressure and weak human connectedness.

If a child is forced to attempt a task they're unable to do developmentally, this can cause enormous distress. Take handwriting for four- to five-year-olds: it's a complex task that many children are unable to do until closer to six.

The brain integration required is deceptively complex.

When a child cannot do a task like handwriting, or can't manage to remember sounds or colour within the lines, they often see themselves as dumb or stupid.

more on page 2
Have realistic expectations of your children and talk to their teachers or school leaders if you feel they are expecting too much. (There are lots of articles on my website you can use as evidence in these conversations.)

If it is identified that your child has some delay issues, early intervention is essential, particularly if they are identified as having an autism spectrum disorder (ASD), auditory processing concerns or sight issues.

Not all kids are going to do well at school. According to Howard Gardner’s Multiple Intelligence theory we have at least nine different ways of being smart. Google this to show your children and help them work out ‘Which smarts are you?’

If your child is struggling academically it is important to help them at home to be really competent at something! Self-mastery builds confidence – even if it’s tree climbing, stargazing, frog hunting, growing veggies or helping to fix things in the shed. This helps them build a healthy sense of self, even if they struggle with maths or learning to read.

For older children, investing in tutors and maybe purchasing some technology-based support is well worth the cost.

Practice makes perfect and brain plasticity allows for kids to always improve with increased effort. Remember that it must be engaging learning and fun or it will simply make things worse.

Finally, if your child is displaying really significant anxiety and distress and you have done your best to work with the school to improve things, then the environment may need to change.

We can’t leave kids struggling and just say ‘toughen up!’ – otherwise we are just relying on them for hypersensitivity for life, when childhood should be filled with joy and delight.

Maggie Dent is an author, educator and speaker dedicated to quietly changing lives through commonsense wisdom. She has four adult sons and is author of five books and numerous resources including a new video seminar on raising boys: Boys, Boys, Boys. Check out her blogs, newsletter and other resources at www.maggiedent.com.