



ST BRIGID'S
Catholic Primary School
EMERALD

ST BRIGID'S NEWSLETTER

WEEK 5

TERM 1

2025

FROM THE PRINCIPAL

Welcome to Week 5 at St Brigid's!

Can you believe we are already halfway through Term 1? Time is flying, and what a fantastic start to the year it has been! Our students have been working incredibly hard in their learning, and we are so proud of the effort and enthusiasm they bring to the classroom each day.

A huge thank you to all the parents and caregivers who have already volunteered their time to assist across the school, especially in the tuckshop with Mrs. Coleman. Your generosity and willingness to lend a hand make a world of difference. Every moment you spend supporting our school helps build a strong and united St Brigid's community.

In Week 3, we held our Annual General Meeting for the St Brigid's P&F as well as our first School Board meeting for the year. A big thank you to everyone who attended and contributed to these important discussions. We are pleased to announce the 2025 P&F Committee and School Board members:

P&F Committee 2025:

- President: Rebecca Mackenzie
- Vice President: Jessica Dawson
- Secretary: Gerry Huston
- Treasurer: Susan Reynolds

Sub-Committees:

- Learning: Amie McDougall & Gerry Huston
- Community: Tammy Wesche-Payne
- Services: Kurt Crowley

2025 School Board:

- Board Chair: John McDougall
- RBLO: Louise Hill
- Members: Gerry Huston, Renae Stevenson, Deborah Hatte, Cooper Peebles, Mark Francey, Tegan Green, Fr Truc, Fr Francois

We are excited to work alongside our P&F Committee and School Board throughout 2025 to continue fostering a positive and thriving school environment for our students.

There are some important events coming up in the next few weeks, so be sure to check the upcoming events section further down in the newsletter to stay informed!

Let's keep up the great momentum as we head into the second half of the term. Thank you all for being part of the St Brigid's family—your support, dedication, and school spirit make our community truly special! Wishing everyone a wonderful week ahead!

Warm regards,

Tegan Green

Principal



FROM THE A.P.R.E

Next week, the Catholic Church marks the beginning of the season of Lent. Lent is a period of 40 days (excluding Sundays) during which Catholics are called to fast, pray, and give in preparation for Easter. Fasting during Lent is a long-standing tradition, serving as a reminder of Jesus' 40 days in the desert spent fasting and praying.

On Tuesday, March 4, we will continue the tradition of Shrove Tuesday, the day before Lent begins. Historically, people would use up their 'rich' ingredients such as butter, eggs, and oil to make pancakes before the fasting period started. To honour this tradition, we will hold our annual Shrove Tuesday Pancake Breakfast in the MPA from 7:30 am to 9:00 am. Parents and siblings are welcome to join us for breakfast with a gold coin donation in support of Caritas. <https://www.caritas.org.au/>

The following day, Ash Wednesday, marks the beginning of Lent. At 11:30 am, St Brigid's will hold a special liturgy where all students and staff are invited to receive ashes on their foreheads as a symbol of repentance and a call to seek forgiveness. Parents and community members are warmly invited to attend this meaningful occasion.

Throughout Lent, students will be learning about these Catholic traditions in class, and we encourage families to continue these discussions at home.

God Bless
Meaghan Tucker

St Patrick's Parish Mass Times
Cnr Anakie and Ruby St Emerald
Saturday 6pm
Sunday 8am
All Welcome

CURRICULUM NEWS

As we move through Term 1, I want to take a moment to congratulate our students on their tremendous start to the year. Whether in the classroom or on the sporting field, their enthusiasm, dedication, and achievements have been outstanding. It has been wonderful to see their hard work paying off and the strong sense of school spirit shining through.

One of the highlights of the term so far has been the incredible progress made in our reading fluency program. In just five weeks, we have seen significant growth in students' confidence and ability. Reading fluency is a vital foundation for learning success, and I encourage all families to build on this momentum by reading with and to their children regularly at home. A few minutes of shared reading each day can make a world of difference!

Looking ahead, there is much to be excited about this term. Our students are eagerly preparing for the upcoming Cross Country event, which promises to be a fantastic day of participation and perseverance. In addition to sporting achievements, there are numerous engaging learning opportunities ahead that will continue to challenge and inspire our students.

For families of students in Years 3 and 5, information regarding NAPLAN will be shared shortly. This will include details about practice test opportunities, as well as the process for modifications and exemptions where necessary. Please keep an eye out for this important communication.

Finally, I would like to acknowledge and thank every member of our St Brigid's community—students, staff, and families—for your ongoing contributions. It is through our shared commitment that we provide a rich, deep, and broad education that helps every student thrive. I look forward to all that we will achieve together in the coming weeks!

Mr Francey

SUPPORTING YOUR CHILD BY WORKING TOGETHER WITH THE SCHOOL

At St Brigid's, we are committed to fostering a safe and respectful learning environment for all students. A key part of this is ensuring that children understand the importance of making positive behaviour choices and learning from their mistakes through restorative and reflective practices. When inappropriate choices are made, it is essential that parents and the school work together to support a consistent message about behaviour expectations.

Why Consistency Matters

Research shows that children thrive when they receive clear, consistent expectations across home and school settings. When parents support the school's approach to behaviour management, it helps reinforce a child's understanding of consequences and the importance of personal responsibility. However, when mixed messages are given—where behaviour is excused at home but addressed at school—it can create confusion and make it more difficult for the child to learn and grow from their experiences.

Restorative and Reflective Practices

At our school, we use restorative and reflective practices to help students understand the impact of their actions, take responsibility, and develop strategies for making better choices in the future. These approaches are evidence-based and focus on problem-solving rather than punishment, helping students build empathy, resilience, and self-regulation skills.

How You Can Help

Parents play a crucial role in reinforcing school expectations by:

- Encouraging open conversations about behaviour and school rules.
- Supporting the consequences and reflection processes outlined by the school.
- Helping children understand that school staff act in their best interests.
- Modelling respect for school rules and staff decisions.

By working together, we create a strong and united message that helps children develop essential life skills and respect for their learning community. We encourage all families to familiarise themselves with our School Behaviour Policy, which outlines our approach to behaviour expectations and restorative practices. This can be found on our school website - click the link below.



Arranging a Meeting with School Staff

If you have any concerns and wish to discuss them, our teachers and leadership team are happy to meet with you. Please contact the school office or send an email to arrange a suitable time. We kindly remind parents that drop-off time is not an appropriate moment to discuss these matters, as teachers are focused on settling students and starting the school day. To ensure we can provide you with our full attention, please book an appointment.

Additionally, teachers are unavailable between 8:30 AM and 2:50 PM as they are actively engaged in teaching, supervising students, preparing lessons, and fulfilling other important educational responsibilities. Your understanding and cooperation help us maintain a productive and supportive learning environment for all students.

STUDENT WELLBEING

Every parent wants a happy, healthy child with a strong sense of self-esteem and confidence. As parents and educators, we recognise that it can be challenging to help our children/students achieve this. One way to help with this is through positive self-talk.

Did you know that every person has around 10 000 thoughts a day, most of which are internal dialogue (self-talk). Knowing this, we want to ensure that our children/students inner dialogue is positive and not negative, because ongoing negative self-talk can have a severe impact on children's self-esteem.

What are some examples of negative self-talk and how to turn it into a positive:

- I've never done this new thing before, I'm sure I'll be bad at it.
- Make it positive: This is a great opportunity to learn how to do something new; maybe I'll even be good at it!
- There's no way I will do well on this test.
- Make it positive: There's a chance I will do well on this test; I will try my best!
- I've failed and now I'm not good at anything.
- Make it positive: I tried my best, and while I might not have succeeded, I am proud of myself, and my actions were brave.
- Nobody likes me/wants to play with me.
- Make it positive: Everyone plays in different ways. I am loveable and am sure I can join in.

Tips for parents:

- Model positive self-talk – choose your words carefully and try to avoid your children hearing you speak negatively about yourself
- Identify negative self-talk when you hear your child speaking unkindly about themselves. Help them to reframe their statements
- Create a positive home environment where children feel safe and loved
- Allow your child to become involved in volunteering activities to help them feel good about themselves
- Encourage your child to give compliments to others to create positive feelings within themselves and others

If you have any questions about negative/positive self-talk or if you have any concerns for your child, please reach out to the school counsellors (Miss Kelsey Galloway and Mr Michael Smale) or teachers for extra guidance and support. We are all here to help.

Kelsey Galloway

School Counsellor.

SCHOOL UNIFORM SHOP

Opening Hours (Term Time Only)

Tuesday afternoon
2:00pm - 4:30pm

Thursday morning
8:00am - 10:00am

Email: stbrigids@wearitto.com.au

TUCKSHOP

Every Friday
Orders close 10am Thursday

Wednesday- Subway
Orders close Wednesday 8am



**VOLUNTEERS
NEEDED**

CLICK HERE



UPCOMING EVENTS

- Monday 24th Feb: Bishop Michael McCarthy, Director Michael McCusker and AD: Western School, Tim Collins Visit
- Friday 28th Feb: Year 4 and Year 1 - Mass St Patrick's
- Tuesday 4th Mar: Shrove Tuesday, pancake breakfast
- Wednesday 5th Mar: Ash Wednesday - liturgy 11:30am MPA
- Thursday 6th Mar: Year 5 & 6 - UPP day
- Friday 7th Mar: Year 3 - Mass St Patrick's
- Tuesday 11th Mar: Tim Collins visit
- Wednesday 12th Mar: NAPLAN begins
- Wednesday 12th Mar: P&F meeting - 5:30 meeting room - all welcome
- Friday 14th Mar: St Brigid's Cross Country 8:30am start
- Sunday 16th Mar: Year 5 - Avalon
- Friday 21 Mar: Year 6 and Prep - Mass at St Patrick's
- Monday 24 Mar - Friday 28 Mar: Parent Teacher Interview
- Tuesday 1 April: 6C led mass - Holy Week 12pm MPA
- Friday 4th April: Crazy Hair day (gold coin donation)
- Friday 4th April: Last day of Term 1

STUDENT PROTECTION

At St Brigid's any concerns or reasonable suspicions about a student's safety and wellbeing or the behaviour of a staff member or volunteer which a student considers to be inappropriate, will continue to be managed in accordance with Rockhampton Catholic Education Student Protection Processes.

The Student Protection Contacts at St Brigid's are:

Mrs Tegan Green - Principal
Mrs Meaghan Tucker - Assistant Principal – Religious Education
Mrs Josephine Carew - Year 6 Teacher
Mr Michael Smale - Counsellor

Further information about Rockhampton Catholic Education's commitment to Student Protection is available on the link below.

<https://www.rok.catholic.edu.au/our-schools/student-protection/>

P & F ASSOCIATION

**VOLUNTEERS
NEEDED**

CLICK HERE



CHAMPIONS OF THE WEEK

WEEK 2

Prep Blue - Cashton

1M - Evelyn

2P - Kruz

3P - William.M

4H - Meredith

5C - Cooper.N

6C - Erin

Prep Red - Aria

1P - Oliver

2J - Bentley

3I - Mason

4R - Riley

5S - Ella

6S - Piper. T

Music Maestro - Henry (Yr 2)

Awesome Athlete - Blake. G (Yr 1)

WEEK 3

Prep Blue - Layne

1M - Callie-Rae

2P - Henry

3P - Aiya

4H - Isabelle. C

5C - Ruby

6C - Braxtyn

Prep Red - Bodhi

1P - Lachlan. M

2J - Isabelle. S

3I - Amy

4R - Shane

5S - Holly

6S - Jaxon

Music Maestro - Lachlan.W (Yr 5)

Awesome Athlete - Piper. S (Yr 6)

WEEK 4

Prep Blue - Brandan

1M - Shrika

2P - Mackenzie

3P - Jennifer

4H - Esther

5C - Trey

6C - Brady

Prep Red - Isabelle. S

1P - Bradi

2J - Darcie

3I - Abigail

4R - Sebastian

5S - Alec

6S - Brooke

Music Maestro - Connor (Yr 3)

Awesome Athlete - Leo (Yr 5)

more than just a school...

18th February 2025



Dear parents, guardians and carers

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the **Disability Discrimination Act 1992** and the Disability Standards for Education 2005, in line with the **NCCD guidelines** (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process.

The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.education.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school. _____

Kind regards

Tegan Green

Principal

