

23rd October 2025

Dear Parents/Carers,

We have continued to have a busy and fun-filled start to the term. There is a great energy throughout the classrooms and on the playground. If you have been down towards the Year 3/4 classrooms, you may have noticed the development of a new passive play space. Today, the Year 3/4 students had the special task of helping to lay the turf. A big thank you to Chris from CJ Landscaping and his team for their amazing work.

For many years to come, students will benefit from this wonderful new area, which will also be used as an outdoor learning space. A heartfelt thank you to everyone for your efforts in fundraising over the past couple of years—your contributions have helped make this project possible.



The next exciting project will be the commencement of the refurbishment of the Specialist building into our Middle school building, which will include four classrooms, an Art room, a STEM/kitchen and shared and break out spaces. There will be more information to share on this exciting project in the coming weeks.

St Jude's Feast Day (28/10)

We are looking forward to celebrating St Jude's Feast Day with a whole school Mass at 9.30am on Tuesday, 28th October. This is always a special occasion for our community as we come together in faith, gratitude and celebration of our patron saint. All families are welcome to join us.

Market Day (30/10)

On Thursday 30th October we will continue to celebrate with our Market Stalls. Please keep an eye out for communication from class teachers and Operoo regarding arrangements for this event.

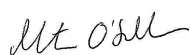
2026 Plans

As we begin planning ahead for 2026, I ask for your assistance with our organisation. If you no longer require a place for your child/children at St Jude's in 2026, could you please let me know as soon as possible. This information greatly assists us in preparing accurate class placements and staffing for the year ahead.

Upcoming School Closure Days

A reminder that school is closed on Friday 31st October as it is a time in lieu day for staff, Monday 3rd November is a curriculum day where teachers will be looking at reporting and assessment and then Tuesday 4th November is the Melbourne Cup Day public holiday. Their Care will be open on Friday and Monday for families requiring supervision.

Yours Sincerely,



Marita O'Sullivan

Term 4 Dates including School Closure Dates including Public Holidays

Friday 31st October	Curriculum Day Assessment & Reporting
Monday 3rd November	Time in lieu
Tuesday 4th November	Melbourne Cup Day Public Holiday
Thursday 11th December	Christmas 7.30pm  Carols 5.30pm -
Tuesday 9th December	2026 Orientation Morning
Friday 12th December	Year 6 Excursion
Monday 15th December	Year 6 Graduation Dinner 5pm Year 6 Graduation 7pm 
Tuesday 16th December	Last day of Term 4 1pm finish



Next week, our school community will come together to celebrate the Feast of St Jude. He is known as the patron saint of hope and difficult causes, reminding us that even when things feel uncertain or challenging, God is always close and listening.

At mass on Tuesday we will hear the Gospel passage where Jesus went up into the hills to pray before choosing his twelve apostles. Among them was St Jude, a faithful follower who answered Jesus' call with courage and trust. Jude's life reminds us that hope is not just about wishing for something to happen, but it is also about being courageous and trusting that God is with us in every step of our journey.

As we continue through our Year of Hope, we are invited to follow the example of St Jude and the apostles: to listen to God in prayer, to support one another with kindness, and to share the hope of Jesus with

everyone we meet. Just as Jesus' power brought healing and light to those who gathered around him, our words and actions can bring light and hope to others each day.

Over the holidays on my pilgrimage to Ireland, I carried a little statue of St Jude and St Peter. At every stop along the way, from quiet country chapels to windy coastal cliffs, I prayed for our school community. Along the way I felt the quiet strength of God's presence and was graced with the gift of hope as I journeyed with our saint. I've turned these moments and images into a pilgrimage storybook, which you might like to read together at home as a family to celebrate our Feast week. [Click on the link here.](#)



Keeping the community celebrations coming, we warmly invite all families to join us for Mass on Tuesday morning at 9:30am as we celebrate St Jude where we can celebrate and give thanks for the ways God brings hope into our lives.

We are holding our annual Art Competition again. We encourage families to create and submit an image of 'St Jude, a sign of hope.' Your artwork might be a drawing, painting, collage, or digital image that shows what hope means to you. We can't wait to see your creativity shine! Entries to be given to Miss Considine by Tuesday 28th October.

Finally we look forward to celebrating our Market stall afternoon on Thursday to celebrate the end of our Feast day week and to raise money for our local St Vincent De Paul conference to help bring hope to those in our community who need it most. Please see more information sent out via Operoo today.

May God bless you all and bring you hope to your lives.

Lauren Considine





Learning at

ST JUDE'S LANGWARRIN



Caroline Hume
English & Enrichment Leader



Braden Hammond - STEM teacher,
Mathematics & Enrichment Leader

English



Term 4 Design & Technologies

Building Literacy skills in other Learning Areas

This term, our St Jude's students will be investigating some real world problems and will use the design process to create solutions to a need in our school, the community, and the wider world.

This provides students with opportunities to -

- explore different uses of materials
- design ideas through describing, drawing or modelling
- safely make design solutions, and
- evaluate their usefulness.

Design Thinking - Problem Solving Steps



You can move between steps - sometimes testing gives you new ideas or helps you understand the problem better!

Working on design solutions provides students with opportunities to build their Literacy skills. Our Prep students will be reading lots of fairytales and designing -

- a better bridge for the Three Billy Goats Gruff
- a boat for the Gingerbread Man
- an enclosure for the ducklings in

The Ugly Duckling

Our Prep students will also be developing their speaking and listening skills by orally presenting their design solutions to their class.

Mathematics



Year Level Spotlight: Year 5 and 6!

Recently, our 5/6 students have been learning about data and statistics. The students have been comparing and interpreting line graphs. They have also been planning and conducting statistical investigations that collect *nominal* and *ordinal* categorical and *discrete* numerical data with and without digital tools. That sounds complex! Here's a plain-speak breakdown of those four terms:

- **Nominal data**
 - What it means: Categories with names only — there's no order or ranking.
 - Example: Types of fruit (apple, banana, orange).
- **Ordinal data**
 - What it means: Categories that can be ranked or ordered, but the gaps between ranks aren't equal.
 - Example: Movie ratings (bad, okay, good, excellent).
- **Categorical data**
 - What it means: Data that falls into groups or categories rather than numbers.
 - Includes: Nominal and ordinal data.
 - Example: Hair colour, favourite sport, school grade (A, B, C).
- **Discrete numerical data**
 - What it means: Numbers that can only take certain separate values — you count them, you don't measure them.
 - Example: Number of pets (1, 2, 3 — not 2.5)



Darcy conducting a data investigation



Sam creating line graphs



A reminder that the Wild Art Competition entries close tomorrow, 24th October 2025. Information and entries can be found using the following link:

<https://www.acf.org.au/get-involved/wild-at-art-competition>

Bianca Farley

Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the student's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child's work and learning plans) helps the school to understand and meet your child's needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).