From the Principal:

National Reconciliation Week

The theme for National Reconciliation Week 2016 is *Our History, Our Story, Our Future.*

We know that the relationship between indigenous and non-indigenous Australians has been wounded by injustice and misunderstanding so this relationship does need healing so that we can build a better future together. This is what the process of reconciliation is about. To understand what our faith asks of us in this process of reconciliation it is helpful to remember what the Church teaches about the theology and sacrament of reconciliation. The Catholic Church supports reconciliation. It is a deeply Christian concept.

When Catholics approach the process of reconciliation we bring to the word reconciliation a very specific meaning from our own tradition. For us, reconciliation is not just a political process. We have a theology and a sacrament of reconciliation to draw on and which urges us to act. Reconciliation requires a conversion or change of heart, as mentioned last week with our Reconciliation candidates. A social process of reconciliation also requires a change of heart which is expressed in a determination to behave in new ways. Reconciliation was central in the preaching of Jesus: in fact we could say that he preached a gospel of reconciliation. He called on people to be reconciled with each other if they wished to stand before God.

*Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.*

Ephesians 4:32

Carol Seagar
Principal
Declaration for Reconciliation

Speaking with one voice, we the people of Australia, of many origins as we are, make a commitment to go on together recognising the gift of one another’s presence.

We value the unique status of Aboriginal and Torres Strait Islander peoples as the original owners and custodians of traditional lands and waters.

We respect and recognise continuing customary laws, beliefs and traditions.

And through the land and its first peoples, we may taste this spirituality and rejoice in its grandeur.

We acknowledge this land was colonised without the consent of the original inhabitants.

Our nation must have the courage to own the truth, to heal the wounds of its past so that we can move on together at peace with ourselves.

And so we take this step: as one part of the nation expresses its sorrow and profoundly regrets the injustices of the past, so the other part accepts the apology and forgives.

Our new journey then begins. We must learn our shared history, walk together and grow together to enrich our understanding.

We desire a future where all Australians enjoy equal rights and share opportunities and responsibilities according to their aspirations.

And so, we pledge ourselves to stop injustice, address disadvantage and respect the right of Aboriginal and Torres Strait Islander peoples to determine their own destinies.

Therefore, we stand proud as a united Australia that respects this land of ours, values the Aboriginal and Torres Strait Islander heritage, and provides justice and equity for all.


1999 Australian Catholic Bishops Conference

Pictures by Sara, Kasey and Sofia L - Prep OZ

Update Medical Details

If since your last advice to the school, any medical information has changed and the new details haven’t yet been advised to the school office, please do so as a matter of urgency.

Also if any medication, epi-pen, or similar was previously supplied to the school but has since expired, please provide a replacement.
Survey Link
Our survey on effective communication will end on 30 June. https://www.surveymonkey.com/r/WQTF692.

School Photos
School photos will be taken on Monday 25 July. Envelopes have been sent home this week. If you require another envelope or a Family envelope you can get them at the office.

5 Minute Parking
Please respect the 5 Minute parking areas - these are only for pick up and drop off - not parking.

Positive Behaviour Support
As part of our positive behaviour support (PBS) program we will be focussing in Term 2 on minor infractions shown by students. Such things as inappropriate language, disrespect to others, rough play, lying, distracting others, unsportsmanlike behaviours and abiding by bell times. Forms will be filled out for students who display these behaviours, entered into a data base from which we can analyse any patterns of behaviours – timing and frequency to then help the student address these behavioural needs.

Lost
Max Williams has lost his Rugby top. Please check you do not have it by mistake.

Fair
Coordinators are needed. Stalls have been allocated to classes and now we need people to run them! sign up now for your chance to be involved. See roster attached.

Donations: We are in need of donations for the raffle. If you own or know of a business willing to donate goods or a voucher, act now. All businesses supporting the fair in any way will be recognised in the fair directory being distributed to all STM families.

Next Meeting: Wednesday 8 June at 2.00pm in the sunroom.

Unpacking the daily MYTERN Message:
Social Media
Discuss the following statements and question with the family:
“I think therefore I am” has changed to “I am responded to, therefore I am”. If we post on Facebook or send a text and no-one responds, then do we exist?

Social media can easily dominate and influence our lives, and we often let negative posts influence how we feel. Any negative comment shows that the person who has written it is on a red road. Discuss the fact that it is our choice whether we join them on the red road or not. It is not their comment which sends us onto a red road, but our response to it.

What’s On outside school
Steve Biddulph, well-known author, will speak on Raising Girls on 22 June at St Finn Barr’s School.

See photos, newsletters, calendar and more on our website: stm.tas.edu.au
Grammar Challenge

Seven students competed in the Grammar Challenge last weekend: Abbey Limbrick, Temiya Knight, Conor Rae in composite teams from other schools and Daniel Luck, Olive Morris, Isabella Duff and Tom Herd, who won the ICT award and a special creative award for their poem. Conor’s composite team won for best teamwork.

The Grammar Challenge was a fun experience. My team and I participated in a range of challenges that extended our knowledge of refugees and asylum seekers, which was the topic for this year’s challenge. This experience was very good for me because it helped me improve my teamwork skills and how to cope when I’m tired. I’m sure the Grade 6’s will enjoy it next year!

- By Olive Morris

Shelley Thomson started at STM in 2010 as a Teacher Assistant in Kindergarten.

“What I most love about Kinder is seeing how much the children learn and grow in their first year at school.

Liz Fysh is in her 18th year at STM as a Teacher Assistant, spending the majority of her time in Early Childhood, Grades 1 and 2.

“I enjoy encouraging and watching our little ones become independent, happy in their learning and growing into caring and positive young people.”

Michelle McCullagh

“This is my first year working as a Teachers Assistant. I work with children because helping them learn and grow is very rewarding. I love their enthusiasm, honesty, and getting to know them as unique little individuals.”

The Grammar Challenge was a different experience for me. You had to do a lot of socializing. The only time you had to be with your group was when you were doing the challenges. I wasn’t really used to going to bed as late as we did, so I was quite tired that next morning. So the grammar challenge was a different experience for me.

- By Tom Herd
NOMINATE A GREAT TEACHER TODAY.

Do you know a teacher you'd like to thank? A Day Made Better gives you the opportunity to thank a primary or secondary school teacher who is making a difference. If chosen as one of 10 winners, they’ll receive $5,000 worth of supplies and an Apple iPad for their classroom. Help us recognise these inspiring people by nominating them today.

NOMINATE A TEACHER YOU'D LIKE TO THANK BEFORE JUNE 17TH

Great teachers are worth celebrating.
ADAYMADEBETTER.COM.AU

Several of our teachers have been nominated - please go online and support them.

FAIR STALLS

<table>
<thead>
<tr>
<th>CLASS</th>
<th>STALL</th>
<th>CO-ORDINATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder W</td>
<td>Fairy Floss/Frog in pond</td>
<td></td>
</tr>
<tr>
<td>Kinder G</td>
<td>Plants</td>
<td></td>
</tr>
<tr>
<td>Prep U</td>
<td>Popcorn &amp; Pancakes</td>
<td>Kylie Smart</td>
</tr>
<tr>
<td>Prep O</td>
<td>Books/DVD/Wii games etc</td>
<td></td>
</tr>
<tr>
<td>1/2 Peters</td>
<td>Lucky Cups</td>
<td></td>
</tr>
<tr>
<td>1/2 Pearce</td>
<td>Craft</td>
<td>Jo Harwood</td>
</tr>
<tr>
<td>1/2 S/C</td>
<td>Cakes &amp; Cupcakes</td>
<td>Lyndal Barns</td>
</tr>
<tr>
<td>3/4 Wilson</td>
<td>Pancakes</td>
<td></td>
</tr>
<tr>
<td>3/4 Love/Chugg</td>
<td>Face Painting &amp; Zoobis</td>
<td></td>
</tr>
<tr>
<td>4 Morgan</td>
<td>Wine/beer/soft drink</td>
<td></td>
</tr>
<tr>
<td>5/6 Edwards</td>
<td>Glow Disco</td>
<td></td>
</tr>
<tr>
<td>5/6 O'Nei</td>
<td>Treasure Hunt/spoon throw/chocolate throw</td>
<td></td>
</tr>
<tr>
<td>5/6 Atkins/Clarke</td>
<td>Curries/Potatoes</td>
<td></td>
</tr>
<tr>
<td>Junior Joeys</td>
<td>Fundraiser</td>
<td></td>
</tr>
<tr>
<td>Board</td>
<td>BBQ</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Hoopla</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chocolate Wheel</td>
<td>Peta-Maria Rae</td>
</tr>
<tr>
<td></td>
<td>Art Competition</td>
<td>Peta-Maria Rae</td>
</tr>
<tr>
<td></td>
<td>Plants</td>
<td>Miss Noble &amp; ??</td>
</tr>
<tr>
<td></td>
<td>Photo Booth</td>
<td>Gail S</td>
</tr>
</tbody>
</table>

FOR SALE

Dancewear - leotards, skirts, tights
Dance shoes - highland, jazz, national, ballet
Various sizes, good condition.
See Kathy in the office.
Catholic schools provide educational choice for students with additional learning needs and their families.

Find out more at SchoolFundingFacts.com

Catholic schools provide educational choice for families and students from all backgrounds.

Information for Parents and Carers of Students with Disabilities
Please read the following information:
WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

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

WHAT IS THE BENEFIT FOR MY CHILD?

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

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

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

WHY IS THIS DATA BEING COLLECTED?

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

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

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

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

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

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?

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

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

The information collected by schools will be provided to all governments to inform policy and