

Sacred Heart School Newsletter



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From the Principal:

<http://MyTerncity.com.au>

Our P.B.S. Values are:

Respect for Ourselves
Respect for Others
Respect for our Learning

BeAttitudes: **Be Honest**

REMINDER: FRIDAY 20TH MAY

STUDENT FREE DAY

School Families - Kinder 2017

All school families who have a child who is 4 years of age as of the 1st January 2017, please complete an enrolment form from our school office ASAP. I would also encourage you to make contact with families and friends who you know are looking at enrolling their children at S.H.S. to also make contact with the school as soon as possible.

Enrolments close on Friday 27th May!

Thurs 19th May	Kinder 2017 Parent meetings begin
Friday 20th May	STUDENT FREE DAY -Catholic Schools Conference
Mon 23rd May	Cyber Awareness Week 5pm Band Soiree @SHCS
Tues 24th May	7:30 pm Parents and Friends Meeting
Wed 25th May	Matt meeting re: Stage 2 Building Program

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From the Principal:

*"When the time for Pentecost was fulfilled, they were all in one place together. And suddenly there came from the sky a noise like a strong driving wind, and it filled the entire house in which they were. Then there appeared to them tongues as of fire, which parted and came to rest on each one of them. And they were all filled with the Holy Spirit and began to speak in different tongues, as the Spirit enabled them to proclaim. Now there were devout Jews from every nation under heaven staying in Jerusalem. At this sound, they gathered in a large crowd, but they were confused because each one heard them speaking in his own language. They were astounded, and in amazement they asked, 'Are not all these people who are speaking Galileans? Then how does each of us hear them in his native language?' **Acts 2: 1-11***

Last Sunday's Gospel reading was about Pentecost Sunday, which is in many regards the beginnings of the Catholic Church, the beginnings of the Apostles going out and preaching the message. I do not necessarily read this literally, focusing on the tongues of fire and speaking in different languages. My take is more around the ability to communicate the same core message to different people with different backgrounds, different experiences and contexts. If you have ever played 'Chinese Whispers' you understand how easily it is to have one simple message diluted, changed as it is passed on from one person to the next.

Communication is lost either in the delivery or the receiving. In truth with some people you speak directly and matter of factly; your relationship and their capacity to not be defensive gives you confidence to speak openly. For others, you appeal to the emotion (eg loyalty or integrity or empathy), to others you gently leave hints and small snippets. Why? Because you know they need to be approached differently, if you want them to really hear and understand what it is you are talking about, this is the approach needed.

We also need to understand that while we do that for others, others are doing the same thing for us. What is the 'tongue' they speak to us to make the message clear? What is the approach? Do others adjust how they speak to us because we are too defensive to hear anything directly? Do we listen poorly and interrupt before the person talking is finished, losing the key theme of the message? Do we fear giving an honest answer back and spend all our time worrying about this and not listening? Do we not listen because we do not trust or respect the person talking to us?

Often the expectation of communication is on on the 'tongue' when it should be the 'ears'. I know this is a constant battle I need to focus on, I think many of us if honest would say the same thing.

School Community Events

Celebrating whole school or major events as a community are special. Last week it was fantastic to see the effort, enthusiasm and determination many of our young people displayed in running around Royal Park, in our School Cross Country.

Much work goes into an event like this and in-particular Mr. John Anderson, who spends much of his own time organising and preparing for the carnival.

It is important too for our students to see themselves as part of the larger community. It is not just about them, their event or their race. To cheer and encourage others, before and after they have competed is part of the experience. Yes, on a windy day it is tempting to leave early, or to find a reason to do so, however the event is about *all* not *some*. It is tempting to allow children to sit with parents in the stands and be able to not stay with other students, again though an obligation of being with a group at an event like this, is to stay with the group.

For teachers while a more informal experience, we still have professional responsibilities, including making sure we know which students are staying and which are going home, *after* the event with their parents.

Last week even though requested we still had children leave without having a parent confirm with their child's teacher that they were taking their child home. This really does make it difficult for teachers to do the important job of supervising children, your children, safely and with confidence.

I ask all parents to support our teachers to look after your children by supporting the approaches outlined above at school events, particularly the Cross Country Carnival coming up for our Grade 3-6 students.

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From the Principal:

Fire Evacuation and Lockdown practices

In coming weeks our School will have an unannounced Fire Evacuation Drill and unannounced Lockdown Drill. Most of our students have already experienced this previously. These are important to give staff confidence and clarity in what to do if a critical incident like this happens, as well as students also knowing and understanding what is involved. It is about making sure we can keep students safe if needed.

Teachers have 'social stories' for students who we know ahead of time who may find this more worrying or upsetting. I am writing in the newsletter to also ask parents to have reassuring conversations with your children about the importance of the practice.

Thursday 19th May

12.00pm Gr 3-6 Cross Country @ Royal Park

Updates

Cyber Awareness Week:

- *This coming week we will focus on activities around helping our students understand how to be safe online and what behaviours we need to maintain to do this.*

P & F Meeting:

- *Tuesday May 24th 7:30 pm - will be talking about priorities for our school facilities*

Cross Country Training:

- *On again tomorrow Wednesday 18th May.*

Swimming Pool:

- *Still having challenges around the gas heating of the pool and maintaining temperatures that must be met to be able to access the pool for public or leased use.*

Capital Project/Maintenance Plan:

- SHCS Board developing a Strategic plan for 2016-2019 on identifying key priorities around facilities, playground needs and redevelopments. The plan is to seek feedback from parents through the P & F, have a staff sub group work on ideas and then share with the broader community for some consultation.
- We want to know the key needs and priorities and then allocate the appropriate funds to these items successfully rather than in 'bits and pieces'. Ideas already identified - shelter for students waiting near York Street particularly in wet weather, an undercover awning over the entry to the prep building, redevelopment of the cement area and treated pine outside old hall and opposite the 'pencil playground', demolition of toilet block near Margaret Street entry, redevelopment of current grade 6 building to after school care and early years learning.

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~ May 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
15th	16th Gr 1-6 Poetry Performances @ The Princess Theatre	17th 7pm First Reconciliation @ Newstead	18th 8am Gr 3-6 Cross Country Training	19th 11.30am Strings Program 12.45pm Band Program	20th STUDENT FREE DAY	21st
22nd	23rd 5pm Band Soiree @SHS	24th 3.15pm Art Club 7.30pm P & F Meeting	25th	26th 12.00pm SHS Gr 3-6 Cross Country @ Royal Park	27th 9am Assembly 12.30pm Gr 5/6 Winter Sport Kinder 2017 Enrolment Applications close	28th
29th	30th	31st 3.15pm Gr 5/6 Bookclub 5pm Strings Soiree	1st June	2nd June 11.30am Strings Program 12.45pm Band Program	3rd June 9am Assembly Sacred Heart Feast Day Mass, Cup & Sacred Heart Got Talent	4th

~ June 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
5th	6th	7th 3.15pm Art Club	8th	9th 11.30am Strings Program 12.45pm Band Program	10th 9am Assembly 12.30pm Gr 5/6 Winter Sport	11th

Key Dates for Term 2

May

- 20th - STUDENT FREE DAY**
- 23rd** - 5pm Band Soiree
- 24th** - P & F Meeting
- 26th** - SHS Gr 3-6 Cross Country
- 31st** - 5pm Strings Soiree

June

- 13th** - Public Holiday
- 14th** - NIJSSA Cross Country
- 22nd** - Tasmanian Primary All Schools Cross Country
- 28th & 29th** - School Photos
- 30th** - Foundation Band and all Strings Workshop

July

- 1st** - Last Day Term 2, BBQ & Plain Clothes Day

**SCHOOL BANKING FOR 2016 IS
EVERY WEDNESDAY**



Uniform Shop News

Open every Thursday 2pm-4pm

shs.clothingpool@catholic.tas.edu.au

Webpage: www.sacredheartl.tas.edu.au

Twitter: @shslton

Facebook: www.facebook.com/sacredheartl

Pinterest: Sacred Heart Catholic Primary School

S.H.S. Parents and Friends email

shsl.pnf@catholic.tas.edu.au

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The Spirit of Jesus is Alive in:

Prep Best	Ebony Harper For consistently using the strategy of "Counting On" when solving simple addition problems	Georgia Freeman For amazing progress with her writing and identifying sounds in words
Prep Hills	Finn McManamey For showing creativity in making a farmyard chess game	Ally Agelopoulos For thoughtful work in our religion lesson
Grade 1 Murphy	Caleb McKenzie For an outstanding effort in all areas	Oliver Austen For an enthusiastic approach to reading
Grade 1 Crawford	Jasmine Hartley For outstanding preparation for the Launceston Competitions	Ruby Jones For outstanding preparation for the Launceston Competitions Amelia Lowe For outstanding preparation for the Launceston Competitions
Grade 2 van Ryn	Isobelle Beety For making people feel welcome	Stella Freeman For outstanding time-telling
Grade 2 Reid	William Zhu For an enthusiastic approach to our poetry	Heidi Brewer For great work in Maths, working with time
Grade 3 Hood	Eva O'Shea For always willing to have a go	Lennox Wood For an excellent understanding of recording time
Grade 3 Symons	Abbey Berlese For a kind and caring attitude	Matthew Williams For an outstanding attitude towards his work
Grade 4 Hegarty	Rhona Spencer For your excellent skills when performing our class poems	George Worsley For an improved attitude and effort towards your learning
Grade 4 Wood	Sienna Drew For your outstanding efforts in all your work William Saunders For your excellent work on angles and 2D shapes	Spencer Drew For your fabulous efforts in Literacy groups and reading Liam Slevac For your imaginative and creative poetry writing writing
Grade 5 McLeod	Cory Guiver For interest and enthusiasm towards all learning opportunities	Emma Wright For always doing her best
Grade 5 Viney/Steven	Shae Nichols For the effort and care she gives to everything she does	Nikolai Miller For fantastic attention to detail in the presentation of his work
Grade 6 Davie	Ben Armour For the effort and thought he puts into his tasks. Great work!	Quinn Hardy For her improvement in her organisation and utilising her class time effectively
Grade 6 Claessens	Isaac Hyatt For being a "team player" and always considering the needs of others	Ebonie Agostini For her application and attention to detail

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Parents and Friends News

BACK BY POPULAR DEMAND

The 2016/2017 Entertainment Book or Digital Membership is now available.

Books/Digital Memberships are selling for \$65.00 each and our school receives \$13.00 from every membership sold.

To order your Book or your Digital Membership securely online visit: www.entbook.com.au/24037x7.

Cash payments can be made at the school office.

For further information contact Rebecca on 0418 721 952.



Term Dates Catholic Schools

2016

Term 1 Thursday 4.2.16 to Friday 8.4.16

Term 2 Tuesday 26.4.16 to Friday 1.7.16

Term 3 Monday 18.7.16 to Friday 23.9.16

Term 4 Monday 10.10.16 to Thursday 15.12.16

Friday 20th May 2016 Student Free day

2017

Term 1 Thursday 9.2.17 to Thursday 13.4.17

Term 2 Monday 1.5.17 to Friday 7.7.17

Term 3 Monday 24.7.17 to Friday 29.9.17

Term 4 Monday 16.10.17 to Thursday 21.12.17

2018

Term 1 Thursday 8.2.18 to Friday 13.4.18

Term 2 Monday 30.4.18 to Friday 6.7.18

Term 3 Monday 23.7.18 to Friday 28.9.18

Term 4 Monday 15.10.18 to Thursday 20.12.18

Please join us for our **Family Mass**

6pm Saturday

Newstead Church

19th March

14th May

18th June

20th August

17th September

22nd October

12th November

If you or your child/ren would like to help with the Mass please contact Jacquie Wood 6344 5714 or jacquie.wood@catholic.tas.edu.au

WORKING WITH VULNERABLE PEOPLE REGISTRATION

Government legislation now requires all people working or volunteering with vulnerable people to be registered. It is an expectation placed on our schools that any person who is on an excursion, helping in the classroom, helping out with students getting changed after swimming, attending camps etc must have this registration.

If parents do not have registration or registration is pending you may not be able to volunteer and attend the excursion or school event. This is something that we do not want to have to do but as legislation and system policy we need to adhere to.

How to apply for a WWVP and Number

1. Complete the online application form www.justice.tas.gov.au/working_with_children
2. Print the "Application Receipt" which is generated when the application has been completed in full
3. Take the "Application Receipt" to a Service Tasmania shop, pay the fee (\$17.60) and have your 100 point check to confirm identity

Once your registration has been approved and you receive your WWVP card, please bring it to the school office so your name, registration number and expiry date can be recorded and verified.

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**Nationally Consistent
Collection of Data**
School Students with Disability



Information for parents and carers

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



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programme improvement for students with disability.

WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff will count the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgments
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

HOW WILL MY CHILD'S PRIVACY BE PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.

Further information about privacy is available from www.education.gov.au/notices.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.