In This Issue

- Principal's report
- APRIM’s Report
- Students of the Week
- Upper Primary News
- Photos

READY ~ SET ~ GO

Dates for this term’s Ready ~ Set ~ Go program.

Tuesday May 19th, 26th, June 2nd and 9th
9.30am to 10.30am

Please note that we have changed the time to match in with the new recess time.

Contact Us

Absentees 88521461
0407 610071 Text only
St Columba’s Memorial School
55 Warooka Road
YORKETOWN SA 5576
88521461
Email:
info@scms.catholic.edu.au
Website:
www.scms.catholic.edu.au
Dear Parents, Friends, Staff and Students of St Columba’s,

Congratulations to Martin Slade who has accepted the responsibility of chairing our school board. We also congratulate Natalie Mackinlay for accepting the role of Chairing the Finance Committee. We welcome Joanne Forbes also to our school board. I thank you all for your support and commitment to the success of our school.

This week we wish our year 3, 5 and 7 students well as they sit their NAPLAN testing. We use these tests at school as one form of data that helps to inform future teaching and learning strategies and directions. They are not the only means of collecting data nor the most important for our school and your child’s learning. As such, these tests should not be a source of anxiety. Please monitor your child’s wellbeing and reassure them where necessary. If you have any concerns regarding your child and NAPLAN please don’t hesitate to contact me.

Another assessment that we are preparing for is the OPAL health and wellbeing survey. This is a government funded program that promotes physical activity aiming for healthier communities. If your child is in year 4, 5 or 6, you will have received a parent information pack. Please take the time to read the information and fill in the consent form either online or the hard copy provided – every consent form returned, receives a prize!

I would also like to congratulate those students who have been giving up their play time to contribute to ‘Mini-Vinnies’. I have been thrilled with both the quantity of students wanting to be involved and their commitment and aspirations to make a positive impact in our world.

Thank you to Mrs Grigoras-Oates for organising our ‘Healthy-Living’ homework as part of our KidsMatter program (shared on our Facebook page). I for one, thoroughly enjoyed last week’s challenge and look forward to whatever is coming up next! If you have any interesting stories or comments following this homework, please comment on our Facebook page or share with your class teacher.

Finally I would like to extend an invitation to our school families to attend a session being run by ‘Headspace’ on the 19th of May (next Tuesday) at 3:30pm. The mental health and wellbeing of our students and families is vital and this presents and excellent opportunity to ask questions, seek support or become better informed. Please feel welcome to join us, we will be happy to support with supervision of children during this time.

A great reflection for our Mini-Vinnies group from Pope Francis:

Never Tire

I would like to make an appeal to those in possession of greater resources, to public authorities and to all people of goodwill who are working for social justice: Never tire of working for a more just world, marked by greater solidarity! No one can remain insensitive to the inequalities that persist in the world! Everybody, according to his or her particular opportunities and responsibilities, should be able to make a personal contribution to putting an end to so many social injustices.

Address, World Youth Day, July 25, 2013

Reflection: What opportunities and responsibilities do you have to make a personal contribution to overcoming social injustices?
What can you do in your community and in your situation?

Blessings,

Todd Murfitt
Principal

This Newsletter and more can be found at our school website!
www.scms.catholic.edu.au
You can also follow us on twitter: @scmsyorketown
Dear Parents and Caregivers,

Welcome to the start of week three. Last week was an exciting week with the visit from the ‘Very Cranky Bear’, during assembly on Thursday. There was so much joy on the student’s faces from Reception to Year 7 with children and adults of all ages bringing in a teddy bear to go on a bear hunt. The Middle Primary class put on a great Assembly and thank you also to Julie Anderson for her preparation of our Book Fair. The Book Fair is on in the library until this Thursday the 14th of May with some wonderful books, posters and stationary available.

Last Friday I was fortunate enough to attend a workshop in Adelaide with other APRIM’s teachers, Deputies from South Australia looking at Social Justice and Catholic Social Teaching. It was an extremely interesting and thought provoking day and really made me question the role I play in advocating for social justice. Attached to this newsletter, is a fact sheet from St Vincent De Paul outlining some information about Social Justice. I encourage you to take some time to read the information. If you would like to know more, please don’t hesitate to speak to me about it further. This is something I believe is of upmost importance for not only adults but more so children especially in today’s society.

Pope Francis shares his strong views on Social Justice and the need for us to be there for one another and to love unconditionally. I would like to leave you with this message from Pope Francis who spoke at the Caritas Internationalise Campaign against Global Hunger, in December 2013. Think about the devastation around the world, and what we can do to help.

“For I was hungry and you gave me food, I was thirsty and you gave me something to drink….“ – (Matthew 25:35)

Feed the Hungry – Pope Francis

When the apostles said to Jesus that the people who had come to listen to His words were hungry, He invited them to go and look for food. Being poor themselves, all they found were five loaves and two fish. But with the grace of God, they managed to feed a multitude of people, even managing to collect what was left over and avoiding going to waste.

We are in front of a global scandal of around one billion-one billion people who still suffer from hunger today. We cannot look the other way and pretend this does not exist. The food and fish teaches us exactly this: that if there is the will, what we have never ends. On the contrary, it abounds and does not get wasted. Therefore, dear brothers and sisters, I invite you to make a space in your heart for this emergency of respecting the God-given rights of everyone to have access to adequate food. We share what we have in Christian charity with those who face numerous obstacles to satisfy such a basic need. At the same time we promote an authentic cooperation with the poor so that, through the fruits of their and our work, they can live a dignified life.

Take care of yourselves and each other.

God Bless

Annette Diassinas
APRIM

Please note that Friday, June 5th the school will be closed as staff will be participating in a Religious retreat. Thank you/

Friday, June 5th School Closure
**Important Dates**

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<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Monday, May 4th until Thursday, May 14th</td>
<td>Book Week—Theme ‘The Very Cranky Bear’</td>
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<td>Tuesday, May 19th</td>
<td>School Photos</td>
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<td>Thursday, May 21st</td>
<td>Junior Primary Liturgy 9.10 am in school hall</td>
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<td>Wednesday, May 27th</td>
<td>Biggest Morning Tea—Please bring a plate to share.</td>
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<td>Thursday, May 28th</td>
<td>Upper Primary class Assembly</td>
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<td>Thursday, June 4th</td>
<td>Middle Primary Assembly</td>
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<td>Friday, June 5th</td>
<td>School Closure</td>
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<td>Monday, June 8th</td>
<td>Public Holiday—Queen’s Birthday</td>
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<td>Wednesday, June 10th</td>
<td>Tasty Wednesday Living Safely with Pets—School Hall at 1.15pm</td>
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<td>Thursday, June 11th</td>
<td>Mass—9.10 am in St Columba church run by the Middle Primary Class</td>
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<tr>
<td>Thursday, July 2nd</td>
<td>Mass—9.10 am in St Columba church run by the Upper Primary class</td>
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**TERM 3**

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<th>Date</th>
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<tr>
<td>Wednesday, September 23rd</td>
<td>School Concert starting at 7 pm</td>
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**School Board**

The School Board works in collaboration with the Parish Council and incorporates the interests of other organisations of the school. School Board responsibilities range from policy direction to financial management and include an awareness of the pastoral direction of the school.

Representatives of the parent body are elected to assist in ensuring that the school is well administered.

Your School Board representatives:

Kym and Paul Williams, Nadine Carmichael, Finance Chair—Nat Mackinlay, Vice Chairperson—Michelle Anderson, Jo Forbes, Chairperson—Martin Slade, Todd Murfitt, Father Christopher Mata, Parish Rep—Annette Diassinas.

**Lost Property**

A big reminder please, to label all your children’s belongings clearly. We have had an overwhelming amount of lost property handed into the office i.e hats, drink bottles, lunch containers and school jumpers. Please be aware that food and drink containers that are not claimed within the term will be disposed of.

**School Photos**

School Photos are being held next Tuesday. Children are reminder they need to be in full school uniform. Mrs Rachwal and I will attempt having the children looking their very best. Please ensure children have their photo envelopes with them on the 19th of May, if they have not been returned to the school before this date.
**Prayer**

My commandment is this. Love one another, just as I love you. "The greatest love a person can have for others is to give their life for them." John 15: 12-13

Lord, the goodness I find in life comes from you. Good things don't just happen; it is you who make them happen. I am showered with your gifts. Let me then be a grateful and joyous person, who shares this goodness with others around me.

Amen

**Student Toilets**

If any parents, caregivers and younger siblings need to use toilet facilities whilst on the school grounds, only the toilets in the School Office may be used. In accordance with Child Protection Legislation, no one except for students is permitted to use the students’ toilets.

**Speed Limit**

A reminder to parents/caregivers using the driveway into the school, that there is a speed limit of 10 km’s an hour.

The area between the Admin, staff parking area and Church is used by staff, children and parents at different times of the day.

**Volunteers**

Just a reminder if you would like to come in work one on one with students reading, tables, School Board, Parents and Friends etc... you are required to have a current Catholic Police Clearance. If you think you may require a Police Clearance or want one to come in at a future date, please see Gay or Margie in the school office for the necessary paperwork. This is of NO cost to you.

**Health and Wellbeing Evaluation for Children in the Community**

Our school has been invited to take part in the OPAL (Obesity Prevention and Lifestyle) Evaluation now to be held on TUESDAY 26th MAY 2015

To help determine the success of OPAL, students in Years 4, 5 and 6 and their parents/guardians are being asked to take part in an evaluation of the program by completing a survey. The evaluation is managed by SA Health in partnership with Flinders University.

Students in years 4, 5 and 6 received a pack with an Information Brochure including the Consent Form for parents to complete and return to school, for your child/children to participate in doing an online survey and/or having confidential and private growth check measurements performed.

Could you please complete and return your child’s Consent Form to the school, (located in the brochure), whether it be a Yes or a No to participating in the health evaluation. Each child who returns a completed consent form, whether it be a Yes or a No will receive a gift of a yo-yo and a stress ball.

There is also a Parent Survey and Reply paid envelope to mail the survey back in. Please note the Parent Survey is not consent for the students. Personal details are collected for the matching of data/geocoding and will be removed. All data will be collated and the reporting will be done at a community level.

By allowing your child to participate in this evaluation you will be contributing to learning more about the health and wellbeing of children in the community.

**Spiders and Ice Cream**

Spiders and ice cream for Sale for $2.00 on Thursday the 21st May at Lunchtime.
Dear Parents,

Welcome to Term 2 which is well and truly under way.

Before we look at this Term I would like to mention our class’s visit to Yorketown Area School on the last day of last Term for the Carly Ryan seminar. It was a very informative and positive experience which encouraged our students to stay safe when using social media and to “keep it real” by staying in touch with people in a real rather than virtual manner. I look forward to speaking to you about this at some stage later in the term.

During the first week of this Term our Upper Primary class settled into a routine that included a solid workload which had the challenge of NAPLAN Testing clearly in sight.

The Upper Primary class also lead the first assembly for the Term which focussed on the life of St Francis of Assisi and his commitment to both peace and all aspects of nature. It is perhaps appropriate to remember the close connection that exists between Pope Francis’ choice of Papal name and St Francis of Assisi. Also during the assembly Kate McMahon and Lily Beston presented some of the History work done by the class through a Power Point Presentation.

Last week the Young Environmental Leaders group went to the Aquatic Centre at Port Vincent Primary School. A reef walk had been planned as part of the day’s activities, but being the windiest day in 20 years the decision was made not to go ahead with it. Instead, we stayed in the centre to continue to learn about the delicate yet resilient nature of aquatic environments. The microscope exercise, which brought to human eye levels the magnificence of star fish and coral, enthralled the students. It was a great day!

This Term will continue to be a busy one as we look forward to various activities including: the South Australian Catholic Primary Schools Sports Association Athletics Carnival, the Young Environmental Leaders programme which has recycling as a school focus, Carbon Kids Day, SAPSASA and class assemblies. My focus for Master Class will be continuing to bring the leadership programme to our students and introducing the concept of mindfulness which is aimed at encouraging students to be present and focussed. Pastoral care and the You Can Do It programme’s Five Keys to Success continue to underpin the work done with the Upper Primary class.

Please note that this week, due to NAPLAN testing, our Upper Primary assembly time will be changed to 1.30pm Thursday. Parents can stay on after the assembly to pick students up at home time.

I would like to thank you for your support and look forward to meeting with you, either casually in the yard or in a more formal way, at some stage this Term.

Liliana Castiglia
Minlaton
National Disability Insurance Scheme
Community Information Session

MONDAY, 1 JUNE 2015, 1.30 PM TO 3.00 PM
MINLATON UNITING CHURCH,
36 MAIN STREET, MINLATON

You are invited to:
- Hear detailed information about the National Disability Insurance Scheme
- Learn about becoming involved with the Scheme
- Ask questions.

To RSVP or for accessibility assistance, email Elizabeth@nds.gov.au or call (08) 8287 9200.
Social Justice

"[The Church] has to play her part through rational argument and she has to reawaken the spiritual energy without which justice...cannot prevail and prosper."

— Pope Benedict XVI

WHAT IS SOCIAL JUSTICE?

For an ideal that arouses so much passion, the meaning of social justice is very difficult to pin down. Precisely because it is such a powerful force, social justice is known as a 'highly contested' term — meaning no two people agree as to exactly what it is and what to do about it. This is evident in the quote, “One man's terrorist is another man's freedom fighter.” Our view of social justice in many ways depends on our personal views.

GLOBAL POVERTY

STATISTICS
- More than one billion children worldwide live in poverty.
- The richest 2% of adults in the world own more than half of all household wealth.

— Global Issues website www.globalissues.org

CASE STUDY

“My mother died last year when soldiers came to our village. Since then, I have to look after my brothers and sisters. I want to take care of them but I'm sad that I can no longer go to school. Sometimes we don’t have enough to eat and the little ones cry.”

— Safiya (Aged 18)

HOMELESSNESS

STATISTICS
- 105,000 Australians were counted as homeless in 2006. In 2001, the figure was 99,900.
- Nearly half of the homeless population are under 25.
- More than half of those seeking emergency accommodation are turned away due to a lack of resources.


CASE STUDY

“The worst thing about homelessness isn’t the cold, the hunger, the violence or anything else. It’s the loneliness that is the hardest. That’s what gets you in the end. Nobody wants to know you. People cross the street to avoid talking to a homeless person.”

— Mitchell (Aged 23)
SOCIAL JUSTICE ADVOCACY

The St Vincent de Paul Society is very active in social justice advocacy. The Society’s most recent social justice research report investigated the causes of homelessness. This report was tabled in state parliament and identified as a key resource in addressing homelessness among non-urban populations. Recommendations and case studies from the Society's research have been used to shape state and federal government policy on homelessness and ensure that the issue remains at the forefront of government priorities. Refer to the Known Territory report by Dr Andy Marks, Senior Researcher with the Society, NSW. For a copy of this report and others, go to www.vinnies.org.au

WHAT CAN I DO?

"The knowledge of social wellbeing and reform is not to be learned from books, nor from the public platform, but in climbing the stairs to a poor man’s [house], sitting by his bedside, feeling the same cold that pierces him, and sharing the secret of his lonely heart and troubled mind.”

—Blessed Frederic Ozanam

Record and act on the social justice issues you encounter:

- keep a journal, diary or visual account
- tell Vinnies or other social justice advocates
- talk to your friends and family
- monitor reliable news sources
- challenge negative stereotypes and stigma
- have faith and believe that change begins with you

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

—Article 1: Universal Declaration of Human Rights (1949)

“What we want and how we get it depends on our mindsets. It is extremely difficult to change mindsets once they are formed. We create the world in accordance with our mindset. We need to invent ways to change our perspective continually and reconfigure our mindset quickly as new knowledge emerges. We can reconfigure our world if we can reconfigure our mindset.”

—Muhammad Yunus

“Where injustice, inequality, poverty or exclusion are due to unjust economic, political or social structures or to inadequate or unjust legislation, the Society should speak out clearly against the situation, always with charity, with the aim of contributing to and demanding improvements.”

—The Rule of the St Vincent de Paul Society (2005)

For more information

St Vincent de Paul Society www.vinnies.org.au
Salvation Army salvos.org.au/more/get-involved/social-justice/what-is-social-justice/
Global Issues www.globalissues.org
United Nations www.un.org
Disability and children’s mental health

In Australia, most school-aged children with a disability (89%) attend a mainstream school. Yet, 63% of these students have been found to experience difficulties at school, while only some receive additional support. Meeting the needs of children with disabilities can be challenging for schools and families. However, effective support for children's mental health and wellbeing involves efforts to meet the social, emotional and learning needs of all children.

Children with disabilities

Children with disabilities can sometimes be seen as 'different' by other children. In some settings, this may lead to being excluded from play or peer relationships and experiences of social isolation. Such experiences of isolation and exclusion are common contributors to children's mental health difficulties.

However, children with additional needs can experience good mental health and wellbeing in respectful and supportive environments that promote their strengths. All children benefit from having positive relationships and feeling a sense of belonging at school. These positive experiences are especially important for children with additional needs.

In this overview, we look at how disability affects children and their families, why children with additional needs are at a greater risk of mental health difficulties, and how schools can promote mental health and wellbeing in children who have additional needs. With careful attention and planning, and well-coordinated efforts between parents, carers and schools, children with disabilities can be supported to participate and be included at school and have their needs met.

How disability affects children

The term 'disability' refers to a wide range of conditions that in some way limit people's ability to manage everyday living. Different disabilities are often grouped in categories such as intellectual disabilities, learning disabilities, sensory and speech disabilities, acquired brain injury or physical disabilities.

Having a disability places limits on the things that children can do. It may restrict them from participating in some activities that their classmates do. It is vital to see the whole child, not just the disability or illness. It is also important to offer support for what children with additional needs can do, so as to reduce restrictions on their participation and maximise their opportunities for success. This approach helps to build self-confidence and motivation for trying new things. It promotes ways of valuing and including all children.

It is vital to see the whole child, not just the disability or illness.
Families and children with disabilities

A family who cares for a child with a disability is faced with many challenges. These challenges can affect the whole family or particular individuals within it. For example, social isolation often affects families who have a child with a disability. Friends and extended family may find it difficult to understand and support the family's situation. Time for catching up with friends or going on outings may be severely reduced as family members strive to meet the child's additional needs.

For parents and carers, the challenges often include working out how to access the right services for their child, and dealing with the roller coaster ride of emotions that can accompany parenting a child with a disability. There may be a range of challenges associated with caring for your child's additional needs on a day-to-day basis. These may include managing the challenging behaviours of some children with disabilities, the need to administer daily treatments, helping children with self-care (e.g. bathing, dressing and eating), advocating for your child's needs, and making sure there are facilities that can accommodate your child's needs when you visit places outside the home (e.g. wheelchair access).

Having a brother or a sister with a disability can affect siblings in different ways. They may feel a range of emotions - jealousy for parents spending more time with the child with the disability, guilt for complaining about the strains that the child with the disability puts on the family, or joy when their brother or sister accomplishes something new for the first time. Siblings may sometimes get teased about their brother or sister with a disability. Having a break and spending time with friends can be really helpful for siblings. Being able to talk about their feelings and getting support from parents, school and/or support services is also really important.

Disability and children's mental health

Research tells us that children with disabilities have a greater chance of developing mental health problems than children without disabilities. High rates of mental health difficulties have also been found in young people who are hearing impaired, have cerebral palsy, epilepsy or chronic illness.

The level of the child's impairment and support and attitudes from others are key factors that influence the mental health and wellbeing of children with disabilities. When those around them take effective steps to include children with disabilities and ensure their needs are met, they can help foster positive mental health and wellbeing. However, when this does not occur, mental health difficulties are more likely to develop in some children.

Some children with disabilities may have difficulties in forming and maintaining relationships because the impairments caused by the disability limit or restrict them from participating in everyday activities with their peers. Children with disabilities are also more likely to experience situations that negatively affect their mental health, such as bullying.

Some children with disabilities have difficulty in picking up social cues that allow them to participate cooperatively with others (e.g. following the rules of a game, taking turns). Children with physical disabilities may find it hard to participate in games that other children play. Some children may find it difficult to approach their peers to engage in social activities. As a result, children with disabilities may lose confidence in their ability to make friends or to participate in activities that other children their age enjoy.

The combination of these sorts of factors can lead children with a disability to be at risk of developing mental health difficulties, such as low self-esteem, and mental health disorders, such as depression. However, when families, schools and communities take steps to understand the child's individual needs, build on their strengths, and provide supportive and respectful environments, children with additional needs can experience good mental health and their potential for learning can be maximised.
Key principles for supporting children with disabilities

Build strengths step-by-step
Breaking tasks into small steps helps to ensure success and supports children’s learning. Support children’s confidence by emphasising what they can do.

Be an advocate for children with disabilities
Making sure that others understand the need to include and value all children benefits the individual child and promotes a caring community.

Focus on the child and their individual needs
Children’s needs should be assessed individually and regularly. It’s best not to assume that all children with a particular disability have the same problems and needs. An individual child’s needs may also change over time.

Develop partnerships
Parents and carers cannot meet the complex needs of children with disabilities or chronic illness alone. Collaborative involvement between families, schools and health professionals helps to ensure the best outcomes for children’s development and mental health.

Children with disabilities have a greater chance of developing mental health problems than those without disabilities.
Using the KidsMatter Primary framework to help children with disabilities

KidsMatter Primary was found to have a positive effect on students with a disability by strengthening their wellbeing and reducing mental health difficulties. Below are some ways of using the KidsMatter Primary framework to help children with disabilities.

1. Creating a positive school community for children with disabilities
Developing a culture of belonging and inclusion at school is especially important for children with disabilities and their families. This involves finding out about the particular needs of children with disabilities, tailoring teaching practices accordingly and collaborating effectively with parents and carers. Schools can also support belonging and inclusion by promoting values of friendship, cooperation and respect, and by ensuring that the school’s policies and practices address instances of bullying or harassment quickly and effectively when they occur.

2. Social and emotional learning (SEL) for children with disabilities
When planning a SEL curriculum, teachers of children with disabilities should be sure to take into account their particular learning needs. By assessing each child’s social and emotional skills individually, a learning plan can be developed to build skills step-by-step. Breaking down complex skills into smaller concrete steps is important for ensuring success. Opportunities for students to practise should be provided for each step. Providing structured peer-to-peer learning activities, in which students learn social skills through direct interaction with one another, is often particularly helpful. Praise or rewards given for effort and achievement of each step help to consolidate new skills. Any materials used to teach social and emotional skills need to be considered in terms of their appropriateness for use with children with disabilities.

3. Supporting families of children with disabilities
Having good support is especially important for families of children with disabilities. Schools can provide support by listening to parents and carers, finding out about the particular needs of their children, and collaborating to meet those needs. Schools can also provide relevant information and links to services that can assist families. By facilitating access to support networks, disability advocacy groups, and professional services, schools can help families of children with disabilities get the range of support they require.

4. Helping children with mental health difficulties
Getting help early in the lifespan can make a significant difference to ensure that children’s disabilities are appropriately identified, and that professional help and learning support are provided as soon as possible. This helps to minimise the effects of the disability and provides developmental support. Some disabilities, particularly those involving learning and social difficulties, may only become apparent after children begin school. In these circumstances, schools can provide crucial assistance through facilitating children’s referral for specialist assessment and services.

Schools can increase the protective factors that support children’s mental health by providing an inclusive and accepting environment for all children, including those with additional needs and mental health difficulties. It also helps to have effective working relationships and clear referral pathways with services, and work in partnership with parents, carers and health professionals in order to meet the needs of children with disabilities. By paying attention to the mental health needs of children with disabilities and identifying mental health concerns, school staff can facilitate appropriate support for children’s mental health difficulties.

For more, see the KidsMatter Primary information sheets on children with autism, children with Attention Deficit Hyperactivity Disorder (ADHD), and recognising and getting help for children with a mental health difficulty.

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This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au