

30 JUNE 2023
TERM 2, WEEK 9
ISSUE 11

ST MARY'S MEMORIAL SCHOOL

FROM THE ACTING PRINCIPAL

Jesus said, 'Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of heaven belongs.' Matthew 19:14

Dear Members of our St Mary's Memorial School Community,

Welcome to our final newsletter for Term 2 as we prepare for the two-week term break. Please remember that Monday 24 July is a Pupil Free Day when all staff will be engaged in a full day of professional learning. Out of School Hours Care will not be available.

I am really looking forward to meeting with our incredible volunteers next Thursday 6 July. I hope to see you between 10:00-11:00am for a Principal's Thank You volunteer morning tea in St Mary's Hall. Please remember to RSVP to the emailed invitation or alternatively please let the School Administration staff know you will be coming along, to assist us with catering. I look forward to seeing you next Thursday.

I am reminded daily about the important role as educators, parents, and caregivers we have, to ensure our commitment to safeguarding the children and young people in our care. This is always our highest priority, for our most precious and sacred citizens. The Catholic Archdiocese of Adelaide's Commitment Statement and Safeguarding Children and Young People Policy guides and gives structure for us to develop and implement procedures and policies which establish and maintain child safe environments. We support the UN Convention on the Rights of the Child and believe they have the right to be safe, happy, and healthy. We are committed to being an inclusive, culturally diverse, and resilient Church where God's children can flourish.

We are responsible for promoting respectful relationships to support the dignity of every child. An example of this in our school community is with our many registered volunteers and their positive and supportive interactions with our children. Our trained teaching staff provide all students with learning opportunities using an evidence-based child safety curriculum. Though the four focus areas; the right to be safe, relationships, recognising and reporting abuse and protective strategies, children and young people are educated in an age and developmentally appropriate way about Keeping Safe and Child Protection.

As we are reminded by Pope Francis, a future in which children are secure is a future where 'every child is held in God's infinite tenderness and God is present in each of their lives.'

Thank you for your ongoing support and working collaboratively with us to ensure we maintain our child safe environment.

DIARY DATES

Wednesday, 5 July
Year 2 Museum Excursion

Thursday, 6 July
Year 5 SACPSSA Netball Carnival
Principal's "Thank You" Morning Tea for Volunteers

Friday, 7 July
Pyjama Day
LAST DAY OF TERM 2

Monday, 24 July
PUPIL FREE DAY

Tuesday, 25 July
FIRST DAY OF TERM 3
UNIFORM SHOP CLOSED

Friday, 28 July
Hats on for Progeria Day

Tuesday, 1 August
Year 5 Mary MacKillop Excursion

STUDENT ACADEMIC REPORTS

Our teaching staff have been working incredibly hard to ensure all families receive their child's Semester One student report on Friday 30 June. As previously communicated in school newsletters you will notice a change to the reporting format. Please remember written reports provide one part of the information to children and families regarding progress and achievements. We look forward to working in partnership with you to develop and celebrate each child's learning as 'thriving, capable learners and leaders for the world God desires.' Please remember our commitment to ongoing conversations throughout the year are always welcome.

STAFFING – Term 3

I would like congratulate Joshua Roach on his recent completion of his Bachelor of Education and welcome him to our teaching team in Term 3. Many of you will know Josh as one of our highly valued ESO's and member of the OSHC and Vacation staff. Josh will be supporting teachers taking approved leave and working with various classes next term.

LIVING LEADING LEARNING (LLL) SURVEY – Term 3

Next term, all diocesan schools are required to conduct the Living Learning Leading Surveys. I will be inviting and encouraging all families to complete a short parent survey between Weeks 1-5. Students and staff will also participate in responding to surveys between Weeks 1-3.

The Living Learning Leading Surveys are developed in collaboration with Curtin University to help schools rate participants' perceptions of the school's performance. By completing this survey, you will help us to understand your perception of how St Mary's Memorial School are addressing the following areas:

- *Promoting our Catholic Identity*
- *Striving to create excellent educational outcomes for all students*

The data returned to us is completely anonymous and is prepared by an independent body. We receive a report that outlines the feedback of all parties and then we use this vital information for our future planning.

Full details including links to the survey will be provided to all families at the beginning of Term 3.

STUDENT CELEBRATIONS

Senuki, Mabel and Indi from 1S have been responsibly ensuring our school grounds have been free from litter with a combined effort in collecting and disposing of rubbish we see in the yard. I really appreciate your effort girls to keep our school beautiful. Well done!



Mia from the Reception Ierace class shared with me recently how she helped one of our new reception students who was just having a rather tough day. She gently guided the student from the playground, calmly reassuring them while walking towards the teacher to get help.



Mia then explained everything to the teacher so the student could be further supported.

Thank you Mia for being a kind, caring, and inclusive student when someone was in need. You were certainly living out Mary MacKillop's legacy of 'Never see a need without doing something about it'. Congratulations.

ENGAGED LEARNERS

Freshly cooked chicken schnitzel and salad was kindly delivered to me by Olive and Indi from RCH.

When I visited the kitchen, the reception students impressed me with their care and attention to detail to evenly coat the chicken with the delicious crumbs. Thank you Mrs O'Leary and RCH.



LOST PROPERTY AND ADDITIONAL UNIFORM ITEMS

I have noticed quite a few school uniform items, lunch boxes and drink bottles in the lost property baskets. Before we break for the holidays, please carefully check the items in case you are missing something.

The administration staff have been cleaning out some cupboards. We have several uniform items which are no longer needed and would like to offer these to our families at no cost. Please do not call the office to ask about items, sizes or holding items. We will operate this on a first in best dressed basis on Monday, 3 July from 3:00pm until 3:20pm with all available items placed on a table outside the staff room door in the courtyard for your viewing and collection.

Wishing you all a very safe, restful, and happy school holiday break. I look forward to seeing everyone in Term 3, on Tuesday 25 July, for another exciting term of learning.

Kindest regards,

Mrs Sonja Smith
Acting Principal

PRINCIPAL'S MORNING TEA

TO ALL OUR VOLUNTEERS
AT ST MARY'S MEMORIAL SCHOOL

Please join us

THURSDAY 6 JULY
10AM - 11AM
ST MARY'S HALL

RSVP to info@stmarymem.catholic.edu.au

VOLUNTEERS MAKE A DIFFERENCE!

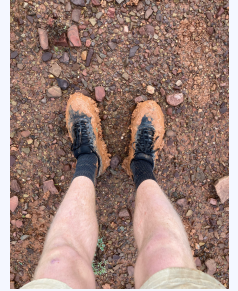
FROM THE APRIM

Last week we had terrible weather – one of the wettest weeks we have had.

One of my boys is in Year 12 and does Outdoor Education. Last week (of course) was his big outdoor camp in the Flinders' Ranges up near Wilpena Pound. This camp involved five days of hiking, carrying a backpack with all his belongings, including his food and sleeping gear. Each night they had to set up camp, cook a camp meal and sleep in a tent. One student got hypothermia and a couple got themselves and all the gear in their backpack wet and they stayed wet for the remainder of the camp.

While I was here, frustrated for our poor kiddies trapped indoors for recess and lunch, I was more than a little concerned about what the horrible conditions meant for my son. On pick up, his teacher said it was one of the wettest camps he had taken.

And my son ... managed to stay dry and warm. Phew! Probably because his parents chewed his ears off about the importance of keeping dry and showed him how to pack things within his backpack inside plastic bags.



During this wild weather week, I challenged our Year 1 children to find a spot outside, to sit on their own, for three minutes. The children did a great job sitting there, silently for literally three minutes. We then had a discussion about how this experience was:

- It was hard to find a dry space to sit.
- They got bored.
- It was cold.

We then talked about how they might feel if you had no choice but to be outside day after day in this weather. The children were able to articulate the challenges of being homeless during winter really well. They then brainstormed what might go in the backpack of a person who is homeless. It was interesting seeing what they thought was needed – an iPad, toys, mum and dad, to name a few.

We then spoke about PJ Day and I explained why we do it. I also had this discussion with the children in the Social Justice Group who decided that this was a fun day for everyone in our school and good way to raise awareness and fundraise for people living rough on the streets in Adelaide this winter.

The reason we wear PJs to school in the middle of winter is to think about those who sleep outside at this time of year – how horrible would it be to sleep outside in this weather?!

So while we have fun wearing pyjamas to school, we also need to think about those doing it tough this winter and support them in some way – this is what social justice is all about.

Some organisations in Adelaide who help support those who are homeless include:

St Luke's Church just behind our school who provide warm meals on Tuesday nights to people
Vinnies provide warm clothing for people living rough in all different suburbs across Adelaide; our own Vinnies would focus on the Glenelg area if we supported them

The Moore Street Centre in the city of Adelaide open their doors at night time for those who are living on the street providing a meal and options for people to take away with them such as raincoats, umbrellas, sleeping bags and blankets or food people could carry in their pocket.

So the last Friday of this term is PJ Day. We invite children to wear their PJs to school and bring in a donation of some sort to support those living rough this winter.

In the meantime, I encourage you to say a prayer of gratitude for the warm blessings you have and pray for those not so fortunate.

Blessings,
 Tamara Smith

PRAYER

Lord, hear our prayer for all women and men, boys and girls who are homeless this day. For those sleeping under bridges, on park benches, in doorways or bus stations. For those who can only find shelter for the night but must wander in the daytime. For families broken because they could not afford to pay the rent. For those who have no relatives or friends who can take them in.



SACRAMENT PROGRAM

Throughout Term 3 children in the Sacramental Program will be preparing for the sacrament of **First Eucharist**, which will take place during a Mass at Our Lady of Victories Church or Our Lady of Grace Church over the weekend of **September 16 and 17**.

The preparation sessions for the sacrament of First Eucharist will happen throughout August at Our Lady of Victories Church on Tuesdays at 4pm and families will be encouraged to attend weekend Masses.

If you have any questions about the sacramental program feel free to contact Father John. Father John would also love some parents to help out with activities—if you are willing and able please email him: jdherd@hotmail.com

COMMUNITY PRAYER

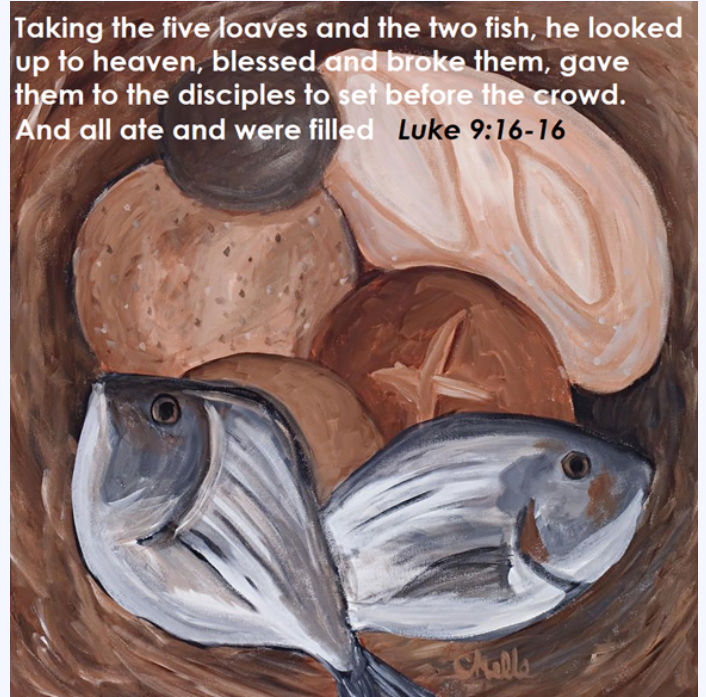
NOW ON THURSDAYS

8:45AM OUR LADY OF VICTORIES CHURCH



SUNDAY GOSPEL QUOTE

Taking the five loaves and the two fish, he looked up to heaven, blessed and broke them, gave them to the disciples to set before the crowd. And all ate and were filled **Luke 9:16-16**



MASSES

Masses and liturgies are celebrated regularly and we warmly invite family and friends to join our year level celebrations.

Changes to the calendar regarding Masses and their times will need to be made occasionally as the needs of our parish and our priests come up. The newsletter will publish the most current times. Apologies for any inconvenience.

Tamara Smith
APRIM | tsmith@stmarmem.catholic.edu.au



MASS & LITURGY CALENDAR

Here is an outline of the main celebrations on our school's Church calendar for Term 3.

Week 1	No Mass	
Week 2	Year 6	Tue 10am
Week 3	St Dominic's And Mary MacKillop Feast 'Day	Tue 10am
Week 4	Year 5	Tue 10am
Week 5	Year 4	Tue 10am
Week 6	Year 3	Tue 10am
Week 7	No Mass	
Week 8	Whole School Feast of the Sacred Heart	Tue 10am Tue 9am
Week 9	Yr 2, Yr 1 & Rec Liturgy	
Week 10	Whole School Mass	Tue 10am



COOKING



Cook with Love

This term in Cooking we have been focusing on using our skills with cutting and grilling our food. We also are expected to work as a team and keep ourselves safe. So much fun. Then we get to eat our creation.



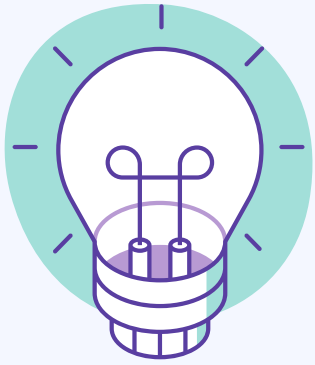
YUMMY



VISUAL ART

One of the best things about teaching Visual Arts is seeing our students' masterpieces come to life and the pride they have in their work! The art room has been full of colour and joy this term, from Peter Cromer inspired Australian animals to hot air balloon landscapes, neon giraffes and tigers and symmetrical masks from around the world. We have some very talented artists at our school!





SCIENCE

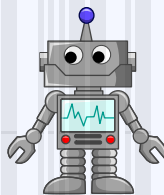
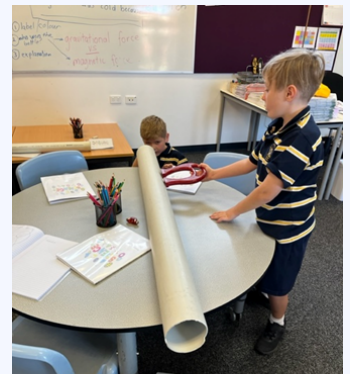
This semester our focus has been Physical Science and Biological Science.

The Year 5 student's were looking at the adaptations of animals and they started by comparing our foot to a bird's claw.

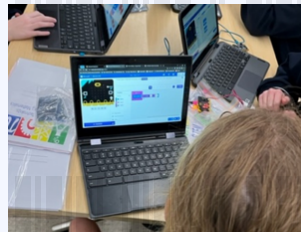
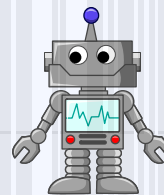
The Year 1 students made a musical instrument and had to identify what type of sound it could make and how it made it.



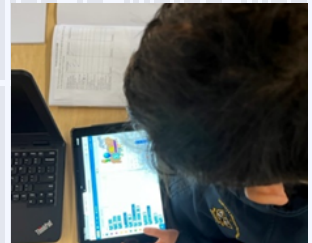
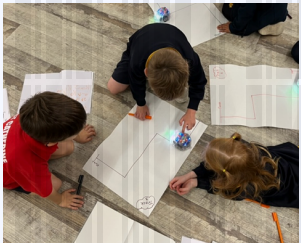
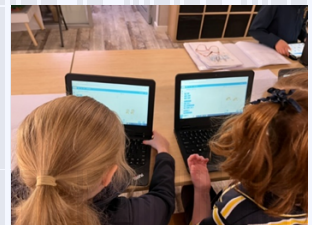
The Year 4 students were looking at how magnets can make things move even if there is a pipe in the way.



STEM



THIS TERM IN DIGITAL TECHNOLOGY THE RECEPTION, YEAR 1 AND YEAR 6 CLASSES HAVE BEEN LEARNING HOW TO CODE. THE RECEPTIONS HAVE BEEN LEARNING ABOUT DIRECTIONAL LANGUAGE AND WRITING A CODE THAT THEY CAN THEN TRANSFER ONTO THE BLUE BOT. THE YEAR 1 STUDENTS USED A PROGRAM CALLED 'SCRATCH' TO LEARN HOW TO DROP AND DRAG CODES SO THEIR SPRITE COULD MOVE AND TALK. THE YEAR 6 STUDENTS HAVE BEEN USING A ROBOT CALLED 'MICROBIT' TO CODE ALGORITHMS SO IT CAN LIGHT UP AND CREATE A SERIES OF DIAGRAMS THAT LOOK LIKE A MOVIE.



FRIDAY JULY 7 LAST DAY OF SCHOOL

PJ DAY

WE DON'T SLEEP ON THE STREET BUT WE
WANT TO SUPPORT THOSE WHO DO.



VOLUNTEERING IN 2023

To volunteer in 2023 at St Mary's Memorial School you will need to complete a Volunteer Information Pack, available from the Front Office. All volunteers are to have a current Catholic Police Clearance, which can be applied for through the school or alternatively, already hold a current DHS (Department of Human Services) Working With Children's Clearance.

In addition to the appropriate Police Clearance, all volunteers will need to complete the RRHAN (Responding to Risk of Harm, Abuse and Neglect for Volunteers) Course. Please go to the following link, login and complete the RRHAN training by clicking on Non Department for Education Staff.

<https://www.plink.sa.edu.au>

All paperwork is to be handed to the school office to allow for processing prior to volunteering.

Should you have any queries or wish to become a Registered Volunteer at St Mary's Memorial School, please contact the School Office.

St Mary's Memorial School
DISCO

Reception to Year 2
5:30 to 7:00pm

Year 3 to Year 6
7:15 to 8:45pm

Friday 18 August 2023

Brother Joseph McAteer Building
Sacred Heart College
enter via Scarborough Street

DON'T FORGET 50c + \$1 coins on
the night for drinks and snacks

TICKETS: \$10 per student
Book on Qkr 'P&F Events' menu
before 10 August
includes entry, glow sticks, photo booth



We remind families that Chapel Street (*where the school office is located*) is a **no parking/stopping area** on school days between **8:00am-9:00am** & **3:00pm-4:00pm**

We have also noticed the increase in parents stopping along the school side of Chapel Street to drop off and/or pick up their child/ren. Whilst this may be convenient and time saving for you, as there is a yellow line marked on the road, this is a no stopping area at all times.

For the safety of your child, other children and in the interest of traffic flow, please park and walk your children into the school office if you are running late.

WANT AN EXCUSE TO WEAR YOUR FAVOURITE HAT FOR THE DAY???

NOW YOU HAVE ONE!

THE PROGERIA RESEARCH FOUNDATION WANTS YOU TO PUT YOUR HATS ON FOR PROGERIA!!!

HATS ON for PROGERIA



Friday 28th July
Term 3 - Week 1



GOLD COIN DONATION

All money raised goes directly to **TEAM ENZO**

HATS AVAILABLE AT THE FRONT DESK \$ 25

TEAM ENZO

WHAT IS PROGERIA?

Progeria, also known as Hutchinson-Gilford Progeria Syndrome (HGPS), is an extremely rare genetic condition of accelerated aging in children. Usually, within the first year of life, the growth of a child with Progeria slows markedly, but motor development and intelligence remain normal. Remarkably, their intellect is unaffected, and despite significant physical changes in their young bodies, these extraordinary children are intelligent, courageous, and full of life.

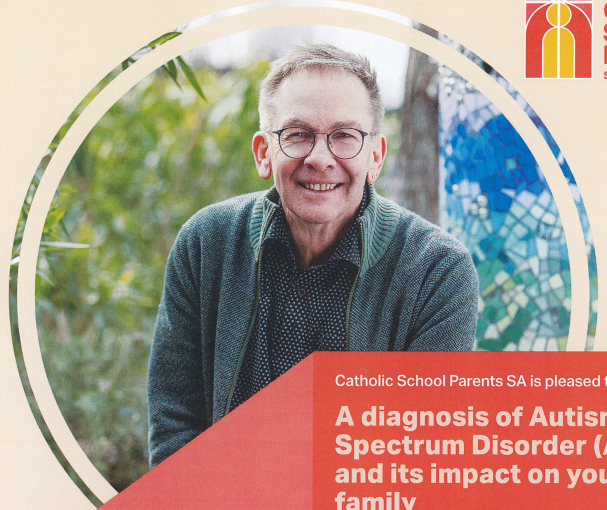


THE DISORDER OCCURS IN AN ESTIMATED 1 IN 20 MILLION WORLDWIDE. ENZO IS THE ONLY CASE KNOWN TO BE LIVING WITH PROGERIA IN AUSTRALIA.



PLASTIC FREE JULY

Turn the tide, one choice at a time.



Catholic School Parents SA is pleased to present:

A diagnosis of Autism Spectrum Disorder (ASD) and its impact on your family

presented by Mark Le Messurier

Tuesday July 4 2023
6.30pm - 8pm (in person or online)

St John the Baptist Catholic School
342 Anzac Highway, Plympton

This Parent Engagement Evening is hosted by Catholic School Parents SA.

In this workshop you will learn some facts about ASD, but this isn't the primary goal. The workshop will explore how an ASD diagnosis can feel, what it means and how parents go about achieving connected and respectful behaviours in their children.

This will be a poignant workshop for teachers, parents, and carers. The event will have online and in person attendance options.

Mark Le Messurier is a teacher, counsellor, author and public speaker. He works in private practice as a mentor to children and adolescents, and as a coach to parents.

Register via the [CESA Registration Centre](#) or go to the [Events page](#) on the CSPA Website.

cspsa.catholic.edu.au



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the *Disability Discrimination Act 1992*.

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.



WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

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HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the *Disability Standards for Education 2005*.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the Public information notice.

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free e-learning resource about the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.

This document must be attributed as *Fact sheet for parents, guardians and carers*.

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