

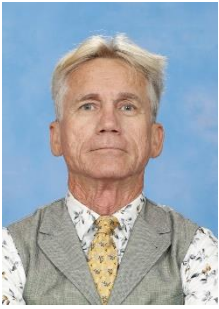


ST TERESA'S
— SCHOOL —
RAVENSHOE

FRIDAY 31ST MAY, 2024.

Knowledge, Love, Truth

Principal's Message



I am happy to return from a restful break. I want to express my gratitude for all the wonderful work done by our Acting Principal, Katrina Miller, and the staff, who continued catering to the needs of our students with their usual professionalism and diligence. A special thank you goes to our Parent and Friends committee, whose enthusiasm and contributions continue to support our school.

During my leave, I achieved a personal goal that was 63 years in the making: reaching Base Camp Everest! After trekking through Nepal's most spectacular mountainous regions for 15 days, I reached my goal on a chilly afternoon with temperatures minus 16 degrees and snow falling around me. This achievement was made even more special as I shared the experience with my wife, unveiling together the school banner at the foot of the highest mountain peak in the world. The journey was arduous, challenging, but truly remarkable.

The Nepalese people are gentle. Despite living in a developing country with few material goods, they value hard-earned achievements and take each day as it comes, enjoying life to the fullest despite the challenges. I feel I am a better person for my experiences in Nepal.

I look forward to setting my next goal, breaking it down into small, achievable steps, and making the final push to success.

Warm regards



Executive Message

Andrea O'Brien - Assistant Executive Director



National Reconciliation Week is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia. The National Reconciliation Week theme for 2024, **Now More Than Ever**, is a reminder to all of us that no matter what, the fight for justice and the rights of Aboriginal and Torres Strait Islander people will —and must —continue.

Every year, National Sorry Day takes place on May 26. This day remembers, acknowledges and raises awareness of the history and continued effect of the forced removal of Aboriginal and Torres Strait Islander people from their families, communities and culture. It encourages us all to come together and share the steps towards healing for the Stolen Generations, their families and communities.

May 27 is the day set aside to acknowledge the 1967 Referendum. On 27 May 1967, Australians voted to change the Constitution so that like all other Australians, Aboriginal and Torres Strait Islander peoples would be counted as part of the population. This opened the doors to First Nations Australian agency, bringing to light many strong leaders and organisations and the expectation that things could, and should be different.

On June 3 we celebrate Mabo Day, which commemorates the life of Mer Island man Eddie Koiki Mabo and his successful efforts to overturn the legal fiction of *terra nullius*, or ‘land belonging to no-one’.

Each year, we encourage all of our schools and workplaces to hold events to commemorate National Sorry Day and National Reconciliation Week. It is a time to acknowledge the past and to look to the future in the true spirit of healing and reconciliation.

Now More Than Ever, the work continues. Now More Than Ever, we need to acknowledge the hurt of the failed 2023 Indigenous Voice referendum. **Now More Than Ever**, we need reconciliation.

Can I remind everyone of the following information.

OUR FOCUS ON STUDENTS

Our focus is to provide quality education for our students and enrich their human qualities consistent with the key points of difference of a Catholic school. As our students progress and complete their education, they will be:

- Discerning young people, formed in the values of Knowledge, Love and Truth within a Catholic faith community.
- Effective and respectful communicators.
- Creative and critical thinkers who solve problems and make responsible decisions with an informed moral conscience for the common good.
- Self-directed, responsible, lifelong learners.
- Collaborative contributors who find meaning, dignity and purpose in work and life, who respect the rights of all and who contribute to the common good.

Our Vision:

To offer every student in every school a world-class education enriched by their lived encounter with the Catholic faith.

St Teresa's Mission Statement

At St Teresa's School

We strive to be a Christ-centred community by:

- Nurturing every person's faith journey in developing their relationship with God
- Acknowledging and honouring the charism of the Sisters of Mercy and St Therese of Lisieux
- Recruiting and supporting quality professional staff committed to the Catholic church's mission.
- Actively engaging in Catholic Social Teaching
- Fostering the values of Love, Hope, Service and Respect

We strive to form positive partnerships by:

- Welcoming and embracing those who seek a Catholic Education
- Engaging families through active and collaborative participation at all levels in the school community
- Linking with the Parish mission and life
- Collaborating with others in our community

We strive to provide a holistic and inclusive education by:

- Creating a safe and supportive environment
- Accepting and embracing our differences
- Providing opportunities for academic, spiritual, social and emotional growth
- Delivering a high-quality curriculum that responds to the needs of diverse learners
- Promoting reflective and creative, and moral problem-solvers
- Prioritising wellbeing by integrating social and emotional learning into all we do.
- Maintaining up-to-date resources

We strive to celebrate the growth and achievement of all by:

- Fostering a culture of renewal by researching, reflecting and responding through regular goal-setting
- Respectfully giving, receiving and learning from feedback
- Embracing change to meet the needs of today's learners.

Introduction of Multi-Tiered Systems of Support (MTSS-E) at St Teresa's Catholic School

Dear Parents/Guardians,

I hope this message finds you well. We are excited to share some significant developments regarding our school's ongoing commitment to enhancing student support and success.

As part of our School Annual Improvement Plan (SAIP) for 2024 and beyond, we are introducing the Multi-Tiered Systems of Support for Education (MTSS-E) framework. MTSS-E is a proactive approach to addressing all students' diverse academic and behavioural needs by providing layered levels of support.

We will commence implementing MTSS-E at a Tier 1 level throughout 2024. This initial phase will involve laying the groundwork and introducing foundational elements of the system across various aspects of our school community.

Over the next two years, until the conclusion of the 2026 school year, we will delve deeper into the MTSS-E framework, gradually expanding its scope and integrating it more comprehensively into our school's practices. This phased approach allows us to ensure that every aspect of the system is carefully tailored to meet the unique needs of our students and aligns with our school's mission and values.

Introducing MTSS-E will benefit our students by providing targeted interventions and support mechanisms that foster their academic, social, and emotional growth. By embracing this framework, we reaffirm our commitment to nurturing a supportive and inclusive learning environment where every student can thrive.

As we embark on this journey, we encourage you to stay informed and engaged with the developments related to MTSS-E at St Teresa's Catholic School. We value your partnership and input as we work together to create the best possible educational experience for our students.

Please do not hesitate to contact us if you have any questions or require further information about MTSS-E or any other aspect of our school's initiatives.

Please refer to the additional information below.

Thank you for your continued support and collaboration.

Multi-Tiered Systems of Support (MTSS)

Overview

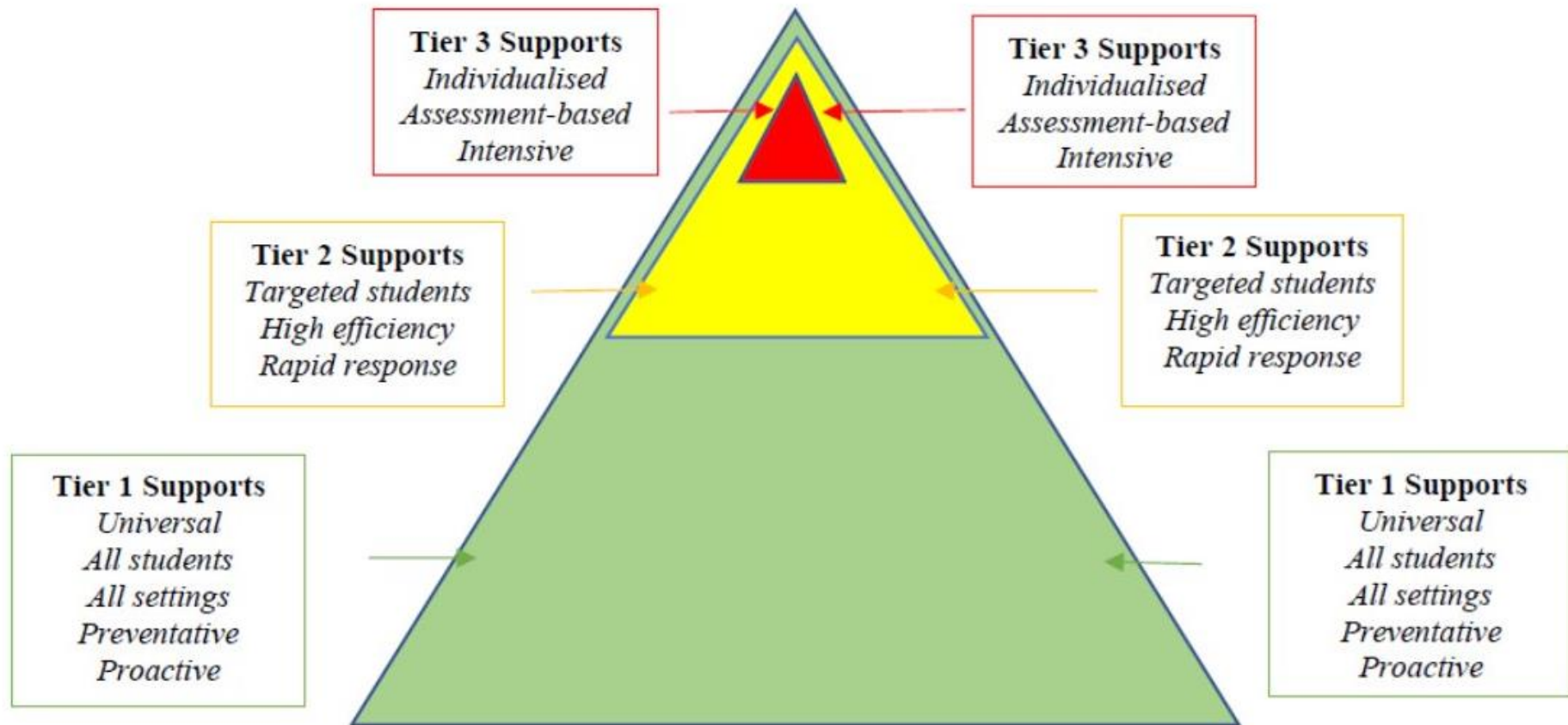
Multi-Tiered Systems of Support (MTSS) is a comprehensive framework used to provide academic and behavioural support to all students based on their individual needs. The approach utilises data-informed decision-making to identify students who may require additional support, and then provide the support at varying levels of frequency and intensity, depending on each student's needs.

MTSS comprises three tiers. Tier 1 involves universal, high-quality instruction for all students. Tier 2 is targeted support (in addition to Tier 1) which includes small-group interventions. Tier 3 is personalised supports for students who require further support, despite Tier 1 and Tier 2. Tier 3 are more intensive and personalised interventions.

In Catholic Education Diocese of Cairns, MTSS aligns with the principle of caring for and meeting the unique needs of every child. It's a practical implementation of the church's teachings about the inherent dignity and value of each individual. Through the MTSS approach, Catholic schools and Colleges can ensure that all students, including those who need further support academically or behaviourally, receive the necessary support and resources to succeed. This aids in promoting a truly inclusive learning environment, where all students can reach their full potential and no student is left behind.

Academic Systems

Behavioural Systems



Whitefield et al. (

IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p data-bbox="107 229 430 555"> Engagement – Wellbeing & Learning (Diversity – Inclusive practices, behaviour) </p> <p data-bbox="107 587 430 710"> <i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i> </p> <p data-bbox="107 726 430 783"> Strategic Directions 2021-2025 Priority </p> <p data-bbox="107 810 430 836"> #8 Significant Learning Needs </p> <p data-bbox="107 863 430 1034"> Every student with significant learning needs (e.g., disability, EAL/D) receive adjustments and interventions to enable equitable access and participation in learning. </p> <p data-bbox="107 1061 430 1118"> #3 Learning and Teaching Documentation </p> <p data-bbox="107 1145 430 1171"> #4 First Nations </p> <p data-bbox="107 1198 430 1224"> #5 Extension </p> <p data-bbox="107 1251 430 1276"> #6 Workforce </p> <p data-bbox="107 1303 430 1329"> #7 Learning Pathways </p> <p data-bbox="107 1356 430 1382"> #9 Transitions </p> <p data-bbox="107 1409 430 1434"> #10 Rural and Remote </p>	<p data-bbox="465 229 723 579"> The staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships (based on gospel values) across the school community. </p> <p data-bbox="465 606 723 956"> The school has clear strategies to promote appropriate behaviour - including agreed responses and consequences for inappropriate student behaviour - and the school provides sufficient support for teachers to implement these policies. </p>	<p data-bbox="745 229 1108 379"> 80% of staff share a common set of beliefs that are an integral part of their understanding of student learning, motivations and psychology. </p> <p data-bbox="745 459 1108 517"> 80% of staff share the belief that all students are capable of learning? </p> <p data-bbox="745 596 1108 786"> 100% of staff, in response to tracking and monitoring individual learning and wellbeing, make reasonable adjustments to student interactions, teaching and learning. </p> <p data-bbox="745 813 1108 1035"> 100% of staff identify and address the educational needs of individual students? Adjustments are tailored, early and sustained interventions in place for students with educational needs. </p>	<p data-bbox="1131 172 1494 295"> Identify an 'Internal Coach' (who will lead the work of the team) and a 'Data Manager' (who will lead the collation and analysis of data). </p> <p data-bbox="1131 322 1494 379"> Attend 2 full face-to-face days of PD. </p> <p data-bbox="1131 406 1494 580"> TBA: CNS04162:001 MTSS Cohort 3 Tier 1 Day 1 TBA: CNS04163:001 - MTSS Cohort 3 Tier 1 Day 2 </p> <p data-bbox="1131 608 1494 734"> Scheduled team meetings - Usually 45 mins per fortnight. If fortnightly is not achievable, then it is recommended at least 3 per term. </p> <p data-bbox="1131 761 1494 1007"> Scheduled staff meetings - A minimum of 1 staff meeting per term is required to provide updates and gather input from your staff to progress MTSS-E. The CES Consultants Student Engagement (your external coaches) can support your team to plan for these. </p> <p data-bbox="1131 1034 1494 1160"> In addition to the training, the Consultants Student Engagement will be available to support you on this journey. </p>	<p data-bbox="1520 300 1879 489"> Academic and pastoral tracking including learning progress and achievement, attendance, and behaviour and appropriate support and intervention. </p> <p data-bbox="1520 517 1879 608"> Data is analyzed, understood and used by teachers to improve educational outcomes? </p> <p data-bbox="1520 635 1879 793"> Support for engagement, progress, achievement and wellbeing is provided for groups of students who may have particular learning needs including: </p> <p data-bbox="1520 820 1879 877"> <i>Aboriginal and Torres Strait Islander Students Gifted and talented.</i> </p> <p data-bbox="1520 904 1879 930"> <i>Students with a disability</i> </p> <p data-bbox="1520 957 1879 1015"> <i>Students with English as a Additional Language or Dialect</i> </p> <p data-bbox="1520 1042 1879 1099"> <i>Students in Out of Home Care Refugee Students?</i> </p> <p data-bbox="1520 1126 1879 1217"> Professional learning and training are in place throughout the school year. </p> <p data-bbox="1520 1244 1879 1302"> The school provides safe and inclusive learning environments. </p> <p data-bbox="1520 1329 1879 1386"> The school has developed Strategic Improvement Plans </p> <p data-bbox="1520 1414 1879 1455"> Necessary core documentation exists and is utilized. </p>	<p data-bbox="1897 247 2132 272"> PoL – Diversity </p> <p data-bbox="1897 300 2132 325"> Principal </p> <p data-bbox="1897 352 2132 378"> All staff </p> <p data-bbox="1897 405 2132 430"> In 2024 </p> <p data-bbox="1897 458 2132 483"> CES Staff </p>

What's the News?

Sleeping Rough 2024
Cancelled



Friday 21 June Last Day of Term

Everyone is invited to our Interhouse Fun Sports Day

Friday 21st June

Day commences at 9.00am with the

whole school gathering for a prayer outside the library

9.15—The teams march around the oval chanting their war cries

9.30am - sprint races 60m- 100m

9:55am—Skipping races Whole School

10.15am—Relays 60 -100 m(Prep/1/2) (3/4/5/6)

Parent Relays

Various Fun Events (3/4/5/6) along with their(Parents)

10.50am -Lunch Break



11.25 – 200m (5,6,7,8, 9, 10, 11 & 12 yrs)(Only if they want to)
11.40am—Ball Games – Prep/Yr1 – Under & Over, Ball in the Hoop,
Tunnel Ball

Year 2 & 3 – Under & Over, Ball in the Hoop, Tunnel Ball

Yr 4 & 5/6 – Leader Ball, Corner Spry, Tunnel Ball

Parent Ball Games (year 6 verse parents)

12.25—Relays around the oval (Whole School)

12.50—Tug of War (Parents verse the children in the team colours)

no ribbons for this fun event!

1.10—Emu Parade / Pack up(Put tents away)

1.40—Presentation of Shield

Our teams are **Cedar (yellow)** and **Oak (green)**. Children can wear a team coloured shirt as well as coloured sunscreen and colour in their hair. Let's get in the spirit of our fun interhouse sports day, come along and cheer for your children. There are plenty of ribbons up for grabs. It is a great family fun day for everyone to enjoy, young and old alike!! Students may go home with their parents after presentation.

LEARNING OPPORTUNITIES

The Principal's Book Pick

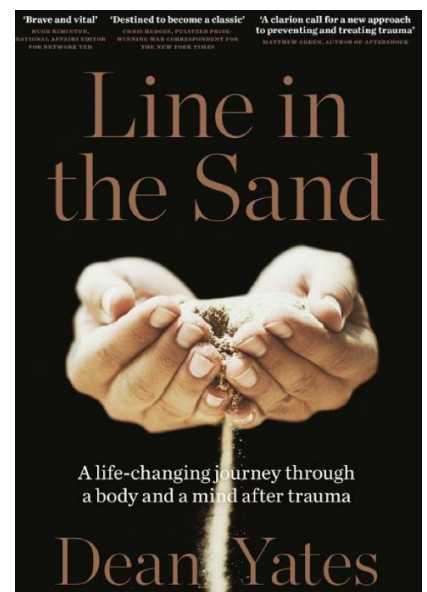


Macmillan Publishers Aus., 27 June 2023 - [Biography & Autobiography](#) - 352 pages

Dean Yates was the ideal warzone correspondent: courageous, compassionate, and dedicated. After years of facing the worst, though, including the Bali bombings and the Boxing Day tsunami, one final incident undid him. In July 2007, two of his staff members were brutally gunned down by an American helicopter in Iraq.








What followed was an unravelling of everything Dean thought he knew of himself. His PTSD was compounded by his moral wound - the devastation of what he thought he knew of the world and his own character and beliefs. After years of treatment, including several stints inside a psychiatric facility, Dean has reshaped his view of the true meaning of life. Here, in all its guts and glory, is that journey to a better way of being. Dean has been to the blackest heart of humanity and come out with strength and hope.




Line in the Sand is a memoir that is going to resonate for generations to come. It tackles the most important topic of our age in an unforgettable way.



Every child
Every classroom
Everyday

St Teresa's Primary Ravenshoe
Life Of the School Calendar – Term 2, 2024

Month	Wk	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Apr	1	14 3 rd Sunday after Easter Mike on Leave	15 <i>Term 2 Commences</i> Staff Briefing – 8:10	16 Assembly	17 Staff Meeting	18 Rhymetime	19	20
	2	21 4 th Sunday after Easter Mike on Leave	22 Staff Briefing – 8:10	23	24 Staff Meeting	25 	26	27
May	3	28 5 th Sunday after Easter Mike on Leave	29	30 Assembly Lockdown Drill 1 pm	1 Staff Meeting Tablelands Cross Country	2	3 Mt Garnet Races/Rodeo weekend	4
	4	5 6 th Sunday after Easter Mike on Leave	6 	7 Assembly Staff Meeting -	8 Year 6 Camp 	9 Year 6 Camp 	10 Year 6 Camp  Mother's Day Liturgy 2 pm 	11
	5	12 THE ASCENSION OF THE LORD Mother's Day Mike on Leave	13 Staff Briefing – 8:10 Musica Viva 11.45	14 Assembly	15 Principal's Debriefing Cairns School Officer PD Day Staff Meeting	16 Senior Leadership Encounter Cairns Rhymetime	17 Senior Leadership Encounter Cairns Pentecost Mass 2 pm 	18

	6	19 PENTECOST SUNDAY	20 Staff Briefing – 8:10	21 Assembly	22 Staff Meeting	23	24 P&F Movie Night 	25
Jun	7	26 The Most Holy Trinity Reconciliation Week (27th May - 3rd June)	27 Staff Briefing – 8:10 Reconciliation Week 	28 Assembly Fire Drill 1 pm	29 Staff Meeting	30	31 Reconciliation Week Liturgy 2 pm - First Nations.	1
	8	2 The Most Holy Body and Blood of Christ	3 Staff Briefing – 8:10	4 Assembly	5 Report Writing	6	7 Sleeping Rough 6:30pm 	8
<p><u>Ball Games and sports practice.</u></p> <p><i>Each day, Cedar House meets with the teachers in the eating area outside the Prep – Year 2 classroom and Oak on the basketball court for a 15-minute meeting to discuss sports day, team spirit, and practicing War Cries. We require our students to start from 2 pm; this will mean preparing our classrooms for home time before the commencement of the second play. Please note what afternoons we will practice our events for our Interhouse Family Fun Sports Day.</i></p> <p><i>Ball Games and sports practice should start as a school. Wednesday, Thursday, and Friday at 2.00 pm</i></p>								
	9	9 Ordinary time	10 Staff Briefing – 8:10	11 Assembly	12 Report Writing and Buddy reviewing. National School Officer's Day	13 Report Writing and Buddy reviewing.	14 Senior Leadership Intensive Cairns	15
<p><i>Ball Games and sports practice to start as a school. Wednesday, Thursday, and Friday at 2.00 pm</i></p>								
	10	16	17 Reports due to Helen and Mike.	18 Final report checks.	19 Final report checks.	20 Report release	21 Interhouse Fun Sports Day	22

			Life Education Visit (Jemma) NCCD Quality Assurance process Staff Briefing – 8:10	Life Education Visit (Jemma) Assembly		Rhymetime	<i>Last Day of Term 2</i>	
	<i>Ball Games and sports practice to start as a school. Wednesday, Thursday at 2.00 pm</i>							

OUR VISION

To offer every student in every school a world class education enriched by their lived encounter with the Catholic faith.

OUR FOCUS ON STUDENTS

Our focus is to provide quality education for our students and enrich their human qualities consistent with the key points of difference of a Catholic school. As our students progress and complete their education they will be:

- Discerning young people, formed in the values of a Catholic faith community.
- Effective and respectful communicators.
- Creative and critical thinkers who solve problems and make responsible decisions with an informed moral conscience for the common good.
- Self-directed, responsible, lifelong learners.
- Collaborative contributors who find meaning, dignity and purpose in work and life and who respect the rights of all and who contribute to the common good.

OUR GUIDING PRINCIPLES

Our Strategic Directions 2021-2025 invites each one of us to be informed by, act with, and be committed to the following core principles:

- Be people of Mission and Witness inspired by what is best for all students in our schools.
- Move forward together – strengthening relationships between families, staff, school and system leaders, Clergy and the Diocese.
- Be accountable for student learning through a commitment to continuous improvement.
- Be courageous – encountering possibilities and engaging in dialogue to achieve excellence in all we do.
- Embrace and enhance individual gifts, talents, wisdom and capabilities.
- Accept co-responsibility for stewardship, accountability and system sustainability.
- Provide voice and agency for all.

Strategic Directions 2021-2025

Encounter – Catholic Identity

The formation of staff and students through a Catholic lens and furthering our understanding of First Nations cultures and ways of knowing, being and doing.

First Nations Perspectives

Understand the cultures of the First Nations peoples and provide learning environments which are culturally safe and embrace culturally responsive and high impact pedagogies, with a strong emphasis on engagement, wellbeing and success.

Engagement – Wellbeing & Learning

Consistent planning and teaching that is responsive to students and the context in which they live and learn.

Capability

Recruitment, retention, development and professional learning to build an inspiring, engaged and highly effective professional staff.

Our 10 Priorities

2. Religious Education

Every student benefits from an engaging, contemporary and personally relevant religious education curriculum.

1. Encounter

Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church's mission and which invites an encounter with the person of Jesus.

3. Learning and Teaching documentation

The Catholic Education Community co-creates consistent system Learning and Teaching documentation.

4. First Nations

First Nations communities and families are honoured, their cultures and beliefs respected, and our schools committed to Closing the Gap imperatives for every First Nations student.

5. Extension

Every student accesses opportunities that extend their learning and personal horizons.

10. Rural and remote

Every student from rural and remote communities benefits from targeted support for their schools.

8. Significant learning needs

Every student with significant learning needs (eg disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.

7. Learning pathways

Every student's learning pathway is enabled by adjustments to learning experiences, targets, interventions and initiatives, and monitors improvement over time.

6. Workforce

Every student benefits from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.

9. Transitions

Every student experiences a seamless and positive transition through and across schools.

Zoom



Catholic Education
Diocese of Cairns
Learning with Faith and Vision

LIBRARY NEWS Hello Everyone,



Last week we had National Simultaneous Storytime which is run each year in May across the whole country. The book this year was Bowerbird Blues by Aura Parker. The whole school gathered for the reading by the author herself. We learnt a lot about bowerbirds as well.

Our Readers Cup Team have only got one week left before we head down to Cairns. Next Thursday we will be travelling to Cairns to compete in this years Readers Cup. Thank you to those children who have put in the time to be a part of this experience.

We have some new books ready to be borrowed, come and have a look! Thank you to the P&F who have funded some new decodable readers and a new set of the 'History the First Australians' readers which I'm in the process of cataloguing now.

Have a great weekend!



of



Morgan Reynolds

Mobile Women's
Health Service



Queensland
Government

Well Womens Clinics

(These clinics are available to Medicare eligible clients)

Service includes Cervical Screening Tests (Pap Smears), Sexual Health Screening, Breast Awareness, also info on Contraception, Continence, Menopause, Lifestyle Issues, Bowel Health, etc. All services are provided by a specially trained Women's Health Nurse.

Ravenshoe-Community Health Monday 24th June 2024 Ph: 4097 6223