

Dear Parents / Caregivers,
Welcome back to school for 2013. I hope everyone had a restful and happy holiday and are ready for what is shaping up to be a very exciting year. We have welcomed back the vast majority of the students who were with us at the end of 2012 and have welcomed some very energetic and clever kindergarten children.

The class structure for this year is a little different to what we have done in the past with every class having children from Kindy to Yr 6 in it. We have decided to have the classes like this, so as to give the older students a greater sense of responsibility as well as giving the younger students an excellent role model to follow in the classroom. I would like to initially thank the older students in each class for their help this week, helping to settle everyone into the new school year.

I would also like to welcome some new staff members to the school for this year. Mr Gerard Crowe will be taking one of the classes this year. Mr Crowe brings with him a lot of skills, especially in the area of sport and will prove to be a real asset for the school. Miss Chanelle Littler has also joined us here and will be teaching one of the other classes. Miss Littler also brings with her a lot of skill and enthusiasm with her as well as having an excellent rapport with all the children. Mrs Kelly has also been helping in the classrooms and has a vast amount of experience in education.

Mrs Clapson, Mrs Raymond, Mrs Cortaville-Smith and Mrs Hook have returned this year full of energy and have embraced the new structure we are using and can't wait to get stuck into it.

We also need to welcome back our hard working SASS staff, Lisa, Julie and Paul as well as Sherry and Geoff, without whom we could not function effectively as a school.

Each Monday to Thursday all the children will be placed into groups with children of similar ability to participate in a variety of literacy and numeracy activities. Each morning from 9.10 to 9.40 children will be in their home class and will take part in our reading buddy program before heading off to their group. Each child will also be engaging in music lessons delivered by a qualified instructor along with their class teacher and will be learning a musical instrument.

As is always the way at the beginning of each school year it is an extremely busy time. We will be holding our swimming carnival on Monday 18th February at the Taree Aquatic Centre for all students from Yr 2 (who turn 8 this year) to Yr 6.

Healthy Harold will also be visiting us at the school on Tuesday 12th February and Wednesday 13th February.

The Yr 5 and Yr 6 students will also be participating in activities at the PCYC on Fridays.

A separate note will go home for each of these activities and it would be greatly appreciated if these could be returned as soon as possible with any payments which are needed.

Peter Johnson



DATES TO REMEMBER		
12/2/2013	Happy Harold	\$5.00 p/p
13/2/2013	Happy Harold	
18/2/2013	Swimming Carnival Yrs 2—6	



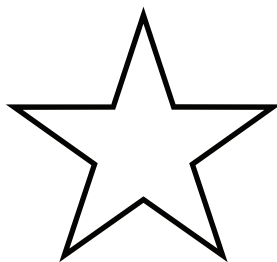
Design: Kathleen Morcome

ACKNOWLEDGEMENT OF COUNTRY

We would like to acknowledge the Biripi people who are the traditional custodians of this land. We would also like to pay respect to the Elders both past and present of the Biripi Nation and extend that respect to other Aboriginals.

CONGRATULATIONS

Star of the Week



Joshua Cochrane ~ School Leader

A big thankyou to Joshua who has had a wonderful start to the school year and has been a real asset to our school.



WELCOME KINDERGARTEN CHILDREN

Our Kindergarten students have had a great start to their school career and are busy learning lots and having a wonderful time.



everyone's family



An initiative by ANZ and the Brotherhood of St Laurence,
with The Smith Family

\$500 to Assist with Education Costs

Do you have a child at school and would \$500 help cover your education expenses?

The Smith Family is running a Taree savings program that can help you save for your children's education.

Saver Plus rewards your saving efforts by matching every dollar you save with another dollar from ANZ, up to \$500.

It also offers 4 FREE Financial Workshops.

Many Taree families are already taking advantage of the Saver Plus program and are saving for their educational expenses.

To be eligible you must:

be a parent or guardian of a student attending school, or be intending to attend accredited vocational training yourself
have a current health care card or pension card, and
have some income from work. (even a few hrs will count)

Saver Plus is giving families a brighter future by providing an incentive to save for education.

For more information contact Mark Norris, Saver Plus Coordinator on 65578284 or 0429 820 9744 or email mark.norris@thesmithfamily.com.au

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saverplus

Would \$500 help you pay for
school uniforms, books or a laptop?

Match your savings for school costs, dollar for dollar,
through Saver Plus.

You may be eligible if you have:

- a Health Care or a Pensioner Concession Card
- a child at school or starting next year
- some regular income from work (you or your partner).

Contact Mark Norris, your local Saver Plus Worker:
02 6557 8284 / 0429 820974 or
mark.norris@thesmithfamily.com.au

Saver Plus was developed by ANZ and the Brotherhood of St Laurence and is delivered
in Greater Taree by The Smith Family.
Saver Plus is funded by ANZ and the Australian Government.



saverplus

TERM ONE TO-DO LIST:

- buy Amy's textbooks
- get new uniform for James
- find out more about Saver Plus!

Match your savings for school costs, dollar for dollar,
up to \$500.

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What is racism?

Racism in Australia | Racism and the law

Racism is destructive. It disempowers people by devaluing their identity. It destroys community cohesion and creates divisions in society. It is the opposite of the democratic principle of equality and the right of all people to be treated fairly.

An understanding of the nature of racism is essential in order to recognise and counter it successfully. Racism is a global phenomenon which is influenced by a range of historical, social, political and economic factors. It takes different forms in different contexts and as a result has been defined in many different ways. In Australia, the Human Rights and Equal Opportunity Commission (1998) defines it as:

Racism is an ideology that gives expression to myths about other racial and ethnic groups, that devalues and renders inferior those groups, that reflects and is perpetuated by deeply rooted historical, social, cultural and power inequalities in society.

Racism is the result of a complex interplay of individual attitudes, social values and institutional practices. It is expressed in the actions of individuals and institutions and is promoted in the ideology of popular culture. It changes its form in response to social change.

Racism has its roots in the belief that some people are superior because they belong to a particular race, ethnic or national group. The concept of race is a social construct, not a scientific one. (For a discussion of the meaning of the word 'race', refer to the glossary).

Racist attitudes and beliefs are misconceptions about people based on perceived racial lines and are often founded on the fear of difference, including differences in customs, values, religion, physical appearance and ways of living and viewing the world. This includes negative attitudes towards the use of different languages, 'foreign' accents or the use of non-standard variations of a dominant community language. [1]

Racist attitudes may be manifested in a number of ways including common expressions of racial prejudice towards and stereotyped assumptions about other cultures as well as more extreme forms of prejudice such as xenophobia. These beliefs are reinforced by prevailing social attitudes towards people who are seen as different and are often a reflection of the values which underpin social relations and institutional practices.

These attitudes and beliefs find expression in racist behaviours, both in the actions of individuals and in the policies and entrenched practices of institutions. Where these behaviours involve unequal power relationships between individuals or groups from different cultural backgrounds, racist actions on the part of members of the dominant culture have the effect of marginalising those from minority groups. Examples of racist behaviour include ridicule, racist abuse, property damage, racial harassment, racist propaganda, racial vilification and physical assault. It also includes practices that exploit or exclude members of particular groups from aspects of society. Extreme examples of racist behaviour include ethnic cleansing and genocide.

Racist behaviour may be direct (overt) or indirect (covert) in nature. Direct racial discrimination is the unfair or unequal treatment of a person or a group on racial grounds. An example would be an employer who won't hire someone on the basis of their cultural or linguistic background. This type of discrimination is typically deliberate. Indirect racial discrimination is seemingly equitable on the surface, but in practice disadvantages people from particular groups. For example, a rule that says that all students must not wear anything on their heads could result in discrimination against students whose religion requires the wearing of headwear. Indirect racial discrimination can occur even when there is no intention to discriminate.

Institutional racism (or systemic racism) describes forms of racism which are structured into political and social institutions. It occurs when organisations, institutions or governments discriminate, either deliberately or indirectly, against certain groups of people to limit their rights.

This form of racism reflects the cultural assumptions of the dominant group, so that the practices of that group are seen as the norm to which other cultural practices should conform. It regularly and systematically advantages some ethnic and cultural groups and disadvantages and marginalises others. Institutional racism is often the most difficult to recognise and counter, particularly when it is perpetrated by institutions and governments who do not view themselves as racist. When present in a range of social contexts, this form of racism reinforces the disadvantage already experienced by some members of the community. For example, racism experienced by students at school may result in early school dropout and lower educational outcomes. Together with discrimination in employment, this may lead to fewer employment opportunities and higher levels of unemployment for these students when they leave school. In turn, lower income levels combined with discrimination in the provision of goods and services restrict access to housing, health care and life opportunities generally. In this way, institutional racism may be particularly damaging for minority groups and further restrict their access to services and participation in society.