12 witnesses of Jesus’ Resurrection Post Easter Devotion

‘Because I live, you shall live also’. John 14 v 19

1. The rolled away stone that was sealed and guarded by the Roman soldiers. Matthew 28:2
2. The empty tomb. John 20:2
3. The linen wrappings and face cloth no longer on Jesus’ body. John 20:6-9
4. The proclamation of an angel that Jesus is risen. Matthew 28:5-7
5. The report given by the women who heard the angel and saw the empty tomb. Matthew 28:9
6. The appearance of Jesus to the women as they were returning from the empty tomb. Matthew 28:9
7. The visit to the tomb by Peter. Luke 24:12
8. The report of the Roman guard and the scheme of the chief priests and elders. Matthew 28:11-15
11. The written testimony of Scripture. John 20:31
12. Jesus, after His ascension, working with the disciples and confirming the message of the Gospel through signs and wonders. Mark 16:19-20, Acts 14:3

Then Jesus told him (Thomas), ‘Because you have seen me, you have believed; blessed are those who have not seen and yet have believed.’ John 20v29.

Prayer: Dear Jesus, strengthen my faith in you everyday. Amen. Mr Seidel

Dear Parents,
As we complete term 1, school holidays is a time to reflect, rest and recreate. From visiting classrooms, talking with students at playtime, looking at bright and colourful wall displays, participating in the many extra curricula programs, to the engagement of students and their learning, it has been an amazing start to the year. Highlights for me include students manners, uniform pride, buddy activities, International Day, class excursions, sports day, SAPSASA carnivals - including our first equestrian event, parent information nights and most recently Holy Week whole school worship. Coming home this Friday are students portfolios and I encourage you to take time to sit and listen to your child as they tell the story about their learning journey. On behalf of St. Michael's I thank for your support and wish you all a safe and relaxing school holiday period.

Steve Seidel
PRINCIPAL

Prayer suggestions:

- Thanks and Blessings as we reflect on term 1
- Safe and relaxing school holiday period
- ANZAC day – Lest we forget
- The joy of the resurrection and Life Eternal

Also pray for the following families:

Crowder P & E, D’Arcy, Davis-Mattner, Dawes, Dimech & Rowett
School Attendance

a. Before school: Children are not permitted on the playground etc., before 8.30am as there will not be a teacher on duty to supervise them. If you need care for your children please call OSHC on 8388 7920. Also children should be collected from school by 4pm at the latest. If arrangements can’t be made, children will be taken over to OSHC at Hahndorf Primary School.

b. School begins at 8.50am, at which time teachers mark the roll. Any students who are not present at this time are marked as late. It is important that students are at school ready to start the day at this time. We do understand there are the proverbial ‘bad’ mornings but these should be minimal. Lateness is recorded on the school reports.

c. Appointments: During the day students may need to attend appointments for a variety of reasons. All students are to be signed in and out at the front office by parents (or responsible adult) when this occurs.

d. Holidays: If you are planning holidays (or an extended period away from school) during school time, there are certain requirements (under law) which need to be fulfilled.

   The school is to be informed in writing (letter or email) of any planned holidays (or absences) of more than five days and less than four weeks.

   Any planned holidays (or absences) longer than four weeks require the completion of a prescribed form from DECS. These are available on request. Please ensure you allow a month or so for this form to be processed.

Scholastic Book Club

Book club orders are due in by this Friday. Please note that the orders will be processed during the holidays so delivery will be a bit longer than normal.

Congratulations

Congratulations are extended to the Browning Family (Oliver 1B) on the birth of Georgia Rose on the 3rd of April. Congratulations are also extended to the Crannage/Gierus Family (Jade 4M) on the birth of Adelaide on the 4th of April. May God continue to bless them as they welcome their new family members.

Cybersafety Information Session

Unfortunately due to problems with our internet etc., we have had to cancel the Cybersafety Information Session for parents and caregivers that was planned for today and tonight. We plan to hold these sessions in second term and parents will be advised.

Canteen Update

There will be NO CANTEEN on the first day back of Term 2, however it will be open on that Friday of Term 2 wk 1.

Community Carer Survey

Thank you to the parents who have completed the survey about our Community Carer. Results of this survey will be released next term once School Council has reviewed the responses.

Term 2 – Winter Uniform

Winter Uniform is worn in terms two and three. As we still experience warmer weather in April there will be a change-over period of two weeks into the term. Therefore all students are to be wearing winter uniform by the start of the third week. Please find attached with this week’s newsletter the Uniform Information Sheet, which can also be found on the school website.

Chess Club and Junior Interschool Chess Competition

This year the Junior Interschool Chess Competition will be supervised by David Keltsier. This is a different arrangement from previous years when our chess players have been coached and supervised by Dr Mark Worthing. David is a professional chess player who has played in international tournaments around Europe, including Spain, Switzerland, Germany and Belgium. David runs the Adelaide Hills Chess Club which meets every Wednesday at St Michael’s Church from 4pm. The chess club is open to students from Year 1 to Year 7. The chess club costs $4 per session, $2 of which goes to St Michael’s Church. Students who wish to participate in the Junior Interschool Chess Competition will need to attend coaching sessions at the Adelaide Hills Chess Club, from which teams will be chosen. The competition begins on Monday, Term 2 Week 2, and continues on the second Monday of the month for another five Mondays. More about David Keltsier can be found on his website: www.chesslife.com.au

If you wish your child to participate in the chess club and try out for a team place in the Junior Interschool Chess Competitions, please forward your child’s name and class to Mr John Dow by the end of Week 1, Term 2.

John Dow
Deputy Principal/PYP coordinator

School Crossing Monitors

2013 - Term 2 Week 1

AM: Katie Roberts, Nadia Maxwell & Hannah Rodert

PM: Amy Badger, Jack Keenan & Savannah Angus
Calendar
Please find attached a calendar for the month of May.

- **NAPLAN:** You will notice that NAPLAN testing will occur during the period 14th - 16th May for students in year 3, 5 and 7. Due to the constraints placed on us it is difficult to arrange for students to sit tests if they are absent.

- **Standardized Testing:** As part of our assessment processes and tracking of student's progress we conduct our own standardized testing across the whole school in spelling, reading and maths. These tests will be conducted in the week beginning 27th May.

- **School Disco:** We will be holding the school disco on the 24th of May. This is going to be run this year by the P & F. More details regarding times etc., will be available via the newsletter in Term 2.

Knock Out Cricket
Last Thursday our Knockout Cricket team played against a strong St Francis de Sales. St Michael's sent St Francis into bat and with great bowling by Liam Fitzgerald and amazing fielding and bowling by Tyson Hone kept St Francis run rate to a minimum. The boys went in to bat having to chase 89 runs. Great batting by Charlie Fielke, Tom Hill and Jarrod Smythe gave the team the extra help they needed and made the runs with two wickets to spare. Well done boys. The next match will not be played until Term 4 and could be against either Burnside or Linden Park. Stay tuned for future updates.

Mr Phillips

From the Business Manager – Mrs Anne Jones

What a great start to the school year! We appreciate your timely consideration with regards to the payment of school fees. Term 2 fees are due on the 2nd of May.

Thanks from the Library

Thanks to those lovely library fairies who come and magically cover all the new books. They are completed in record breaking time which then gets books into children's hands quickly. Thankyou.

Mrs Zadow

Attachments this Issue:
- May Calendar
- Insight – Helping Kids Be Brave

**Curriculum Matters**

I am reading an article by Kathy G Short, *Inquiry as a stance on curriculum* (2009). In it, she shares some useful insights about inquiry which I have summarised below.

**Inquiry is natural to learning:** Adults and children alike, when they want or need to know something, naturally begin to inquire. With an understanding of how people learn, we can base our curriculum around this.

**Inquiry is based in connection:** When I was in Hong Kong, I got disorientated using the MTR, but found that as I drew on my knowledge of other subways I had used in London and Paris, and my knowledge of map reading, it started to make sense. I made connections between what I knew and had experienced previously, and the new experiences. New knowledge can be easily forgotten if it is taught in isolation.

**Inquiry is conceptual:** In brief, this means that the curriculum puts an emphasis on significant ideas that are worth learning about, rather than purely topics or content. While content remains important, it is a vehicle to explore conceptual understandings.

**Inquiry is problem-posing and problem-solving:** This approach allows for personal, guided and collaborative inquiries. In guided inquiry, problems are set by the teacher. Collaborative inquiries are negotiated between the teacher and students. Personal inquiries allow the student to set their own problems to solve.

**Inquiry is collaborative:** Students often work together cooperatively in social settings, in small groups or partnerships in the classroom. Collaborative inquiry is where the students share their thinking with each other, and use their peers, teacher and other external sources to move forward from their current understanding.

Across the school, inquiry is put into practice using the PYP framework, and increasingly, the Australian curriculum as the content guide.

John Dow
Deputy Principal/PYP Co-Ordinator
From the Community Carer
Tegan Howard

I don’t think there was a single person watching The Voice Monday night who wasn’t moved by Harrison Craig, his incredible voice, and his story. Harrison can’t talk without stuttering, but he loves to sing. As I sat watching this amazing young boy follow his passions and go after his dreams, I thought about the other people all over Australia who were being inspired, just as I was. Harrison could have given up, could have used his stutter as an excuse, but instead he chose to boldly follow his heart and his dream, while thousands of Australians watched on.

We don’t all have thousands of people watching on every time we make a tough decision, push through our insecurities, or choose to go after what we believe in. But there are more people watching you than you might think. Children are like sponges—they absorb so much of what goes on around them. They see and copy what you do. Your decisions and actions are being broadcasted in your household, even when you think your children aren’t watching or listening.

What your children hear you say to them, and what you do, should match! Do they hear you tell them to never give up, but then see you give up on things when it’s too hard? Do they hear you tell them to treat other people with kindness and respect, but then hear you on the phone to your friend gossiping about someone else? Do they hear you tell them to be trustworthy, but then see you break your promises?

The truth is, most times children will do what you do, not what you say. Never forget that other people are watching what you do, and copying it! Aim to inspire your children with your life, just as I was inspired by watching Harrison Craig.

From the
Year 3E Class
(Mr Eckermann)

One of the highlights as teachers is to provide our students with the opportunity to learn in different environments, particularly on excursions where they can experience firsthand things they would not normally be able to.

Last week the Year 3 classes went to Urrbrae Agricultural High School for a Farm Tour to help with our unit on How we Organise Ourselves (Food processing). Some of their students showed us around and we got to experience the sights, sounds, and particularly smells of a farm. It was a great day and a wonderful learning opportunity!
KIDS MOVIE DISCO

SUPERVISED LOCK IN

MT BARKER

Friday 12th April 6.45pm to 10pm.

$16.50 per child 5-12 years old only.

Sorry No Adults Allowed.

THE CROODS

TICKETS AVAILABLE FROM MT BARKER CINEMAS

WALLIS CINEMAS
wallis.com.au
Come and learn all about what a farmer does on an Aussie farm at the Hahndorf Farm Barn! Educational and so much fun too!

Join Farmer Damian and be a farmer for the day as he takes you behind the scenes around the farm to places where only the farmers go! In addition to spending time with the animals, check out what else we get up to...

**Here’s What We Do!**

- Start one hour before being open to our visitors and help prepare breakfast for the animals, then feed the wildlife park animals.
- Visit the chickens in the chookhouse and see how many eggs you can collect!
- Bottle-feed the baby goats and lambs and cuddle the bunny rabbits and guinea pigs!
- Attend the farm show, learn where milk comes from and try your hand at milking Daisy the cow!
- Spend some time horsing around the farm! Take a pony ride, help groom the ponies and even give them a hose down!
- Be a helper in the reptile show, hold the python and lizards.
- Take a tractor ride to see the sheep and cows in the paddocks.

**Details and Pricing**

- Be a farmer for the day is a 'lock in' fully programmed and supervised session available for 6 to 14 year olds.
- April 2013 school holiday dates are - Wednesday 17th April and Tuesday 23rd April, BOOKINGS ARE ESSENTIAL.
- Session time - 9am to 5pm. (Later pick up only by prior arrangement, fees apply.)
- We only run small groups sizes (min and max numbers apply) so get in quick!
- Program cost is $60 per child per day.
- Children must bring their own packed recess, lunch and late snack plus a large drink bottle of water. Closed footwear is advisable!

**For Enquiries and Bookings**

Please phone Kate on 8388 7289 or email visit@farmbarn.com.au
Mount Barker Rd, Hahndorf SA 5245

www.farmbarn.com.au
THE SKILLS OF OUR GAME
SCHOOL HOLIDAY CLINIC

TUESDAY 23RD APRIL, 2013
BUKATILA – ST MICHAEL’S SCHOOL GYM

COACH – CAROLYN DOWNING
(DEVELOPMENT LEVEL COACH)

ASSISTED BY – SALLY SCHUMACHER & SHANNON GREEN
(YOUNG PLAYERS WHO HAVE COME THROUGH THE MID HILLS & MT LOFTY PROGRAMMES)

TIMES & COSTS
(EACH SESSION STRICTLY LIMITED TO 20 PARTICIPANTS)

13&U (2000 & 2001) – 11.00AM - 12.30PM - $15
15&U (1998 & 1999) – 1.00 - 2.30PM - $15

COMPLETE THE ATTACHED FORM & RETURN TO
PO BOX 2198  ECHUNGA  SA  5153
OR EMAIL TO CAZ_710@HOTMAIL.COM

CHEQUES CAN BE MADE PAYABLE TO CAROLYN DOWNING
& MUST BE RECEIVED BEFORE THE CLINIC
ALL PARTICIPANTS MUST BE REGISTERED MEMBERS OF A MID HILLS NETBALL ASSOCIATION CLUB

ALL PARTICIPANTS WILL RECEIVE CONFIRMATION VIA TELEPHONE OR EMAIL

APPLICATIONS CLOSE 10TH APRIL, 2013
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**Notes:**
- *Canteen Open* indicates times when the canteen is open.
- Monthly Fees Due: 16th of each month.
- Testing Week: 28th - 30th May
- Reconciliation Day: 10.30am - Yr 2S
- Family Service: 10.30am - Yr 2S
- School Disco: Various dates
- UNSW Computer Skills Comp: 20th May
- Big Science Comp: 24th May (Yr 7)
- LEAH FOCUS DAY: 31st May (Yr 6 & 7)
Children with parents that use a tough love parenting approach are best prepared to do well in life, according to a recent British study.

Kids that experience a mix of discipline and warmth are more likely to develop important character traits, such as self-regulation, empathy and application by the age of five than parents that use permissive, authoritarian or disengaged styles.

The Millennium Cohort Study involving 9,000 UK households, found that while family structure and parent income levels impacted on children’s development, it was parenting style that had the greatest influence on outcomes for kids.

An analysis of school results is revealing. One quarter of kids with authoritative parents were in the top 20 per cent at school. Next came permissive parenting with 18 per cent, 15 for authoritarian and 11 per cent of this top cohort going to kids of disengaged parents.

Parenting style is not necessarily fixed. It changes over time according to children’s needs, our well-being and their ages. Common sense suggests parents need to be stricter with some children than with others and there will be times when parents need to adopt a more permissive approach.

Certainly parental mood and well-being contributes to how parents respond to kids. But most parents will default to one style. Recent research suggests that if parents want kids to develop the characteristics to succeed, then they should default to authoritative or tough love parenting.

Here are 10 tough love parenting strategies to use in your family:

1. Set limits and boundaries that expand as kids get older and become more capable. Boundaries make kids feel secure and teach them how to behave well.

2. Use a negotiable style with children according to their age and stage of development. Parents also need to realise that not everything is up for negotiation. There are times when the word ‘no’ needs to be heard as parents act in the best interest of their kids.

3. Use consequences and other tools to teach kids to behave well and develop a sense of personal responsibility. Resist the temptation to let kids off the hook when they do the wrong thing. Firm, but fair, is the key here.

4. Put family rituals, such as shared mealtimes, in place to make sure you interact regularly with your kids.

5. Praise kids for improvement, effort and contribution rather than their ability at school, in sport and other areas of their lives. Focus your positive comments on their participation rather than the results of what they do so kids learn that trying and persistence are important.

6. Recognise cooperative behaviours with positive attention such as praise, physical touch and rewards and minimise negative behaviours through a range of measures such as ignoring and using consequences.

7. Teach kids the skills needed for independence from an early age so they learn to look after themselves. Avoid regularly doing things for kids that they can do for themselves.

8. Adopt an open communication style in your family where kids learn that there’s nothing so bad that they can’t talk about it.

9. Encourage a sense of empathy in children by recognising their emotions and giving them permission and assistance to talk about their feelings.

10. Encourage generosity and kindness in your kids. They do this by sharing toys and other items, helping others and doing chores that benefit their family. This sense of community that authoritative parenting promotes is the real strength of the style.

At a time when a parent’s voice can be drowned out by the din of modern life, this research is a great reminder that it’s effective parenting not media, celebrities or peers that have the greatest impact on future outcomes for kids.

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