



It's Time
April - 2016

“DISABILITY
IS THE *INABILITY*
TO SEE A PERSON’S
TRUE
ABILITY.”

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Disability is the inability to see ability

Alleluia! Alleluia! Christ is risen!!

Our faith connects us to all of humanity. Our belief in Christ's resurrection from the dead is the centrality of our hope. It is the expression of our joy and it is the moment that changed the future for all. From the moment of our creation we have been cared for by God; we have been made special and unique by God, no matter our shortcomings. Our Christian belief about humanity centres around three core concepts – we are created in the image and likeness of God, we are flawed (because we are not God) and we all have the right to be saved (through the promise and sacrifice of God's only son).



The very nature of humanity is that we are flawed. None of us is fully 'able'. We might be less able at sports or in the classroom, we might be lacking in social skills or compassion, we might be deaf in one ear or walk with a limp. All of us have some form of disability, but it is often overlooked by those around us because of our other abilities.



Sadly, many people with more noticeable disabilities have their abilities overlooked. This is the case for the students at both Chalmers Rd School and Lucas Gardens School – two of our College Partners.

The students of Year 10 have the opportunity to go and work with the students at Chalmers Rd School every Wednesday afternoon, learning from them and sharing in their common childhoods. These students enjoy the same music, play the same video games, love to cook, play sport and

talk in friendship groups – no different to any of us; it just may be done in different ways. The interaction between the two groups is helping both sides focus on the individual abilities of each person and learn how to live in different environments. The students from Chalmers Rd will also visit us for a games day later this year.

Disability is the inability to see ability (cont.)

As a College we have continued our partnership with the Lucas Gardens School through our Lenten Appeal this year. Our funds will help purchase much needed machinery and equipment that will give students the opportunity to move as we do – something that many of them have never experienced before. This could be something as seemingly simple as weight-bearing for the first time or sitting up straight in a chair. Many of our Year 11 students will visit the Lucas Gardens' students later in the year and we hope for them to visit us at St Patrick's.

For most of us all of this seems a world away, but we can have an impact by the attitudes we have and the worldview we exhibit. How do we talk about people who are less able than us? How do we help people who care for others with disabilities 24 hours a day? How can we learn and be enriched by those who are less able? How can we remove the blind-folds from our own eyes to see beyond the physical?

All that is truly wanted is understanding and friendship. This is the least that can be asked of any of us. I commend this issue to you for insight into understanding how "disability is the inability to see ability".



Ms Gillian Daley

Director of Identity

Wazza's Waffle

The healing of the paralytic (Matthew 9:1-8) – a powerful model for our social justice initiatives



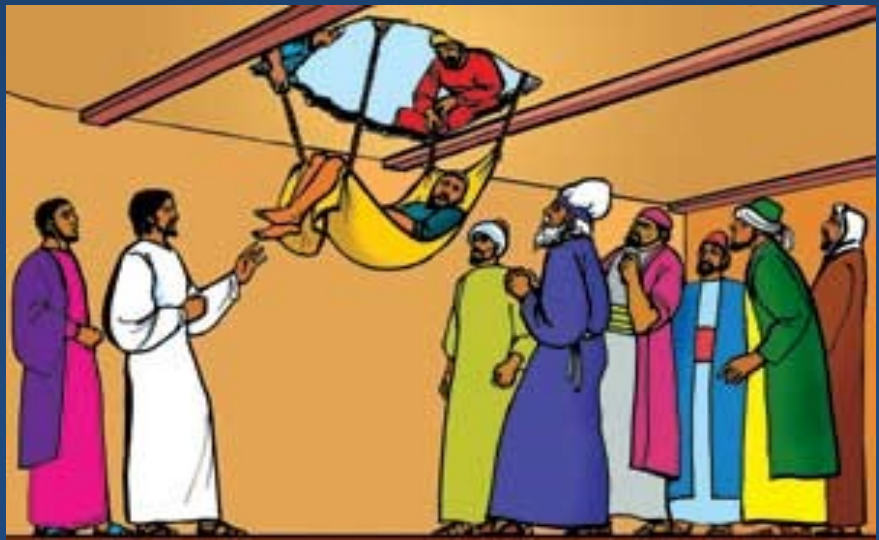
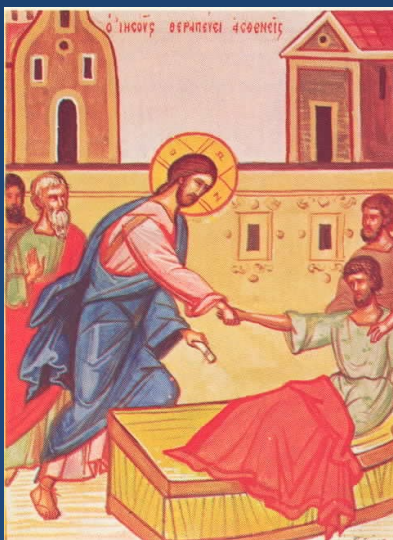
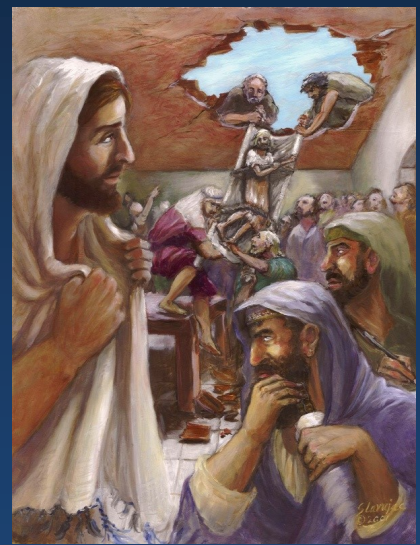
Our works of social justice during Lent contain a deeper reality and significance when we see them through the wisdom of the life, death and resurrection of Jesus whom the church proclaims as the Christ (the Anointed One) and the Son of God. This past Holy Week we entered more deeply liturgically and spiritually into this reality of what we call the Paschal Mystery – the mystery that Jesus died and rose from the dead to give us new life and hope. Why are we raising money for our Lenten partner Lucas Gardens ? Why are we rushing around before school, recess and lunchtime during the 40 days of Lent? Are we simply raising money for those in need? Yes indeed! This is the immediate call of the gospel and message of Christ himself reflected to us in the saints such as Mary Mackillop, our first Aussie saint who in her wisdom famously said” Never see a need without doing something about it”. This practical Aussie spirituality and living of the Gospel is part of the reason why we rush around collecting money, and also as a reminder that the essence of the holy season of Lent has always been about helping the poor and the needy and supporting in particular those new members who enter through baptism into new life in Christ and his church at the great feast of feasts at the Easter Vigil. Lent has always been about the other! But we need to reflect on this meaning and take stock of this reality in our daily life. My waffle this edition is short and sweet – like the healing of the paralytic that Jesus performed in Matthew’s gospel, the faith and actions of the people who carried the paralytic to Jesus led directly to the miracle being performed (Mt 9:2)! It is our obligation and calling as Christians through our baptism, to be other-centered and in right relationship with God, our brothers and sisters in need and all of creation, as modelled for us in Jesus himself, who according to John’s gospel is the fullness and radiance of God the Father (John 1). But listen carefully to this secret – Lent lasts for 40 days, while the Easter season lasts for 50 days! Lent is a season of practice and training for the great celebration of Easter and the living of the resurrection each day of our lives all year round! The challenge of the gospel therefore is to take the spirit of Lent, in focusing on the other especially the poor and the needy, and continually bring the hope and good news of Easter joy each day to those around us.

Wazza's Waffle (cont.)

Let us not forget our Lenten partners this year, or in the previous years, simply because Lent is over. Our Lenten fundraising is in vain if we fail to recognise that the gospel calls us to daily living not simply for 40 days, or even 50 days, but for 365 days in the year, each year and each moment that God blesses us with the abundance of life and breadth. Let us not bury our Lenten fast in the ground like the selfish servant in the parable of the talents, but, like the people in the story of the healing of the paralytic, let us see Christ in the poor and the marginalized and raise them up to him and honour them with the dignity and equality that belongs to all of God's creation.

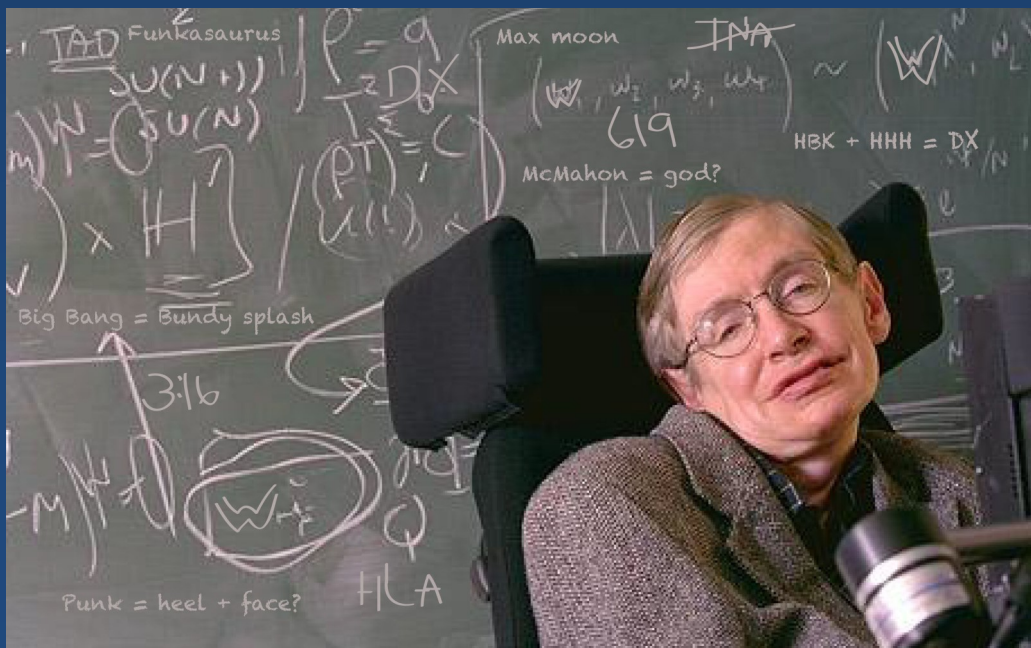
Mr Waleed Younan

Religious Education Coordinator Years 7-12



“It’s a waste of time
to be **angry**
about my
disability.”

— Steven Hawking



Celebrating Diversity & Inclusion at SPC



The EREA touchstones help us set our direction and define our attitudes as a community within school and beyond as we seek to act out the Gospel in our daily lives. The touchstone inclusive community asks us to “open our hearts and minds” to achieve “a hope-filled and free to build better world for all.” The term inclusion is one we hear often in society today that advocates for the idea that all people should freely, openly and without pity accommodate any person with a disability without restrictions or limitations of any kind. It is an attitude that challenges a movement beyond tolerance and towards a celebration of the diversity that humanity possesses. It is also a government ACT as of 2014 that encourages and emboldens both people and institutions to dismantle existing barriers so that people with a variety of needs can participate fully in their communities to the advantage of everyone, both people with and without a disability alike. 1 in 5 Australians has a disability which is more common than we think and experience and this representation is becoming more and more apparent in schools across the country and in particular St Patrick’s College.

A century ago, most students with disabilities received an education that was unequal to their non-disabled peers. When they began receiving education, they attended separate schools and learned in separate classes. However in the 21st century we know that the best way to show support for people with disability and their needs is through inclusion and integration. As education for all children becomes more widespread, the way to teach students with disabilities was debated and the perception of people with disabilities was often fragmented, skewed or misunderstood. Through the recent emerging movements towards inclusive education, students with physical, intellectual, emotional, and other impairments learn alongside non-disabled children, and society is beginning to uncover the immense benefits this has for all students in their growth and development.

At St Patrick’s College, an attitude towards inclusion is all embracing, not only in our interactions with the surrounding community but also within our school community. Reaching out to our local community SPC students offer their support to people of all ages with disabilities, from young children at the school of Chalmers Road to adults with vision impairments who play blind golf or who suffer from mental illness when on Night Patrol.

Celebrating Diversity & Inclusion at SPC (cont.)

Often students return to school moved by diversity of people's lives and the resilience people possess but also the lessons they learn in realising that the most meaningful social support comes in the simplicity of kindness and warmth.



Within the community however is where the ideal of inclusion and the touchstone of inclusive community come to great fruition. As an ever-changing and forward-thinking environment, the establishment of new buildings, practices and trained staff to allow students with a diversity of needs attend St Patrick's College is adding to a rich and humbling experience for everyone who participates in College life. Students with physical, intellectual and emotional disabilities enjoy all aspects of both academic and co-curricular life with equal expectations for all. But it is not only the formal inclusion that has made the touchstone of inclusive community genuinely expressed, but in particular the attitudes of our students who show warmth, respect, support and understanding for our students with disabilities. Both in the classroom and playground it is natural to see students as young as 11 or 12 deeply understand their peers who possess unique needs and personalities and invite them into their own lives seeing them as peers who are not much different to them. These students are not just "in" our community but truly "part of" our community. This wonderful acceptance of diversity that is embedded into our students' daily lives begins from a very young age and quickly grows into long lasting friendship and connectedness. Students of St Patrick's see beyond their peers' disability and simply see another teenage boy with the similar lives, interests and goals that they have. This is the attitude that will set the 21st century distinctly from previous ones in making the touchstone of inclusive community truly commonplace and the point of difference we come to engage with sincerely pushing us towards a celebration of diversity.

Mrs Karly Lazarou

Justice and Peace Coordinator



Seeing through 'disabilities'

'Disability is the inability to see ability.'

I don't like to refer to people as disabled, or encompassing a disability. I like to think of it as being 'differently abled'. We all have our strengths and our weaknesses, things that work for us and things that don't...things we can do and things we can't. That's the very nature of being human, and being unique. No matter what 'differently abled' things we are or aren't capable of doing, the foundation of our very existence, as stipulated and lived out by only the greatest role model ever to exist; Jesus- is to be inclusive, respectful, empathetic caring and loving. The list goes on. But it is in these simple and realistic gospel values that we as Christians should use in the formation and foundation of how we see and treat people in spite of our differences.

Disabilities can take numerous forms and include physical – such as that which is easy to see, like someone who cannot walk, or has an injured back. They can also take the form of mental, sensory, emotional or development related, and results in restricting what we may sometimes classify as “normal”. But herein lies half the problem. What exactly is normal? Is normal really the same for everyone? Dictionary.com defines normal as ‘conforming to the standard; usual, regular, or natural’. But who's to say what's normal for me is normal for you? We all possess our own abilities and talents, which make us 'differently abled' human beings, capable of our own gifts and assets. Remember that next time you see something or someone who is different to you or 'disabled' and you are quick to judge. Perhaps the real disability in society comes in our inability to see the true abilities of the dis-**ABLED**.

Ms Lisa Michael

Year 7 Coordinator



SJAG Term in Review



Being able to live a life through the lens of Justice can be one of great challenge and vigour in modern society with the constant rush of everyday life which can easily occupy the majority of one's time. Nonetheless, it is because of this that the works of Justice in our community are of great importance. This term saw the launch of the 2016 Lenten Appeal and the various homeroom initiatives that were run to support the Justice Partnership with Lucas Gardens for 2016. The works of Lucas Gardens in catering for the education of children with disabilities highlights the various avenues by which Social Justice can be achieved in our immediate community. The Lenten Appeal's success this year highlights the enthusiastic, generous and whole-hearted College spirit that permeates throughout Lent as we are called to live a life of salvation. With different cake stalls and sausage sizzles as well as the annual student auction 'PA 4 Pay', and also a green mufti

day, the 2016 Lenten Appeal was but one of the many ways in which the sign of Justice was displayed throughout our College. These various activities involved all the members of the community in working towards the Justice Partnership with Lucas Gardens and enriched the spirit of giving and repentance that allow for us to exercise our call to prayer, fasting and almsgiving.

During the Term, the Social Justice Action Group were also involved in various initiatives, one of which was a visit to an Aged Care facility by students of Year 11. In solidarity with the 48 EREA schools across the nation, the Social Justice Action Group of St Patricks College Strathfield was a part of the '37 Booties' Campaign involving the hanging of 37 booties on the tennis court fence. This action was in response to the High Courts Decision to send 37 baby refugees back to the processing Island Nauru, where they experience immense physical and emotional trauma. Various photos of the campaign can be found on the ERA for change website as well as further information regarding this action. In addition, for Clean Up Australia Day, the SJAG was involved in a clean up of the local Strathfield area surrounding the school in two groups.

The commencement of the 2016 school year, although lengthy and tiresome, has been reassuringly fulfilling. The busy nature of everyday life can often get in the way of being able to take time out and reflect on the issues of our society, in turn, fading the way in which we can act in solidarity with those who are experiencing hardship and are marginalised. It is of paramount importance that we, as active members of the community, are conscious of the various ways that Justice provides a beckoning call in our lives. I look forward to the rest of the year and encourage you to act in good will for justice within our world.

Joseph Bejjani

Social Justice Prefect 2016



“The worst thing
about a disability
is that people
see it

BEFORE

they see *you*”

Disability isn't Inability

90% of disabilities are not visible, and two people with the same type of disability may not have the same experiences.

St Pats is a great place full of a diverse range of people, however there are students who suffer from disabilities. Anyone can be affected, and it's important to know how those with disabilities are affected and how to respond and act properly.

Really the main idea that should always be followed is that they are just like you, in the end there's not much of a difference. People with disabilities still have interests, they have their likes and dislikes and they have their favourite songs and artists.

However it would be ignorant to believe that it is incredibly easy to be social and not feel uncomfortable around people with disabilities, for some it's easy, for many it can be challenging. How do I not make them feel weird? What do I do?. It can be especially hard when dealing with guys who may have mental disabilities.

However, in the end, the best way when interacting with other people with disabilities, is to act normally, be yourself and don't get too overworked with the whole idea of them having a disability, mental or otherwise. If it is hard to talk to them or understand them, have patience. Treating someone differently, whether or not it is with good intentions, can still give that person a negative perspective on the situation, so it's important just to treat a person with a disability like you would any person.

Our school's touchstone of inclusive community is probably one of the easiest to uphold and follow. We should make every person who comes through our school feel welcomed, respected and safe, regardless of how they are physically or mentally.

Percival Relucio and Andre Volpato

Year 11

“

There is no greater disability in society,
than the **INABILITY**
to **SEE** a **PERSON**
as **MORE.**”

— Robert M. Hensel



Disabilities in Kenya

The word 'disabled' is defined as having a physical and mental disability and not being able to perform activities such as walking and seeing because of illness or injury. Over 1 billion people, which is around 15 percent of the world's population, have some form of disability.

Integrated Play Groups in Kenya

Every Friday the staff of the Disability Community Centre (DCC) strike off to attend an integrated play group. The DCC has adopted IPG model as a social approach to rehabilitation for children with disability. Over the last years it has developed to become one of the DCC's core activities.

Goal- Enhance integration of youth with disabilities in community development.

Mission – Advancing the wellbeing of youth with disabilities by equalising opportunities that promote proactive participation in sustainable socio-economic activities towards poverty alleviation.

Vision- To create an enabling environment in Kenya where, youth with disabilities can maximize their potential as well as play a more key role in their personal growth and social development.

Through integrated play groups differently disabled children have an opportunity to enjoy play experiences that encourage social interaction, communication, play and imagination and simply making new friends. Often members such as parents, teachers and school mates of the children participate and all have fun.

Many people in Kenya still believe that children with a disability should be hidden from the public because they are so cursed. Therefore the play groups take place on the public playgrounds of primary schools instead of indoors. They do this so these children feel a sense of happiness and belonging as many people don't respect the disabled. Children with disabilities especially are equally entitled to a safe, exciting and brilliant future.

Christian Guarna

Year 10



Mitch's Story

Disability...what is it?

A physical or mental condition that limits a person's movements, senses, or activities.

Disabled Basketball Player is Given Help by Opposing Player to Score a Shot

A boy named Mitch with a developing mental disability is the manager for the Thunderbirds, a basketball team in Texas. Mitch has always wanted to play on the court and has always asked the coach if he can play.

The coach then decides to put Mitch on for the remainder of a game against a local team. He was given the ball by his team mates so he could take a shot, but he missed or hit the ring on several of them. He kept trying to get it in but was still very close.

Later in the match a boy named Johnathon, who was on the opposing team wanted to make Mitch happy. He passed him the ball. Everyone including Johnathon told Mitch to shoot, which he did. This led to Mitch scoring, This was on the final minute and everyone in the crowd went crazy. Johnathon did this as he wanted to treat Mitch like he wanted to be treated himself.

Even though Mitch's team did not win, everyone on the team was pleased that Mitch was happy. Mitch's parents were exceptionally proud of their son for doing this as they have been told by many people that their son is not capable of doing something as extraordinary as this.

Sebastiano Montesano

Year 10

Advice on Treating Disabled People with Respect

It is not a disabled child but a child that happens to have a disability. Being disabled means not being able to do things that other people of the same age can do.

For Example:

- A girl who cannot hear what the teacher is saying because she has a hearing loss is disabled.

A boy who cannot move his legs because of an injury (his legs are paralysed) is also disabled.



People may ask the question: “What can I do to help?.” There is so much we can do to help. A few of these include:

- Find out about the disability and how it affects the person you may know.
- Learn how to help look after him/her.

There is also one thing that many people forget about people with a disability. They forget that they are still just like you and me. Some people do find it hard to talk or interact with people who have a disability. So there are things that you need to remember:

- 1. Always treat people with disabilities as equals.**
- 2. Always ask before you help.**
- 3. Never assume someone does or does not have a disability.**
- 4. Do not stare.**
- 5. Respect and understand confidentiality.**

Andrea Calvano

Year 10

“It’s *not* about *rescuing* people with disabilities. It’s about investing in **removing** the **PHYSICAL, CULTURAL, ECONOMIC, COMMUNICATION, MOBILITY AND ATTITUDINAL BARRIERS** that *impede* people with disabilities.”

GUEST REPORTS

Guest Reports

Detention is no place for children!

It is utterly shameful that children are placed in detention centres. Refugee and asylum seeker children come from war torn countries or places of persecution such as Iraq, Syria and Afghanistan and suffer severe trauma. They are seeking asylum from Australia and should definitely not be placed in detention centres. Detention centres are dangerous and not places for children. There is a lack of adequate medical treatment and children do not receive a satisfactory education or opportunities to play. Children lack the freedom to decide their day and their future.

Firstly, it is clear that detention centres are dangerous places. There is a lot of violence by other people inside who are angry, suffering, depressed and frustrated by waiting as shown by news stories on TV and in the paper. News reports say that there are riots, hunger strikes and people who self harm. Children witness this and that is outrageous and unacceptable. We must protect children and not place them in detention centres.

Secondly, children in detention centres do not receive an adequate education. There are not enough facilities or teachers for the children in detention centres to receive a satisfactory education. There are not enough opportunities to play with other children. The United Nations Convention on the rights of the child says that all children should receive a primary education. Therefore, without doubt, having children in detention centres is harmful. Children should not be placed in detention centres.

Furthermore, children in detention centres can't receive suitable medical treatment. Children in detention suffer from mental health problems such as depression , stress and anxiety. It also affects their physical health such as bed wetting, mutism and slow growth. In a recent news report 1000 doctors and nurses from The Royal Children's Hospital Melbourne protested and said that they can't treat children's health problem if they are in detention centres. It is absolutely vital that they receive good medical treatment. This is another reason why I strongly believe that children should not be placed in detention centres.

Guest Reports



Lastly, children in detention centres do not have the same freedom as us. When I visited Villawood Detention Centre I can honestly say I was shocked to see very high walls and wire. I was not expecting to see this and it was hard to believe that children were in there. Children have many rules to follow. They cannot leave and do what they want to like I can. For example, go to get a pizza, go to a friend's house, play cricket or go to the beach. They don't know what their future will be. They don't know if they will make a

life in Australia or be sent back. Would you like a life like this? Certainly, it is clear that children in detention centres are only limited to certain things and do not enjoy freedom like we do.

In conclusion, I firmly believe that we must speak up and say that children should not be in detention centres. They are dangerous places, they do not have enough education facilities or medical treatment. It is unfair that children do not have the same freedom as us. It is true to say that detention centres are no place for children.

Alex Colreavy

5 Blue

Guest Reports

Unacceptable and Inhumane to place children in detention centres

The practise of placing children in detention centres is utterly outrageous! What kinds of people would agree with such a decision? Without any doubt, children do not deserve to be imprisoned and caged up in these centres.

What about the rights of children to have freedom when they have suffered in their country of origin? Children also have the right to decent education, a healthy lifestyle and the opportunity to enjoy positive mental health.

It is absolutely vital that refugee children are not treated like criminals by being placed in detention centres. Children, like adults, have the right to freedom and safety. It is disturbing to think that children who have just escaped war and violence arrive in our country only to be placed in detention centres. Where is the famous compassion and generosity of the Australian people? Children need to enjoy playing outside and to have their own space and freedom. We don't want to think that they are being kept in. Without any doubt, refugee children have been through enough suffering and we are only making matters worse for them by detaining them.

Without any doubt, the Australian public cares about children. The evidence for this is clear when we look at the case of Baby Asha. She was admitted to a Brisbane hospital in January. Doctors refused to discharge Asha because she would be returned to Nauru and many of the public were protesting her detention. The following is an image of the protestors outside the hospital. Our governments should listen to our pleas for compassions for children.

I am positive the Australian public is aware that detention centres are under resourced. Tell me, how would any Australian parent feel if their child was denied a proper education? Refugee children should be supported with decent education at the very least to learn the English language. What hope for a meaningful future will these children have if they do not have access to good learning?

Guest Reports

One of the most critical reasons against placing children in detention centres is the negative effect on their mental health. These children may already have mental scars from the war in their country of origin. They have come to Australia hoping for a better and peaceful life with their family. How must they feel being denied freedom and being placed in a detention centre? These poor children might suffer depression, anxiety, nightmares and trauma. Psychologists are aware that these can be problems for life. It is surely outrageous and inhumane to let children suffer in this way. We absolutely need to do so much more to help these children.

In conclusion, it is absolutely vital that you agree with me that refugee children should not be placed in detention centres. It is unacceptable and inhumane for many reasons. Children have the right to freedom and their education is critical for them to have a better future. Furthermore, it is of great importance that we stand up for these children and protect their mental health because they have already suffered more than any child ever should.

Christopher Rezzi

5 Blue

