



SACRED HEART PRIMARY SCHOOL

Newsletter

Working together to build a learning community that embraces faith, diversity and personal growth.

Sacred Heart Primary School, Diamond Creek

Telephone: 03 9438 1590

Email: principal@shdiamondcreek.catholic.edu.au

Website: www.shdiamondcreek.catholic.edu.au

View the Newsletter online: <https://www.shdiamondcreek.catholic.edu.au/newsletters-forms/>

Newsletter No 2 Term 3

21 July 2022

Dear Sacred Heart families and friends,

World Day for Grandparents and the Elderly:



World Day for Grandparents and the Elderly, is held on Tuesday 26 July 2022 (Feast of Saints Anne & Joachim, grandparents to Jesus).

Not only are young people called upon to be present in the lives of grandparents and older people, but the elderly also have a mission – to pass on their faith. Each of us, whether married or single, religious or priest, share this mission.

Let's reflect on the particular ways in which this is lived out by grandparents and the elderly.

THE ELDERLY HAVE EARNED RESPECT IN ALL CULTURES

"When a grandfather dies, a whole library is buried with him" (African proverb).

"Our grandmother used to tell us stories of our dreamtime. Much of our sense of being part of a people comes from her" (Aboriginal parent).

THE OLDER GENERATION: THEY'VE 'SEEN IT ALL BEFORE'

Older people are the ones with the longest experience of unpredictable and challenging times. They are survivors whose experiences often include migration, war, droughts, bushfires, financial recessions, business failures, pandemics to name just some. They can provide perspective in the face of uncertainty.

GRANDPARENTS HAVE THE GIFT OF 'PRESENCE'

Grandparents often have time to 'do' things, like driving kids to school or sport, playing games or teaching them to cook or build things, or reading stories. But their main gift is their presence - just 'being around'. Their own love and care and their observations are all part of creating a culture of security and care for the younger generations.

THE ELDERLY: GOOD FOR MENTAL HEALTH

The mental health of young people is enhanced by knowing their place in their own particular family's history. In the early days of Canberra, as young families moved there for work, a sociological challenge was the relative lack of the older generation. In today's world, the range of contacts of youth are hugely increased by modern social media but very often these are limited to their own narrow age range. The presence of the elderly can help to reduce that imbalance.

THE ELDERLY ALSO BENEFIT FROM THE YOUNG: IT WORKS BOTH WAYS.

Both generations benefit from each other. As one grandmother said, 'We enjoy playing kids' games that we would never play with friends of our age. And we enjoy taking the grandkids to movies that we would never watch on our own. So while we're teaching them things, they're helping us to keep abreast of new trends and new technologies. They keep us young.'

GRANDPARENTS: OUR PERSONAL BANK OF MEMORIES

Memories help us understand who we are. And when planning for the future, we call on our memories to help us to prepare. The elderly often can remember their own parents and grandparents as well as knowing the two generations that follow them. Only they carry with them the collective experience of five generations. That's a huge wealth on which to draw.



COVID Update:

The following communication was received from Melbourne Archdiocese Catholic Schools. This communication advises that the Department of Health strongly recommends the wearing of face masks whilst in the classroom until the end of winter, except where removing a mask is necessary for clear communication.

Face masks remain mandatory for all students aged 8 years and above in the following settings

- On public transport, in taxis/rideshare services and in tourism vehicles including buses.
- In a public indoor space if you are a close contact
- After being tested for COVID-19 and awaiting results
- If you have COVID-19 or are a close contact and are leaving the premises for a permitted reason.

Face masks are strongly recommended in the following settings

- When in a classroom
- When physical distancing is not possible indoors
- When a person has any COVID-19 symptoms
- When with people who may be vulnerable to COVID – 19

We greatly appreciate your support in this matter for the benefit and safety of the Sacred Heart community.

Dear parents and carers

We are writing to you as parents/carers of a child or children in government, Catholic and independent schools across Victoria.

The Victorian Department of Health strongly recommends that face masks are worn in indoor settings.

As a result, we are asking all students aged 8 and over and all staff in all schools across Victoria to wear masks when in class (except where removing a mask is necessary for clear communication) from now to the end of winter.

Students won't be required or expected to wear masks when outdoors, and this expectation won't stop student participation in the full range of school activities, including music, sport and performances.

We are asking for your support in explaining to your child or children the importance of this simple step that will help keep our schools as safe as possible.

We also ask that you make sure your child (or children) takes a mask to school (and wears it if they are travelling on public transport) or collects a mask when they arrive at school.

We all appreciate how important it is for students to be back at school. This action will help make sure as many students and staff as possible are protected from COVID and other winter illness.

Thank for your help with this collective effort to keep our communities safe and healthy.



Dr David Howes
Deputy Secretary

Victorian Department of
Education and Training



Michelle Green
Chief Executive

Independent Schools
Victoria



Jim Miles
Executive Director

Catholic Education
Commission of Victoria



SACRED HEART PRIMARY SCHOOL

Community Voice

What are the benefits of parent voice and schools working together?

Parents are the experts of their own children. By enhancing parent voice and working together parents and schools can learn from each other to ensure the best support of the child. Positive relationships between school and home also have many positive impacts that can shape a child's view of school and education. This doesn't just affect that child but future generations.

Positive relationships between school and home also have many positive impacts that can shape a child's view of school and education.

Parents can share vital information that the child is unable to share with school, what works, what doesn't work. Working together ensures consistency and maximising opportunity for learning and wellbeing. Working together creates a bank of shared expertise. By communicating and agreeing strategies skills can be practiced and generalised in different settings.

We would like to add a new section to the newsletter - Community Voice. We will include a short survey, no more than 2 to 3 questions, in newsletters using a google survey. This will be anonymous and the results of the survey will be shared the following week with the entire community. In this way we hope to be able to encourage families to respond to surveys as quickly as possible with little time commitment.

1. Catholic Identity

What makes Sacred Heart a Catholic school? What are the features of a Catholic school?

Tick which of these you feel apply to Sacred Heart/you may tick more than one box:

- Religious education and formation of students
- Celebrating faith together e.g. going to Mass
- Using the scriptures at school
- Prayer at school
- Involvement in social justice programs e.g. Mini Vinnies
- Ecological awareness: care for nature and the environment
- Knowledge about the Catholic religion

These can be answered using the link below. Thank you in advance for your responses.

<https://forms.gle/FWZ9WWMyu5Meqonx6>



Grandparents day is celebrated each year on the fourth Sunday of July, close to the feast of Sts. Joachim and Anne, the grandparents of Jesus.

Please find below the text of the prayer Pope Francis has dedicated to grandparents and older people:

*I thank You, Lord,
for the comfort of Your presence:
even in times of loneliness,
You are my hope and my confidence,
You have been my rock and my fortress since my youth!
I thank You for having given me a family
and for having blessed me with a long life.
I thank You for moments of joy and difficulty,
for the dreams that have already come true in my life and for
those that are still ahead of me.
I thank You for this time of renewed fruitfulness to which You
call me.
Increase, O Lord, my faith,
make me a channel of your peace,
teach me to embrace those who suffer more than me,
to never stop dreaming*



and to tell of your wonders to new generations.
 Protect and guide Pope Francis and the Church,
 that the light of the Gospel might reach the ends of the earth.
 Send Your Spirit, O Lord, to renew the world,
 that the storm of the pandemic might be calmed,
 the poor consoled and wars ended.
 Sustain me in weakness
 and help me to live life to the full
 in each moment that You give me,
 in the certainty that you are with me every day,
 even until the end of the age.
 Amen.



What Does a Maths Lesson Look Like at Sacred Heart?

Across our school, maths lessons are structured to promote engagement, exploration, questioning and reflection in the learning experience. Lessons begin with the statement of the **learning intentions**, followed by the articulation of the **success criteria** of what the students will be able to do as a result of the lesson. These are generally co-constructed with the students. A **launch** activity is then completed, with the aim of hooking students into the concept being explored and making links to students' prior knowledge. Following the launch is the **explore** phase where students venture more deeply into the concept introduced in the launch. This may be organised as a whole class, small groups, pairs or individuals and allows opportunities for students to play with the maths, make mistakes, try ideas and strategies, make predictions and solve problems. In the final **summarise** phase, the main teaching occurs. Questions are asked to probe for students' understanding, links are made for students between prior knowledge and new knowledge, students have the opportunity to share and critique their strategies and notice similarities with others' work. The teachers are able to observe if their students have understood the 'big idea' or if more teaching needs to follow.

A recent example of an 'explore' activity used in a lesson on multiplication in the 1/2 level involved the students working in small groups. Each group was provided with a set of 'Skip Counting by 2s Dominoes', 'Skip Counting by 3s Dominoes', 'Skip Counting by 5s Dominoes' or 'Skip Counting by 10s Dominoes'. It was explained to the students that, working as a group, they needed to connect the dominoes by continuing the number sequence. Students were reminded that they are repeatedly adding on that number each time they put down a domino. On completion of their game, each student chose one of the numbers in their skip counting sequence and recorded the repeated addition number sentence that resulted in that product. For example, if they had skip counted by 5s, they might have chosen 25. In this case they would have written: $5 + 5 + 5 + 5 + 5 = 25$.

FOUNDATION - Year 2 Explore Activity	Year 3-6 Launch Activity
	<p>GIRLS, BACKPACKS AND CATS</p>  <ol style="list-style-type: none"> 1. There are seven girls on a bus. 2. Each girl has seven backpacks. 3. In each backpack, there are seven big cats. 4. For every big cat there are seven little cats. 5. How many legs are on the bus not counting the driver?



SACRED HEART PRIMARY SCHOOL

General News

UNIFORM SHOP COORDINATOR:

We would like to extend a huge thank you and appreciation to Angela McIlroy who has been our uniform shop coordinator for a number of years. Angela has finished a teacher degree recently and has been offered a full time job so would like to be able to step out of this position and allow someone else to take over this role. Angela is extremely happy to teach and support someone else in this role and days are flexible to suit the volunteer in this role. If you are interested in this position please let the office know.

STUDENT NEWS:

Under 9s Sacred Heart Netball Team:

Congratulations to Lily Arvaji for taking out the player of the day in the under 9's Sacred Heart netball club. Lily's rocket launching passes went fast down the court to get her team the win. Well done Lily.

Baptism:

Congratulations to Madi and Sophie Lewis on your baptism over the weekend.



SCHOOL CLOSURE THIS TERM:

Please note that there will be a school closure on **Monday 29th August and Tuesday 30th August** to enable staff to work with Berry Street and further develop skills in regards to Learning Diversity within the classroom.

The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enable teachers to increase engagement of students with complex, unmet learning needs and to successfully improve *all* students' self-regulation, relationships, wellbeing, growth and academic achievement. These pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices. We believe that this is of extreme importance following two years of lockdown and the impact this has had on people.

NEW PHONE SYSTEM:

Over the break we had a new phone and PA system installed at the school. Any phone calls made before 8 am or after 4.15 pm will now go directly to a message bank and messages can be left at this time. Also when you call the school during these hours you will automatically go to a message asking to press 1 for absentees or 2 to speak to someone.

WORKING BEE:

We have scheduled another working bee for Saturday 13th August 9am - 12pm for families who are able to help out with a number of tasks around the school.

Alternatively, if families would like to take up the option of mini-working bees the link to book in is

<https://docs.google.com/spreadsheets/d/1Og1M5O9arSVDdVlpaeaVSHzjMKvht0Jw2sK3eskN0vw/edit?usp=sharing>

SACRED HEART ATHLETICS CARNIVAL:

On Wednesday 27th July, Sacred Heart Primary School will be holding our Athletics Sports Carnival at Meadowglen International Athletics Stadium in McDonald's Road, Epping. Years 3-6 will have opportunities to participate in track and field events and Years F-2 will participate in track events only. The entire school will also be involved in Kaboom Sports on the day, which is a fun tabloid sports event. Students will travel to and from the venue by bus, Years 3-6 leaving school at 9am sharp and Years P-2 after recess. It is anticipated that all children will arrive back at school in time for regular dismissal.

Children are required to wear their sports uniform, including tracksuit as it may be quite cold. They are encouraged to add their house colour to their sports uniform in an appropriate manner such as pinned ribbons or hair accessories or a coloured t-shirt. Children will be very active over the course of the day, but a coat may also be a good idea. They will need to bring their lunch and a drink bottle. All belongings should be clearly labeled. The canteen will be available on the day.

If you know that you are going to attend the sports day, you are most welcome to take your own child/ren home at the end of the day. Please notify by completing the Operoo form sent out previously. This will assist in only booking the necessary number of buses for the return trip to school. Also if you are able to help out as an official on the day this would be greatly appreciated. Please remember that you must have a current Working With Children Check to be able to do this. I will be in need of as many helpers as possible especially for the morning session. Thank you in advance to parents able to help out and please see me at the track once you arrive to be allocated a role.

SCHOOL HISTORY PROJECT – Jim O'Sullivan:

I have contacted the Nillumbik Historical Society to assist with the development of a history of Sacred Heart School. They have replied and will discuss this at their next meeting, which was last Saturday. The working title for the history is "Sacred Heart Primary School – 60 years of memories".

I envisage that the book will be a photo journal/coffee table type book with photos of significant events from Sacred Heart and the Diamond Creek area, accompanied by explanatory paragraphs. Each decade will be a different chapter in the book.

I have received expressions of interest from members of our Parents' Association, who suggested this idea.

The first stage will be to collect photos, discern the ones with greatest relevance/interest and divide them into decades. The second stage will be to organise/arrange this material into a format ready to be printed. If you are able to assist with any of this project please contact Jim O'Sullivan (principal@shdiamondcreek.catholic.edu.au). We would like to have this project ready for printing by the middle of Term 4.

PARENTS ASSOCIATION:

School Disco – save the date!



Okka Pie Drive:

Pies can be ordered by returning the form or online via CDFPAY –:

Click here for our preferred payment method:



Sacred Heart Primary School



PIE DRIVE FUNDRAISER

The Parents Association will be holding a pie drive fundraiser from Okka Pies. Please see the attached form for products available to order and prices.

To order, we kindly ask that you fill out and return the attached form and the slip below, and make payment by 29th July, 2022.

All orders will be available for pick up on 4th August, 2022.

If you have any questions, please email the Parents Association: parentassociationsh@gmail.com

Please fill out and return by 29th July with your Pie order form

Student Name _____ Class _____

Payment Type - Please tick

Cash (enclosed)

CDF Pay



Pie Drive

Name.....
Phone.....
Form return by.....
Monies Paid when placing order.....
Collect Date.....

Packets of 2

Product	Qty	Price	Total
Sausage Roll		7.50	
Vegetable Pasties		9.00	
Spinach & Cheese Rolls		8.50	
Cauliflower & Cheese Pie		10.00	
Beef Pies		9.00	
Beef & Bacon Pie		10.00	
Beef & Onion Pie		10.00	
Beef & Mushroom Pie		10.00	
Beef & Curry Pie		10.00	
Chunky Beef & Pepper Pie		13.50	
Chicken & Vegetable Pie		10.00	
Butter Chicken Pie		13.50	
Apple Pie		9.00	
Apple & Blueberry Pie		10.00	

Family Pies (9") 23 CM

Family Vegetable Pastie		13.00	
Beef Pie		13.00	

Family Pies (9") 23 CM

Beef & Bacon Pie		15.00	
Beef & Onion Pie		15.00	
Beef & Mushroom Pie		15.00	
Chicken & Vegetable Pie		15.00	
Apple Pie		13.00	
Apple & Blueberry Pie		15.00	

Family Quiche (9") 23 CM

Egg & Bacon Quiche		13.00	
Spinach Quiche		13.00	
Vegetable Quiche		13.00	
Cherry Tomato, Spinach & Fetta		15.00	

Party Food

8 Party Sausage Rolls		7.50	
8 Party Spinach & Cheese Rolls		9.00	
12 Party Beef Pies		14.00	

Total



NCCD Information Sheet for Parents, Carers and Guardians

Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or "help" at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word 'disability' comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student's learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word 'disability' mean in the NCCD?

In the NCCD the word 'disability' comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the student's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child's work and learning plans) helps the school to understand and meet your child's needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).



SACRED HEART PRIMARY SCHOOL

Wellbeing

CHILD SAFE STANDARDS:

New Child Safe Standards to strengthen child safety will commence in Victoria on 1 July 2022. The Child Safe Standards commenced in Victoria in January 2016. After five years, we have seen how the Standards improve safety for children and young people. Changes are being made to make our Standards even stronger. The new Standards set out minimum requirements and outline the actions organisations must take to keep children and young people safe. They provide more clarity for organisations and are more consistent with Standards in the rest of Australia.

What are the new Child Safe Standards?

There are eleven new Child Safe Standards:

Child Safe Standard 1 – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

In complying with Child Safe Standard 1, an organisation must, at a minimum, ensure:

- 1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
- 1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
- 1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
- 1.4 The organisation actively supports and facilitates participation and inclusion within it by

Aboriginal children, young people and their families.

1.5 All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Child Safe Standard 2 – Child safety and wellbeing is embedded in organisational leadership, governance and culture.

In complying with Child Safe Standard 2, an organisation must, at a minimum, ensure:

- 2.1 The organisation makes a public commitment to child safety.
- 2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up.
- 2.3 Governance arrangements facilitate implementation of the child safety and wellbeing policy at all levels.
- 2.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities.
- 2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.
- 2.6 Staff and volunteers understand their obligations on information sharing and recordkeeping.

Child Safe Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

In complying with Child Safe Standard 3, an organisation must, at a minimum, ensure:

- 3.1 Children and young people are informed about all of their rights, including to safety, information and participation.
- 3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.
- 3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age appropriate way.
- 3.4 Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.
- 3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.
- 3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

Child Safe Standard 4 – Families and communities are informed, and involved in promoting child safety and wellbeing.

In complying with Child Safe Standard 4, an organisation must, at a minimum, ensure:

- 4.1 Families participate in decisions affecting their child.
- 4.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.
- 4.3 Families and communities have a say in the development and review of the organisation's policies and practices.
- 4.4 Families, carers and the community are informed about the organisation's operations and governance.

Child Safe Standard 5 – Equity is upheld and diverse needs respected in policy and practice.

In complying with Child Safe Standard 5, an organisation must, at a minimum, ensure:

- 5.1 The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.
- 5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.
- 5.3 The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.
- 5.4 The organisation pays particular attention to the needs of Aboriginal children and young

people and provides/promotes a culturally safe environment for them.

Child Safe Standard 6 – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

In complying with Child Safe Standard 6, an organisation must, at a minimum, ensure:

6.1 Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing.

6.2 Relevant staff and volunteers have current working with children checks or equivalent background checks.

6.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations.

6.4 Ongoing supervision and people management is focused on child safety and wellbeing.

Child Safe Standard 7 – Processes for complaints and concerns are child focused.

In complying with Child Safe Standard 7, an organisation must, at a minimum, ensure:

7.1 The organisation has an accessible, child focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report.

7.2 Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe.

7.3 Complaints are taken seriously, and responded to promptly and thoroughly.

7.4 The organisation has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and co-operates with law enforcement.

7.5 Reporting, privacy and employment law obligations are met.

Child Safe Standard 8 – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

In complying with Child Safe Standard 8, an organisation must, at a minimum, ensure:

8.1 Staff and volunteers are trained and supported to effectively implement the organisation's child safety and wellbeing policy.

8.2 Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people.

8.3 Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.

8.4 Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.

Child Safe Standard 9 – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

In complying with Child Safe Standard 9, an organisation must, at a minimum, ensure:

9.1 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities.

9.2 The online environment is used in accordance with the organisation's Code of Conduct and child safety and wellbeing policy and practices.

9.3 Risk management plans consider risks posed by organisational settings, activities, and the physical environment.

9.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.

Child Safe Standard 10 – Implementation of the Child Safe Standards is regularly reviewed and improved.

In complying with Child Safe Standard 10, an organisation must, at a minimum, ensure:

10.1 The organisation regularly reviews, evaluates and improves child safe practices.


10.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.

10.3 The organisation reports on the findings of relevant reviews to staff and volunteers, community and families and children and young people.

Child Safe Standard 11 – Policies and procedures document how the organisation is safe for children and young people.

In complying with Child Safe Standard 11, an organisation must, at a minimum, ensure:

- 11.1 Policies and procedures address all Child Safe Standards.
- 11.2 Policies and procedures are documented and easy to understand.
- 11.3 Best practice models and stakeholder consultation informs the development of policies and procedures.
- 11.4 Leaders champion and model compliance with policies and procedures.
- 11.5 Staff and volunteers understand and implement policies and procedures.



parent connect

7 ways to support your child's resilience

SchoolTV and Catholic School Parents Victoria (CSPV) have partnered to provide you with free access to a selection of valuable resources created to support parents and staff in the area of children's wellbeing.

These resources aim to provide you with information on various topics, what signs to look for in your child to know if they need support, as well as practical guides to having meaningful conversations with your children on areas that are impacting their lives.

Now more than ever it is important to have access to trusted resources to give you confidence that you can provide the support, understanding, empathy and encouragement that your children need. When we are resilient we are able to better manage situations when things don't go to plan or if challenges arise in our lives. When children learn these skills from a young age they are then able to manage throughout their adult life when life throws unexpected changes or challenges their way.


CSPV supports parents and families to stay connected throughout a child's school journey. We advocate for parent engagement at all levels of Catholic education, helping to bring the voices of parents to the decision makers, and completing the circle of support for students.

CLICK to watch a video on the 7 ways you can support your child to build resilience and confidence.

Quick Tips for Parent Engagement in Wellbeing:


- **Competence:** Encourage children to focus and build on their strengths
- **Confidence:** Encourage confidence and belief in personal abilities
- **Connection:** Allow children to express emotions and role model relationships
- **Character:** role model your values for children
- **Contribution:** create opportunities for contribution
- **Coping:** help children care for and about themselves
- **Control:** Enable children to make decisions.

CSPV Parent Connect provides parents of children in Catholic schools support to engage in your children's learning, wellbeing, safety and Catholic community.



executive@cspv.catholic.edu.au
www.cspv.catholic.edu.au

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INSIGHTS

What to do when life feels overwhelming



A friendly reminder: it's perfectly OK if you're finding things tough right now.

Being a parent is awesome. It's also exhilarating, frustrating, hilarious, exhausting, sun-drenched, rain-soaked, love-soaked, and overwhelming.

All the emotions. The full spectrum of them!

If you're having a hard time at the moment, I'm sending you a very large coffee and an uninterrupted night of sleep (preferably not at the same time).

I also have some tips for getting through a tough time in general.

I hope they help!

Firstly, try to accept it

Your experience in life right now might be better than someone else's ... or it might be worse. But, however you want to spin it, a tough time is a tough time. Accept it.

There's no need to temper it with an "at least"

Say to yourself "Yep, this sucks".

It's amazing what happens when we drop the facade that "Everything's OK".

Secondly, try to practice some mindfulness

About a year ago, my son Hakavai was gifted a secondhand box of Lego from a friend of a friend. And, he frothed on it. Every morning, for like a solid month (a decade in toddler time), he was playing with his Lego. Initially, I found it annoying.

Have you ever stepped, barefoot, on tiny little Lego pieces at 6 am, before coffee? Have you ever tried to vacuum around little Lego pieces?

(Don't kid me, you minx. You sucked 'em straight up into the vacuum, just like I did, didn't you?!).

But the Lego fascination seemed to be a lasting one, so one morning I sat down with him and tried to build something. But I couldn't, cos none of the sets were complete. And also, he didn't really want me to play with "his" Lego pieces either.

Which suited me fine, cos the next day I drove down to the shops and purchased a shiny new box of Lego. The police station set, not anything cool like the Star Wars ones (that stuff is expensive!!).

parenting * ideas

And that night, the very minute Hakavai fell asleep, I busted out my new Lego. A glass of wine at the ready, I relaxed into a world of tiny, intricate construction.

There was something soothing about following someone else's instructions and building the pieces block by block. I got to zone out, unwind, and temporarily forget my responsibilities.

That night, I slept not like a baby (they wake up a lot), but like a tiny, plastic policeman – flat on my back, in the same position I dropped down in.

Being mindful doesn't have to involve crystals and chanting and yoga pants. It's really about relaxing into the present moment. And when life is feeling all a bit too much, a little present moment time can feel really good.

Thirdly, ask yourself "What would make today feel just a little bit better?"

And whatever the answer is: making apple crumble, talking to a friend, putting on a comforting TV show, reading your favourite book, playing Monopoly with the kids ... go and do it. Make it happen.

Note: you're not asking "What do I have to get done today?". You're asking yourself "What would make my day feel just a little bit brighter?" (You'll be surprised how doing something hard makes you happy... like you've achieved something.)

This is something I started doing in my first year of being a Mum.

Those first few months were a blur and, with this tiny baby in my arms, my capacity for "doing things" was reduced. I had to drop my expectations for what I could realistically achieve in one day, especially in the first few months.

But on the days I prioritised doing something that made me feel good – even if it was just for 5 minutes – I felt clearer. More like myself again. Life felt like less of a blur.

So, this is your permission to drop the laundry, eat toast for dinner, and go and take a few minutes for yourself.

Heck, maybe you'll spend that time playing Lego!

I'll be with you, in spirit. At my own kitchen table, building a police station extension.

In closing

Lastly, my friend, please know that being human means experiencing a full spectrum of emotion.

It's OK if you feel tired, overwhelmed, sad or angry.

Be kind to yourself and take a moment to appreciate all that you are and all that you do.

With love,

Turia x



Turia Pitt

Turia Pitt is living proof that anything is possible. One of Australia's most admired and recognised people, Turia is a four-time bestselling author, two-time Ironman and a Mum of two boys. She spends her days teaching Mums to make time for themselves and learn how to run in her program [Run with Turia](#), exploring what we learn from hard times in her podcast Turia Pitt is Hard Work, and running around after her two boys.



SACRED HEART PRIMARY SCHOOL

Important Dates

Term 3 Dates 2022 - FAMILIES

July

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
18 WEEK 2 B	19	20	21	22	23	24
AFL in PE	AFL in PE Teeth on Wheels		Free dress day for Winning House District Girls AFL Day - Year 5/6	ISS v Hurstbridge (away) Assembly 3pm		
25 WEEK 3 A	26	27	28	29	30	31
AFL in PE	AFL in PE	Sacred Heart Athletics Carnival (Kaboom)		ISS v Apollo B (away) Assembly 3pm		

August

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 WEEK 4 B	2	3	4	5	6	7
PSGs this week Parents Association 7.30pm TBC	School Advisory Council 7.30pm	100 Days of Foundation	2.30pm Parent Information Session - Building Resilience in Young People (run by Provisional Psychologists)	ISS v Laurimar C (away) Assembly 3pm		
8 WEEK 5 A	9	10	11	12	13	14
Lamont Book Fair this week Hoop Time Year 3/4			Parish Pastoral Council Meeting	ISS v Diamond Creek (away) Assembly 3pm	Working Bee 9am - 12pm	
15 WEEK 6 B	16	17	18	19	20	21
Feast of the Assumption SCIENCE WEEK - Glass: more than meets the eye	Year 6 Mary Mackillop Centre - Bishop Terry visiting Year 6 between 11.30 - 12.30		Chocolate Drive	ISS v Green Parkways (away) Assembly 3pm Sacrament of Confirmation 7pm		
22 WEEK 7 A	23	24	25	26	27	28
BOOK WEEK - Dreaming with open eyes Book Week Parade 9.10am			District Athletics	ISS v BYE Assembly 3pm		

Music DJ Express yourself incursion						
29 WEEK 8 B	30	31				
STAFF CONFERENCE Berry Street: Body School Closure LITERACY/ NUMERACY WEEK MACSSIS 2022 opens until 16 September	STAFF CONFERENCE School Closure					

September

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2	3	4
			Father's Day Stall Hoop Time Year 5/6 Hats to be worn Health & PE Day	ISS V Glen Katherine B (away) Assembly & Fathers Day Celebration 3pm	Reconciliation Commitment Mass	FATHERS DAY
5 WEEK 9 A	6	7	8	9	10	11
Year 5/6 Sovereign Hill overnight excursion (Eco Camp) - Jacinta, Helen M, Duncan, Rachel FUNdamentals for Foundation Program begins Parents Association 7.30pm TBC	Year 5/6 Sovereign Hill		Division Athletics Parish Pastoral Council Meeting	ISS Finals Assembly 3pm	Diamond Creek Town Fair	Reconciliation Commitment Mass
12 WEEK 10 B	13	14	15	16	17	18
FUNdamentals for Foundation Program Special Lunch order	SAC 7.30pm		3/4 Netball Tournament	Footy Day MACSSIS Closes TERM 3 FINISHES 2.30pm		



SACRED HEART PRIMARY SCHOOL

Student of the Week

Foundation	Poppy Parker
1/2 NS	Grace Buhagiar
1/2 PA	Nate Fitzmaurice
3/4 NJ	Evie Jones
3/4 RM	Lucy Jones
5/6 MR	Eliza Moore
5/6 JD	Tess Pearce
PE	Nala Santostefano
LOTE	Harley Chatfield
Performing Arts	Meliz Hoe
Visual Arts	Rosie Hankinson
Science	Harry Lord
STEM	Meliz Hoe





Term 3 Classroom Leaders

This Week at Sacred Heart



A Winter Window from Year 1/2



Celebrating NAIDOC week in Year 1/2



Year 5/6 Girls AFL District Championships





SACRED HEART PRIMARY SCHOOL

Community News



Clean Energy
Nillumbik

Electric vehicle bulk buy – Show and Shine event

Clean Energy Nillumbik, through the Yarra Valley Community Power Hub are excited to be working with The Good Car Company to bring to our community, an Electric Vehicle Bulk Buy offering. Find out more and try out the cars at the Show and Shine day.

Date: Saturday 13 August

Where: Healesville

To find out more and register, visit www.goodcar.co/healesville-0

Expert Eco Chats

Brought to you by Clean Energy Nillumbik and the Yarra Valley Community Power Hub

What: Book two free 20 minute appointments with the sustainability experts of your choice. Ask your questions about solar, energy efficiency, sustainable home design and building, EVs and much more.

Where: On Zoom

Time and date: Sunday 27 August 2:00pm – 4:30pm

Registrations open Friday 29 July

<https://www.cleanenergynillumbik.org.au/eec>

WANT TO PLAY BASKETBALL?



Diamond Creek Basketball Club are looking for players in the following age groups

- Girls U8, U12

- Boys U8, U10

If you are interested in joining a team, please email

contact@dcbasketball.com.au



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■ Limited places available for Year 7 – 12 in 2022 & 2023.

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