



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

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Newsletter No 4 Term 3

4 August 2022

Dear Sacred Heart families and friends,

Throughout each year, we pause to listen to our students, families and staff to gauge how our learning community is travelling. This feedback is invaluable to our progress as effective school communities and is backed by evidence-based research and best practices.

A significant and formal way in which we engage and gather data is through MACSSIS, the Melbourne Archdiocese Catholic Schools (MACS) – School Improvement Surveys.

MACSSIS is a set of surveys that have been built specifically for Catholic schools in Melbourne by the Learning Services team at MACS, in partnership with researchers at Learning First and in wide consultation with Principals in catholic schools.

In 2022, students, families and staff are invited to participate in MACSSIS via our secure and purpose-built online platform. The survey will take place online from Monday 29th August to Friday 16th September 2022. The online platform is where our school leaders will access the summary reports that visualise the results of the student, family and staff surveys.

The MACSSIS survey platform is operated by an independent supplier, ORIMA Research Pty Ltd. The platform meets with the high security and privacy standards for handling student and school data.

Students will be provided with information and assistance to help and answer any questions. Families and staff can complete the survey anytime over the three-week window via an emailed link and password. The school will be providing more information about MACSSIS throughout this term.

*Our community's opinions are critical to understanding how our school is performing – MACSSIS is a key data source for guiding the ongoing work to improve our school.*

All participation is invited, welcomed and 100 per cent voluntary. The surveys are not a test; they are an inclusive way to support the work we are already doing to improve our school. Everyone has the right to refuse to participate, or withdraw from the survey at any point before, during or after completion of the survey. All Year 4, Year 5 and Year 6 students will be involved in the process, please notify the school if you do not wish for your child to participate.

Kind regards

Jim & Gina



SACRED HEART PRIMARY SCHOOL

# Community Voice

Last Tuesday night I presented the results of the first mini-survey in Community Voice on Education in Faith and, particularly, the catholic Identity of Sacred Heart to the School Advisory Council.

We received 7 responses out of a possible 94 responses to the survey question:

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

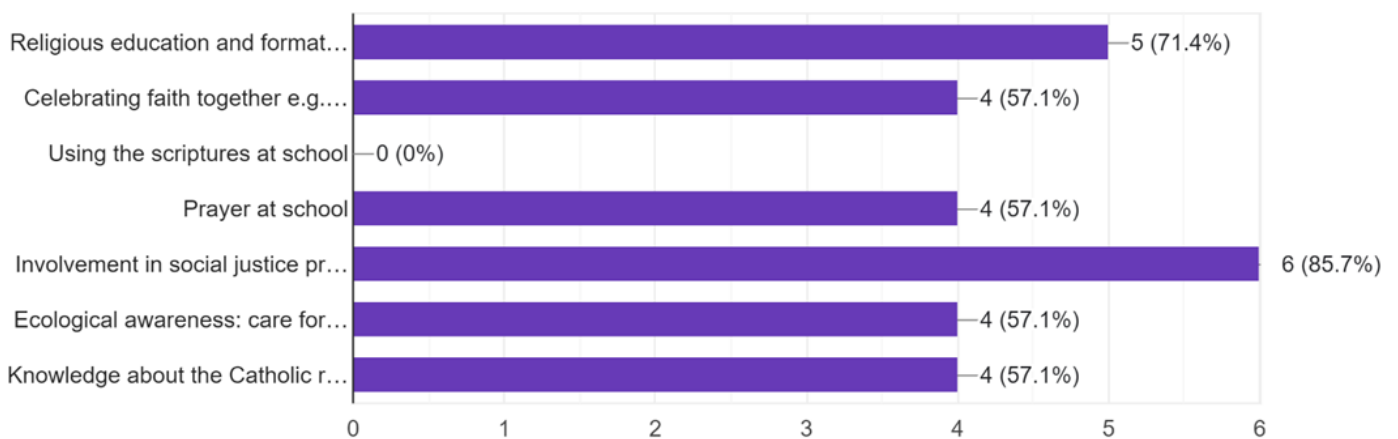
Tick which of these you feel apply to Sacred Heart, you may tick more than one box.

- Religious education and formation of students
- Celebrating faith together e.g. going to Mass
- Using the scriptures at school
- Involvement in Social Justice programs e.g. Mini Vinnies
- Ecological awareness, care for nature and the environment
- Knowledge about the catholic religion.

The results were:

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:

7 responses



There are a number of interesting aspects to these responses that the staff and SAC members will now consider and report back to you.

If you have any thoughts that you would like to contribute regarding the number of responses, these responses or future topics, please email me [josullivan@shdiamondcreek.catholic.edu.au](mailto:josullivan@shdiamondcreek.catholic.edu.au)

The next survey will be sent out in the week prior to the next SAC meeting which is on Tuesday 13 September.



# SACRED HEART PRIMARY SCHOOL

## General News

### **BUILDING UPDATE:**

Last week we had our second site meeting. The demolition is nearly complete and services are all under way with walls being built. Over the next fortnight we will not see huge physical changes as they continue the frameworks.



### **WORKING BEE:**

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

The main tasks for this working bee will be:

- filling in holes and tyre ruts on the oval
- filling the sandpits
- painting the external 1/2 door
- moving the Parents Association equipment to the new shed
- general gardening 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>



## BOOK FAIR:



The Lamont Book Fair begins next Monday. Lamont Books is an Australian company based in Melbourne. Books will be for sale from Monday 8/8 to Thursday 11/8, before and after school, 8.30 to 8.45 and 3.30 to 3.50.

Payment can be made online at <https://payments.lamontauthors.com.au/>, or with cash.

Each class will have an opportunity during class time to look at the books and fill in wish lists to take home. Books paid for with cash can be taken straight away, online orders may take a day to be filled. If a title is sold out, we'll order copies and they should arrive by Friday 12/8.

All sales earn points for the school to spend on new books for the library.

## CONGRATULATIONS:

Congratulations to Isla Brooks and Zara Campbell who represented Sacred Heart in the Aeroschools competition held at the Community Bank Stadium last week. The girls placed 4th in this competition and have now qualified for Nationals in September. Well done and good luck for the Nationals.



Congratulations to our Foundation students and staff who celebrated 100 days of Foundation this week.



### YEAR 3/4 HOOP TIME:

A number of Year 3/4 students will represent Sacred Heart in the Year 3/4 Hoop Time Basketball competition, to be held at Diamond Valley Basketball Stadium, 44 Civic Dr, Greensborough on Monday 8th August. At Sacred Heart primary school, one of our sporting aims is to develop and promote sporting opportunities for your children. One way we do this is to provide opportunities for children to participate in a number of extra curricular activities and competitions including Hoop Time basketball competitions. Good luck to the students involved!

### 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”.

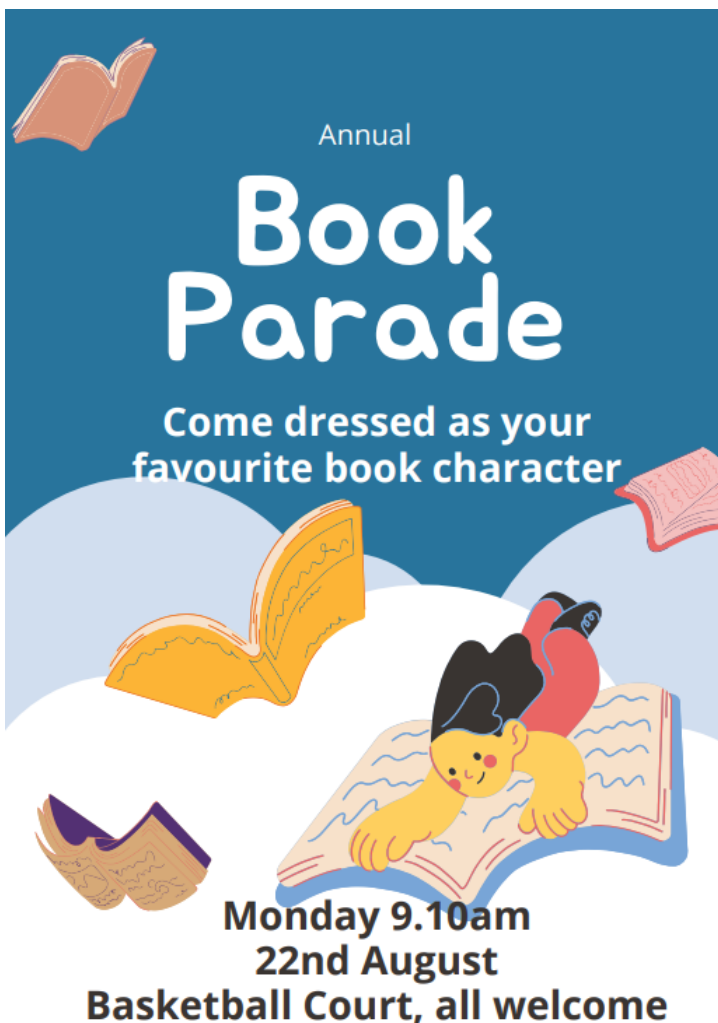
I envisage that the book will be a photo journal/coffee table type book with photos of significant events from Sacred Heart and the Diamond Creek area, accompanied by explanatory paragraphs. Each decade will be a different chapter in the book.

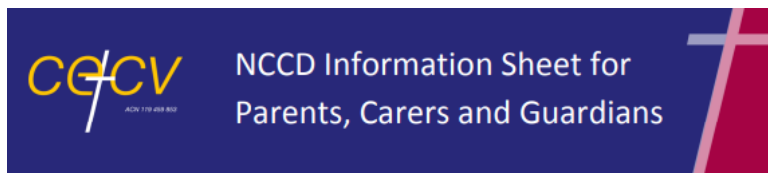
I have received expressions of interest from members of our Parents' Association, who suggested this idea.

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](mailto:principal@shdiamondcreek.catholic.edu.au)). We would like to have this project ready for printing by the middle of Term 4.

Alternatively, if you have any photos that could be used, please send these to [principal@shdiamondcreek.catholic.edu.au](mailto:principal@shdiamondcreek.catholic.edu.au).

### SAVE THE DATES:





## 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](#).





# Wellbeing

## R.A.I.N. Technique:

You've probably heard the saying, "when it rains it pours"...

Have you noticed this also applies to negative thoughts? Especially for children.

When one negative thought pops up it seems there are always several more that come flooding in. Instead of running for cover while the storm builds, what if we taught our kids an effective strategy to embrace these thoughts with compassion?

Chances are you've never heard of the R.A.I.N. technique...but it's a great method to help your children release their self-deprecating thoughts!

## TEACH YOUR CHILD TO "RAIN" ON THEIR NEGATIVE THOUGHTS

**Our minds constantly create mental drama.** Sometimes it's so powerful that we actually believe it. And we make ourselves miserable because of it. When you teach your child to surround their negative thinking with compassion, it becomes easier for them to move on.



THE RAIN TECHNIQUE CAN HELP YOUR CHILD BECOME THEIR BEST FRIEND INSTEAD OF THEIR OWN WORST CRITIC.

RECOGNIZE → ALLOW → INVESTIGATE → NON-IDENTIFY

### R STEP 1: RECOGNIZE THE TROUBLING EMOTION OR THOUGHT

**ASK YOUR CHILD:**

"How are you feeling?"  
"Where do you feel it in your body?"

**THEY MIGHT SAY**

"I'm so mad at myself for failing my spelling test. I am so stupid!"

### A STEP 2: ALLOW THE MOMENT TO HAPPEN

**TELL YOUR CHILD:**

"We need to let our thoughts and feelings just be there. Even if we don't like it. It's okay to feel this way."

### I STEP 3: INVESTIGATE WITH KINDNESS

**ASK YOUR CHILD:**

"When have you felt the same way before?  
What do you need right now?"

**THEY MIGHT SAY**

"I felt the same after my biology test...I'm bad at it too."

### N STEP 4: NON-IDENTIFY

**TELL YOUR CHILD:**

"Sometimes we have angry thoughts and feelings and it's okay. Our thoughts are not always true though so we can't believe them all the time. Our thoughts and feelings come and go. **They are not who we are.** You can pretend that your angry, sad feelings and thoughts are like clouds. Clouds pass, the sun comes out again, and you feel better."

## CHILD SAFE STANDARDS:

The Minister for Education has issued Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools. It outlines minimum requirements schools must meet to comply with the new Child Safe Standards replacing the previous Ministerial Order.

In line with this, the school has updated their policies and procedures which are available online on the school website. We recommend you and all members of your household read these documents as you have an obligation to comply with them.

I have also included for your knowledge, the Catholic Education Commission of Victoria, Statement of Commitment to Child Safety to reflect the Child Safe standards and Ministerial Order 1359.



## CECV Statement of Commitment to Child Safety

A safe, nurturing and empowering culture for all children and young people in Catholic schools.

*This statement has been updated in light of the revised Child Safe Standards coming into effect from 1 July 2022 and the supporting Ministerial Order No. 1359.*

*Every person, created in the image and likeness of God, is unique and has an intrinsic and inalienable dignity (Pontifical Council for Promoting New Evangelization 2020, n. 379).*

The Catholic Education Commission of Victoria Ltd (CECV) holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic education. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

This statement is intended to reaffirm the central focus on child safety across Catholic education in Victoria, built around a unified understanding of the moral imperative and overarching commitments that underpin our drive for continual improvement, and embedding a culture of 'no tolerance' for child abuse in our schools and organisations.

*The characteristic element of the Catholic school, in addition to pursuing 'cultural goals and the human formation of youth', consists in creating 'for the school community a special atmosphere animated by the Gospel spirit of freedom and charity'. To this end, the Catholic school aims ... 'to order the whole of human culture to the news of salvation so that the knowledge the students gradually acquire of the world, life and [humanity] is illumined by faith'. In this way, the Catholic school prepares pupils to exercise their freedom responsibly, forming an attitude of openness and solidarity (Congregation for Catholic Education 2022, n. 16).*

The CECV has a universal expectation for the protection of children. It is resolutely committed to ensuring that all those engaged in Catholic education in Victoria promote the inherent dignity of children and young people, and their fundamental right to be respected and nurtured in a safe school environment.

Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments, where all children and young people are respected and have agency, their voices are heard, and they are safe and feel safe. The CECV recognises that some children and young people are more vulnerable than others, and commits to providing the care and services required to support them and their families, and to ensure their safety within all Catholic schools.

Catholic schools will take prompt action to have any allegations of abuse concerning children and young people appropriately referred and investigated when raised. While the context and reality at each Catholic school will differ, the fundamental issues of understanding effective practices in child safety, and identifying and responding to child harm remain the same. All schools must strive for continual improvement that is responsive to emerging thinking, evidence and practice, so as to eliminate the potential for abuse to occur.

Creating child-safe school environments is a dynamic process that involves active participation and responsibility by school governing authorities, schools, families and their communities. It is marked by collaboration, vigilance and proactive approaches across policies, procedures, curriculum and practices.

Every person involved in Catholic education has a responsibility to understand the important and specific role they play individually and collectively to ensure that the safety and wellbeing of children and young people is at the forefront of all they do and every decision they make.





# Catholic Schools Child Safe Schools

The CECV commits to providing a **safe, nurturing and empowering culture** for all children and young people in Victorian Catholic schools through:

## **Upholding the primacy of the safety and wellbeing of children and young people**

At all times, the ongoing safety and wellbeing of children and young people will be the primary focus of care and decision-making. In addition to the universal focus on safety and wellbeing, schools need to pay attention and attend to the needs of their students who are most vulnerable.

To create and maintain a safe and nurturing culture, schools will actively and continually develop and review all policies, processes and practices, informed by their governing authority, emerging thinking and evidence.

## **Empowering families, children, young people and staff to have a voice and raise concerns**

Schools, in partnership with families, will ensure children and young people are informed of their rights, and are engaged and active participants in decision-making processes, particularly those that have an impact on their safety.

This means that the views of children, young people and families are taken seriously, and their concerns are addressed in a just and timely manner. Children and young people are also taught to raise concerns, gaining the necessary skills and knowledge to understand and maintain their personal safety and wellbeing, and the safety and wellbeing of their peers, through educational approaches and programs.

## **Implementing rigorous risk management and employment practices**

Schools will systematically and continually identify and assess risks to child safety, and will eliminate (where possible) or reduce all potential sources of harm in both physical and online environments. Effective risk management is embedded in school life through effective, transparent and well-understood policies, procedures and practices.

Schools will employ highly competent and professional staff who are formed and challenged to maintain the safety of all students. The high quality of staff appointments will be upheld through rigorous employment and review processes and practices, which include a demonstrated knowledge of child safety.

Catholic education will stay abreast of legislation, and will meet the legislative duties to protect the safety and wellbeing of children and young people in its care, including meeting the minimum requirements for compliance with the Child Safe Standards for schools and school boarding premises as set out in Ministerial Order No. 1359. This is in addition to ongoing work to support child safety, including mandatory reporting, reportable conduct, information sharing and complaints management.

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### **References**

Congregation for Catholic Education 2022, *The Identity of the Catholic School for a Culture of Dialogue*, The Holy See, accessed 30 May 2022 [https://www.vatican.va/roman\\_curia/congregations/ccatteduc/documents/rc\\_con\\_ccatteduc\\_doc\\_20220125\\_istudione-identita-scuola-cattolica\\_en.html](https://www.vatican.va/roman_curia/congregations/ccatteduc/documents/rc_con_ccatteduc_doc_20220125_istudione-identita-scuola-cattolica_en.html)  
Pontifical Council for Promoting New Evangelization 2020, *Directory for Catechesis*, St Pauls Publications, New South Wales.

## Supporting a highly sensitive child



Does your child cry easily? Is she prone to becoming overwhelmed in loud or busy places? Does your child seem sensitive to the moods and emotions of others? Does he tend to “meltdown” or “shutdown” when there is a lot going on? Does your child startle easily? Do you consider your child to be highly sensitive?

Raising a highly sensitive child can come with a unique set of parenting challenges but it also gives you—the parent—more influence to positively shape your child’s development! Yes, that’s right. Parents have even more influence on the development and wellbeing of their highly sensitive child compared to less sensitive kids.

Research shows that highly sensitive children are more strongly affected by their environment, including parenting, than less sensitive children. Let me explain.

Just as we all differ on temperament traits such as extroversion, agreeableness, and conscientiousness, we also differ on another temperament trait: sensitivity. All of us fall somewhere on the sensitivity continuum from low sensitivity to high sensitivity.

Approximately 30% of us—and our kids—are highly sensitive. Highly sensitive kids tend to process information from the environment more deeply, are prone to overstimulation, have greater emotional reactivity (think more crying and more intense emotions) and higher empathy, and have a greater capacity for sensing subtleties in our environment. We can think of highly sensitive kids as living smoke detectors who are capable of detecting subtle changes in the environment that the majority of people may miss. It is thought that a finely tuned, highly reactive nervous system underpins high sensitivity.

Research shows that highly sensitive kids tend to do exceptionally well in nurturing and supportive environments but are at higher risk for developing a range of physical and mental health conditions in harsh and unsupportive environments compared to children who are less sensitive. In other words, highly sensitive children are more sensitive to their environment for better and for worse.

So how do we support our sensitive kids and provide them with the nurturing environment they need?

### Understand and accept your child’s sensitivity

Our temperament is biologically based, it is not something we can simply switch on and off or turn up and down. Learning more about our child’s temperament will help us to understand them better.

By seeing our child’s temperament as an important part of who they are, we can practice accepting their sensitivity rather than seeing it as something problematic that needs to be changed or ‘fixed’. Your child doesn’t need to be less sensitive. They need their sensitivity to be understood.

This can feel like a relief to parents who have been thinking that perhaps they had somehow caused their child to be sensitive. While nature and nurture do interact to shape our child’s development, your child was born with their own unique temperament, including their sensitivity.



## Provide your highly sensitive child with the nurturing relationship they need to flourish

Highly sensitive children thrive in nurturing and supportive environments. We know that children don't benefit from harsh or punitive parenting, but this is especially true for our highly sensitive kids who need a more nurturing parenting approach. In healthy parent-child relationships, our kids use us as their "safe haven" to come back to for protection and nurturing when they are tired, sick, stressed, or experiencing big feelings.

Often parents of highly sensitive kids will report that their child is "clingy" and tends to stay close to their parent until they feel comfortable in a situation. This is rarely cause for concern. Clinging is a child's way of signalling that they need their parent to help them feel OK again. Sometimes they simply need our presence, other times they may need our affection and gentle words. We live in a society that has a history of discouraging children from being "too dependent" or "too clingy". Often this view comes from a place of not understanding child development and not understanding children's attachment needs. By trusting our child's needs and responding to those needs with atonement and sensitivity, we can provide our kids with the support they need so that they can grow-up feeling secure in their relationship with us (knowing that we have their back), and, in turn, feeling secure in themselves and the world.

## Be an emotion coach for your child

Highly sensitive children often have big emotions and lots of them! This means that your highly sensitive child will need your help to understand and manage their emotions. From as early as you can, label your child's emotions to help them develop their own emotional vocabulary so that they can express their emotions as they get older. You can say things such as, "you look sad" or "I can see you are angry". Once you've labelled your child's emotion, it's important to show your child that you accept their emotions—the good, the bad, and the ugly.

It's important that you validate your child's emotions and avoid dismissing their emotions, even when your adult brain might judge their emotion as an "over reaction". Instead of saying, "don't be so sensitive" or "it wasn't a big deal, she didn't mean to hurt your feelings", you can say things such as, "it's okay to feel angry, I get it" or "I know you feel sad, that hurt your feelings". By accepting and validating the full range of our child's emotion, we not only help to soothe them in the moment, we also teach them healthy ways of responding to their own emotions—this is a lesson they will carry with them throughout their lifetime.



### Rachel Samson

Rachel Samson is an Australian-based Clinical Psychologist and Family Consultant with a passion for supporting parents to develop healthy parent-child relationships that promote optimal child development. For further details visit [Instagram @australianpsychologist](#) and [Facebook @sensitivityproject](#).



# Upcoming Webinar for Parents

## Michael Grose presents: Changing parenting gears for the teenage years

Michael Grose is one of Australia's leading parenting educators and an award-winning speaker who has been informing and inspiring audiences around Australia and internationally for more than 20 years. He is a bestselling author of 12 books for parents including the best-selling *Why First Borns Rule the World* and *Later-Borns Want to Change It*. Michael has had parenting segments on *The Project*, *The Today Show*, *Weekend Sunrise*, *3AW*, *ABC radio* and more. He has contributed to *Huff Post*, *Kidspot* and *Mamma Mia*, and is a former columnist with *News Ltd* and *Fairfax* newspapers.

We have a membership with *Parenting Ideas*, one of Australia's most trusted sources of parenting education and support. As part of this membership, all the parents and carers in our community can attend this webinar at no cost.



Watch from any device, any location



See the expert as they speak



Catch up recording available

**Valued at \$39 per person**

**No charge for you**

## About the webinar



### Changing parenting gears for the teenage years

Many parents discover that the approaches they successfully used when their children were young don't stand up during the turbulent teenage years. Well-intentioned advice receives eye rolls and groans. Previous approaches to discipline no longer work, and enjoyable conversations are replaced with conflict, or worse, silence. In this webinar, Michael Grose discusses the importance of changing parenting gears during the teenage years. He shares the critical shifts parents need to make when raising teenagers.

Key learning and discussion points include:

- why giving teenagers information to keep them safe doesn't work and what to do instead
- how to talk to teens about hard topics so that they take ideas on board
- how to support young people when they are experiencing friendship and other challenges
- why mistakes are an essential part of growing up and what parents can do to minimise harm
- the three stages of adolescence and the parenting approaches that each requires

The webinar will be held on 31 August 2022 at 8-9 PM AEST.

### Redeem your webinar – it's easy!

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This offer is valid until 30 November 2022. If you're unable to make the broadcast time, just register anyway and you will get access to the recording.



# SACRED HEART PRIMARY SCHOOL

## Important Dates

### Term 3 Dates 2022 - FAMILIES

#### August

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>1 WEEK 4 B</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
			2.30pm Parent Information Session - Building Resilience in Young People (run by Provisional Psychologists)	ISS v Laurimar C (away) Assembly 3pm		
<b>8 WEEK 5 A</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
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	
<b>15 WEEK 6 B</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
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		
<b>22 WEEK 7 A</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
BOOK WEEK - Dreaming with open eyes  Book Week Parade 9.10am  Music DJ Express yourself incursion			District Athletics	ISS v BYE Assembly 3pm		
<b>29 WEEK 8 B</b>	<b>30</b>	<b>31</b>				
STAFF CONFERENCE Berry Street: Body  <b>School Closure</b>  LITERACY/ NUMERACY WEEK  MACSSIS 2022 opens until 16 September	STAFF CONFERENCE  <b>School Closure</b>					

#### September

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			Father's Day Stall  Hoop Time Year 5/6	ISS V Glen Katherine B (away)  Assembly & Fathers Day	Reconciliation Commitment Mass	FATHERS DAY



			Hats to be worn Health & PE Day	Celebration 3pm		
<b>5 WEEK 9 A</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
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
<b>12 WEEK 10 B</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
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	Iris Boyd
1/2 NS	Jasmina Khaira
1/2 PA	Finn Connolly
3/4 NJ	Patrick O'Neill
3/4 RM	Christian Lentini
5/6 MR	Madi Arvaji
5/6 JD	Maia Hankinson
PE	Lachlan Audley
LOTE	Nate Fitzmaurice
Performing Arts	Adele Di Beradino
Visual Arts	Eadie Perry-Turnley
Science	Nala Santostefano
STEM	Alexander Hernandez



Week 3 Students of the Week



This Week at Sacred Heart



**Happy  
100 Days  
of School**



# News from Year 5/6

## News In Grade Five and Six - Report By Bella Rose, Miki, Maia and Grace T

This Term the grade fives and sixes have been learning about Poetry, Fractions and Earth and the Environment. We have also made displays for our classroom, to help each other learn different subjects. With students choosing their subject strengths they have worked in small groups. This is to help students to take ownership of their learning environment and produce resources that they feel will help them on their learning journey.

## Girls Footy Day

On Thursday 21st July, a group of grade five and six girls went to represent Sacred Heart Primary School in our region for football. They went and played all different schools, some really hard and some a bit easy. It was a very long day but overall all the girls had a really great time. Sadly Sacred Heart lost all of their games but the important thing is they all worked as an amazing team.

## Athletics

On Wednesday, the grade three to sixes competed in their Athletics Carnival. There were many events including shot put, discus, long jump, triple jump and a range of track events. Everyone had lots of fun competing with and against their friends to get ribbons. Those students who achieved first place will soon go to the District Competition and compete against other schools. Good luck to those competing.

## Poetry

During this term the fives and sixes have been learning about poetry and all the different styles it comes in. We have written our own Haikus and Kennings, please enjoy reading some of our work.

### The Beach

*Swaying blue waters.*

*Hot steaming sand on your feet.*

*Salty currents.*

*By Miki*

### The Ocean

*Deep blue underworld*

*High and low, cold and breezy*

*Big, bold and serene.*

*By Bella-Rose*

### The Ocean

*Fishes home*

*Mermaids comb*

*Deep blue*

*Forever true*

*Waves and fish*

*Schools of fish*

*Seaweed delish*

*By Bella-Rose*

### Twister

*Body stretcher*

*Muscle breaker*

*Family game night*

*Ankle roller*

*Family destroyer*

*Left arm*

*Right arm*

*By Miki*

### Monster

*You and your friend rest.*

*It hears you sleep on top.*

*It has arrived!*

*By Isaac*

### Humans

*Communication.*

*Amazing evolution.*

*Survival techniques.*

*By Isaac*



SACRED HEART PRIMARY SCHOOL

# Community News

## ENROLLING YOUR CHILD

Applications for Year 7, 2024 will close on Friday 19th August, 2022.

All applications are now online. Hard copies will no longer be accepted.

Please refer to the College website to enrol.

[www.loyola.vic.edu.au](http://www.loyola.vic.edu.au)



THE LPFA PRESENTS

# TRIVIA NIGHT

SATURDAY 13 AUGUST

7PM - MIDNIGHT

\$65 PER PERSON

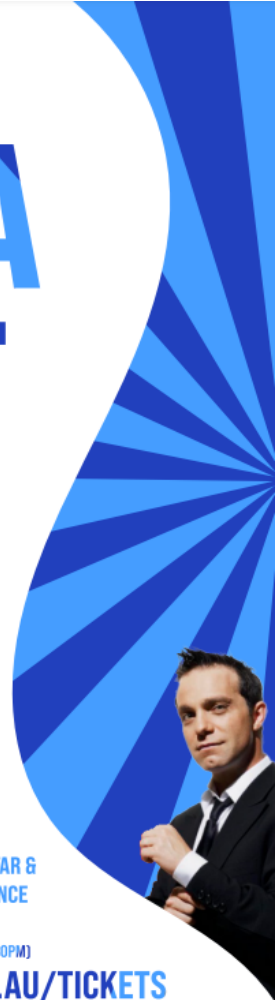
RSL MONTMORENCY

ADULTS ONLY

TICKET INCLUDES 3 COURSE MEAL, TRIVIA BY TRISTAR & ENTERTAINMENT BY THE ROBBIE WILLIAM EXPERIENCE DRINKS AT BAR PRICES

\$35 ENTERTAINMENT ONLY TICKETS ALSO AVAILABLE (ENTRY AFTER 9.30PM)

**BOOK NOW VIA [LOYOLA.VIC.EDU.AU/TICKETS](http://LOYOLA.VIC.EDU.AU/TICKETS)**



## 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](mailto:contact@dcbasketball.com.au)







**FOOTBALL STAR ACADEMY**

**MORE THAN FOOTBALL**

**AFTER SCHOOL PROGRAM**

**Free TRIAL**

CREATING A MOVEMENT OF CHANGE FOR TOMORROW'S GRASSROOTS LEADERS



To Redeem Free Trial

**SCAN QR Code**



**LOCATION:** Sacred Heart Primary School - Diamond Creek  
**TIME:** TUESDAY 3-4PM  
**HEAD COACH NAME:** Michael  
**EMAIL:** vic34.football@sportstaracademy.com  
**PHONE:** 0406 805 074



**WHITEFRIARS**  
CATHOLIC COLLEGE FOR BOYS



**Discover Who You Are**  
**Enrol now for Year 7 2024**  
 Applications Close 19 August 2022

*Belong. Believe. Become.*

**ENROL NOW FOR YEAR 7 2024**



Applications for students currently in Year 5 close Friday August 19 2022



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

[www.parade.vic.edu.au](http://www.parade.vic.edu.au)







# Artsbridge JUNIOR Call Out 2022



## Wattle Festival ArtsBridge Junior Exhibition

Presented by Hurstbridge Primary School  
Sunday, 28 August 2022 - 10am - 3pm

Students, aged 5-18, are invited to submit one artwork only.  
Awards presented to Primary & Secondary School entries.  
Registration form and \$5 entry fee due upon artwork submission  
on Wednesday August 24th, 2022, 8:30m - 9:30.

Email: [hpsartsbridge@gmail.com](mailto:hpsartsbridge@gmail.com)  
ONLINE REGISTRATION: [www.hpsartsbridge.tumblr.com](http://www.hpsartsbridge.tumblr.com)  
<https://www.facebook.com/ArtsBridgeJnr/>



## ArtsBridge JUNIOR 2022 Registration Form - (ages 5 - 18)

REGISTRATIONS AND ARTWORK DUE Wednesday 8:30am - 9:30am on AUG 24 Artwork to be delivered with \$5 fee (cash) and this registration form if no prior online registration

Junior Artist Name

Artists Age (as of Aug 28, 2022)

Artists School

Parent Name

Parent Email

Parent Phone

**SALE OF WORK:** Junior Artists work will not be available for sale through the school, however if an audience member is interested in buying a work we would be happy to pass on the parent / guardian contact details. Please indicate here if you are happy for us to pass on contact details for private sale arrangements.

Phone or email contact for sale interest (not compulsory - only if work is for sale)

PH:

EM:

	Title	Type of Artwork i.e drawing, painting	max 80cm Width (cm)	max 80cm Height (cm)	max. 50cm 3D only Depth (cm)
Artwork					

Please provide a brief description / summary about the artist or artwork.  
Maximum 100 words:

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PLEASE TICK to indicate that you have clearly labeled your name, the artwork name and a contact number on the back of the artwork

PLEASE TICK to indicate you, or a parent / guardian, have read and understood the attached Terms and Conditions.



### 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](http://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>



# Research

EST. 1925  
LOWER PLENTY BASEBALL CLUB



## Come and Play Baseball This Summer

From September to March you can play social games  
at the club or in a weekend competition team.

Sign up at [juniorbaseball.com.au](http://juniorbaseball.com.au)



If you're keen to play cricket at a fun and exciting club, come to Panton Hill and become a Redback!

Competitive format for boys and girls from Under 10s-Under 18s with Junior Blast (4-7 year olds) skill and game awareness programs for young cricketers.

Panton Hill is closer than you think: 13 minutes from Diamond Creek, 15 minutes from Doreen, 24 minutes from Whittlesea.

Pre-season training will begin in October.  
Contact: Callum O'Connor 0407 338 948  
Nat Grant 0434 045 090

