

Semper Fidelis



Issue 7 May 27 2020
Sacred Heart College Yarrowonga Vic 3730
Ph: 03 5742 1 300
www.shcy.vic.edu.au
info@shcy.vic.edu.au

We acknowledge and pay respect to the peoples of the Yorta Yorta Nation, including the eight clan groups, as the traditional and ongoing custodians of the land on which we gather today and we recognise that it continues to be sacred to them. We Hail them: As guardians of the earth and of all things that grow and breed in the soil; As trustees of the waters – the seas, the streams and rivers, the ponds and the lakes and the rich variety of life in those waters.

Commitment to Child Safety

Sacred Heart College Yarrowonga is committed to the safety and wellbeing of all students at the College. As a Catholic school, we are entrusted with the holistic education of the child, in partnership with parents, guardians and caregivers who are the primary educators of their children. Sacred Heart College will implement the Child Safe Standards to ensure the safety and wellbeing of all students at the College and promote an organisational culture that manages the risk of child abuse and neglect.

Child Safe Standards

All schools in Australia are mandated to comply with the eight Child Safe Standards. The standards are in place to keep your children safe. In order for us at Sacred Heart College to comply, it is imperative that we know who is on site between 8.30am and 3:30pm, the reason for their visit and how long they will be on site for. As such, any visitor to our school (including parents, volunteers and trades people), must enter via the front Administration Office and cannot simply enter any of the learning areas before doing so. Please do not be offended if a staff member asks you the reason for your visit or if you have signed in. This is for the safety of all children. If you have any queries, please feel free to contact the College.

Catholic Identity

Until the end of May we continue to pray the Rosary for hope. However, between 16 – 24 May, we turn our focus on Caring for the Earth and to Dignify Humanity- in Laudato Si' week. We are reminded by Pope Francis that we are the Earth's stewards and our actions leave a legacy for current and future generations. No matter what age we are now, everyone has a responsibility.

Laudato Si - Prayer for the Earth

All-powerful God, you are present in the whole universe and in the smallest of your creatures. You embrace with your tenderness all that exists. Pour out upon us the power of your love, that we may protect life and beauty.

Fill us with peace, that we may live as brothers and sisters, harming no one.

O God of the poor, help us to rescue the abandoned and forgotten of this earth, so precious in your eyes.

Bring healing to our lives, that we may protect the world and not prey on it, that we may sow beauty, not pollution and destruction. Touch the hearts of those who look only for gain at the expense of the poor and the earth.

Teach us to discover the worth of each thing, to be filled with awe and contemplation, to recognize that we are profoundly united with every creature as we journey towards your infinite light. We thank you for being with us each day.

Encourage us, we pray, in our struggle for justice, love and peace. A Christian prayer in union with creation Father, we praise you with all your creatures. They came forth from your all-powerful hand; they are yours, filled with your presence and your tender love. Praise be to you!

Son of God, Jesus, through you all things were made. You were formed in the womb of Mary our Mother, you became part of this earth, and you gazed upon this world with human eyes. Today you are alive in every creature in your risen glory. Praise be to you!

Holy Spirit, by your light you guide this world towards the Father's love and accompany creation as it groans in travail. You also dwell in our hearts and you inspire us to do what is good. Praise be to you!

Triune Lord, wondrous community of infinite love, teach us to contemplate you in the beauty of the universe, for all things speak of you. Awaken our praise and thankfulness for every being that you have made.

Give us the grace to feel profoundly joined to everything that is. God of love, show us our place in this world as channels of your love for all the creatures of this earth, for not one of them is forgotten in your sight. Enlighten those who possess power and money that they may avoid the sin of indifference, that they may love the common good, advance the weak, and care for this world in which we live.

The poor and the earth are crying out. O Lord, seize us with your power and light, help us to protect all life, to prepare for a better future, for the coming of your Kingdom of justice, peace, love and beauty.

Praise be to you! Amen.

<https://www.laudatosi.org/laudato-si/spirituality/a-prayer-for-the-earth/>

LAUDATO SI' WEEK 16 to 24th May 2020

Students of Year 9 Religious Education have over the past three years been developing a more acute understanding of their close relationship to the environment, its peoples, and their roles as stewards of the Earth in a unit of study called "Stewardship".

The Earth is our 'Common Home' and Pope Francis, through his Encyclical Letter Laudato Si' Caring for our Common Home appeals to all peoples to become sensitive to and responsive in our roles as carers of the Earth and all within it. LAUDATO SI' WEEK 16 - 24 May 2020, gives us all an opportunity to commit to change or maintain actions that supports the precious ecology of this earth and the bond of humanity. Pope Francis urges all of us to learn more about what we can do and make even the smallest commitment to bring about healing.

<https://www.vaticannews.va/en/pope/news/2020-03/pope-francis-laudato-si-week.html>

Pope Francis appeals to us to participate in Caring for Our Common Home in solidarity around the world. You are encouraged to listen to the Pope speak about how we can do this and commit to making a difference this week.

Click on this link: <https://laudatosiweek.org/>

Lucienne Camenzuli

From the Principal Return to School

As announced last week, all Victorian schools will commence a phased return to face to face classes from next Tuesday May 26 with the return of Year 11 and 12 students. In addition, Year 10 students who are undertaking VCE and VET subjects are asked to come to school for those classes. Year 10 who travel a distance to school and who cannot return home after their VCE/VET class can be supervised in the Father Madden Wing for the rest of the day. Students requiring supervision are asked to contact the school so appropriate space and supervision can be organised. All students will return to face to face classes on Tuesday June 9. To assist with preparations for the resumption of face to face classes, Monday May 25 will be a student free day. On this day teachers will not be present online and the College will not be providing supervision. Supervision for children of essential service workers and vulnerable students will continue as normal from next Tuesday May 26 until the resumption of normal classes on June 9.

School Operations

College leadership is working towards the resumption of classes using the Return to School Operational Guide provided by the Catholic Education Commission of Victoria. To support the health and wellbeing of all students and staff, our school will continue an enhanced cleaning routine and will encourage frequent handwashing. Hand sanitizer will be available in every room.

It has never been more important that if your child is ill or is feeling unwell, they must not attend school. They must remain home and seek medical advice if necessary.

Whilst students are not required to follow the same social distancing measures as adults, we would appreciate your support in reminding students to be respectful of other's space, especially around shared areas such as the locker bays, canteen, common rooms and study areas.

Thank you for your continued support and patience during this time. We look forward to welcoming students back to the classroom.

Virtual Tour

Recently the College engaged MSP Photography to develop a virtual tour of the College. Some of the footage taken by the drone was excellent, showing the College's proximity to the lake. Attached are some of the photos taken last week.

Lew Nagle



Alex's Premier's Award



Sacred Heart College 2019 Vice-Captain Alex Byrne has been awarded a Premiers VCE Award.

2019 College Vice Captain, Alex Byrne, has received the fantastic accolade of being awarded a Premier's VCE Award.

The award recognises top performing students who excelled in the Victorian Certificate of Education. Alex, who was Dux of the

College last year, is currently enjoying his first year of study at the University of Melbourne where he is undertaking a Bachelor of Science.

Fellow classmates Maddie McInness, Jack Kennedy and Catherine Shaw are also undertaking studies at the University of Melbourne.



Sacred Heart College Class of 2019.

Sacred Heart Class of 2019

Sacred Heart is extremely proud of last year's graduates as these students worked hard throughout the year in order to achieve ATAR scores which allowed them to pursue their interests at tertiary level.

- La Trobe University (Oral Health Science);
 - La Trobe University (Occupational Therapy);
 - Charles Sturt University (Psychology);
 - Charles Sturt University (Nursing);
 - Deakin University (Melb) (Nutrition Science);
 - Deakin University (Geelong) (Exercise and Sport Science/Business (Sport Management);
 - RMIT (Design);
 - RMIT (Diploma of Financial Services);
 - RMIT (Tertiary Preparation (Science);
 - Swinburne (Psychological Science).
- Congratulations to all of the class of 2019 and the College wish them every success in their future endeavours.
- A snapshot of their offers is shown below:
 - Melbourne University (Bachelor of Science) (3 students);
 - Melbourne University (Bachelor of Design);
 - Melbourne University (General Studies);
 - Monash University (Occupational Therapy);
 - La Trobe University (Prosthetics and Orthotics);
 - La Trobe University (Nursing) (2 students);
 - La Trobe University (Paramedic Practice);

SHCY

Sacred Heart College, Yarrowonga



The Year 7, 2021 enrolment period has commenced

Expressions of interest in enrolling your child for 2021 can be registered by emailing eleanor.haynes@shcy.vic.edu.au with your child's details.

College tours will commence when restrictions are lifted.

Enrolment application forms are available from our website. Enrolment forms are due back by Friday 19th June 2020.

Enrolments at other year levels are welcome.



Sacred Heart College
Witt Street, Yarrowonga
Ph 03 5742 1300

Email: info@shcy.vic.edu.au • www.shcy.vic.edu.au



Term 2 Student / Parent Feedback on Learning Progress

The next official round of online reporting of student progress will be available on PAM from Monday the 25th of May at the end of the day. If you have any trouble logging in to PAM or have forgotten your login details, please contact the office.

Please do not hesitate to contact your child's teacher if you would like more information or advice regarding your child's learning progress. We encourage you to initiate your contact via email to the relevant Learning Advisor and or teacher to organise the best method of communication.

Thank you for your continued support in this new environment and with the phased return to school. Please do not hesitate to contact the College if you have any questions or feedback.

Fleur Linehan

Deputy Principal Learning and Professional Practice

Art

During the first five weeks of Term 2, Art students were given a series of Photography assignments in the hope that they would learn about and practice some new techniques to help them take aesthetically pleasing photographs as opposed to snap shots. Whilst the latest collection of images speak for themselves, I thought I'd share some student feedback about their experiences.

"In the past four weeks, I have learnt that what's in the background of a picture can make a big difference. If the background is too busy, then you don't notice the object you are meant to be photographing."

"I learnt that using different light sources can create different emotions."

"I learnt a variety of ways to find the right background to suit the person or animal I'm photographing."

"I learnt that the angles that you take the photos from make a MASSIVE difference to the story."

"I learnt that cropping is a handy tool to use to improve photos."

"You have to take a lot of photos to get the right one."

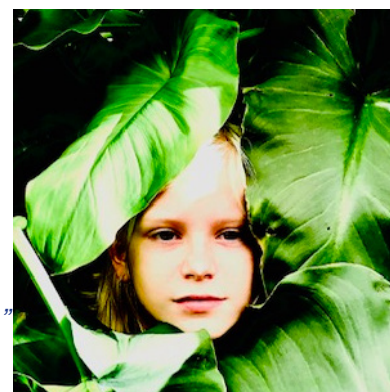
"I learnt about how to edit and crop photos into better images."

"I learnt how to set up a photo to get the most out of my subject. Planning makes a huge difference to the results."

And finally from a student who considered their artistic skills to be non existent

"I learnt that if I try hard enough in art I will put something presentable on the table."

Elizabeth Schrieber



It has been wonderful to catch up with many of our Year 12 students and parents remotely to discuss options and opportunities for next year over the period we have been away from school. I will continue to work through the group and aim to have caught up with all students by the end of the term. Please contact me if I have not contacted you and you wish to set up an interview at an earlier date. The interviews have been very positive.



Early Entry and Scholarships for 2021

Loretta Casey

The Camps, Sports and Excursions Fund (CSEF)

The Camps, Sports and Excursions Fund (CSEF) provides payments for eligible students to attend activities like: school camps or trips swimming and school-organised sport programs outdoor education programs excursions and incursions.

Families can list more than one student in the one application form if they are attending the same school.

How to Apply

If you applied for the CSEF at your child's school in 2019, you do not need to complete an application form in 2020 unless there has been a change in your family circumstances. You only need to complete an application form if any of the following changes have occurred:

- new student enrolments; your child has started or changed schools in 2020 or you did not apply in 2019.
- changed family circumstances; such as a change of custody, change of name, concession card number, or new siblings commencing at the school in 2020.

FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability. This can include payment of professional learning for staff and building inclusive cultures in schools.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.