

Semper Fidelis



Issue 6 May 6 2020
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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

Some of the thoughts of St Francis on Covid-19

Next Door Saints

At a time when many people are on the front lines of this pandemic, the Pope recalls “the saints who live next door. “They are heroes: doctors, volunteers, religious sisters, priests, shop workers—all performing their duty so that society can continue functioning...If we become aware of this miracle of the next-door saints...if we can follow their tracks, the miracle will end well, for the good of all. God doesn’t leave things halfway. We are the ones who do that.”

Our Confinement with all our creativity

“We have to respond to our confinement with all our creativity...We can either get depressed and alienated, through media that can take us out of our reality, or we can get creative. At home we need an apostolic creativity, a creativity shorn of so many useless things, but with a yearning to express our faith in community, as the people of God. So: to be in lockdown, but yearning, with that memory that yearns and begets hope, this is what will help us escape our confinement.”

May, Mary and Mother’s Day

I am staggered at the pace that the year 2020 seems to be taking as we enter the month of May! In challenging times, I often think about my mother’s love, sacrifices, patience, wisdom, faith and guidance as the legacy she has left me to forge ahead. Even though my mother passed away several years ago, I find that I often speak with her in my thoughts and ask questions, and in time I find my way, or even have an aha moment and I find myself saying, ‘Thanks Ma!’

In the month of May, Pope Francis reminds us of the Mother of our Catholic Faith, Mary. She encourages us to communicate with her and we are encouraged to communicate through the Rosary.

Pope Francis speaks of how now in this month of May, we bring our focus to Mary, her goodness, love and good works, and pray for her guidance and care for us – the global community

(read <https://businessmirror.com.ph/2020/05/03/pope-francis-to-catholics-unite-through-praying-the-rosary-in-may/>).

At a time of physical distancing, Pope Francis encourages us to unite in this act of Catholic community.

While many of us may have forgotten the various prayers and structure of the Rosary

(<https://www.dummies.com/religion/christianity/catholicism/how-to-pray-the-rosary/>), and may find it daunting, perhaps it could be broken up into manageable parts. My LA class are committing to one Hail Mary to start every day. I’ve worked out that the Sign of the Cross and a Hail Mary takes at least 20 seconds, which now takes my attention away from repeatedly washing my hands to offering the Hail Mary in gratitude that I have access to soap and running water to keep germ free; or pray for those who don’t that we may find a way to be generous, and so on. So, if you can remember or commit, offer a Hail Mary to the Mother of Jesus. And... God Bless all mothers as we also remember you on Mother’s Day.

Sacred Heart College, Yarrawonga



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.



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From the Principal



Happy Mother's Day

I would like to wish all the mums in our community a happy Mother's Day for this Sunday. I'm sure all of our families will make a special effort to acknowledge with gratitude the great work that all of our mothers do.

As we approach the midway point of the term it is timely to reflect on the past month. The College has responded well to the unique circumstances that have endured under the restrictions required by the declaration of a State of Emergency. Staff have worked extremely hard and have demonstrated flexibility and innovation to adapt to the new paradigm. The ICT resources of the College have stood up well to the increased demand. The support of ICT staff has been outstanding, successfully working through issues as they arise in a timely manner. I wish to extend to you my sincere thanks for the manner in which you and your children have met the challenges presented to education by the Coronavirus and to commend you upon the support you have given to the College's leadership and staff.

We are all waiting for the announcements that are set to be made this Friday, May 9 in relation to definitive advice regarding the possible easing of restrictions and when it is safe for children and staff to return to formal classes at school.

Victorian Curriculum Assessment Authority (VCAA)

Last week, the Victorian Curriculum Assessment Authority, (VCAA) released the changes to the Unit 4 VCE Study Guides and these have been published on the VCAA website. We now await further advice regarding the timing of the GAT and End of Year Examinations. VCAA are committed to ensuring that the VCE will be completed within the calendar year and that the changes made ensure the integrity of the Certificate.



Enrolment 2021

The 2021 enrolment period opened this week. Families with students in Grade 6 have received a letter outlining the enrolment process in our current environment. Expressions of interest have been called for and it is hoped that College tour and interviews can take place when restrictions have been lifted. MSP Photography will be onsite Thursday May 7 to commence the process of developing a virtual tour of the College. The Virtual Tour as well as the development of a new website has taken on a high priority given the current environment.

Lew Nagle



Join the Premiers' Reading Challenge!

The 2020 Victorian Premiers' Reading Challenge is open for registrations in the Library.

This is a great way for you to extend yourselves a little, or simply earn rewards for what they already do: Read!

There has been extensive research, which shows how reading improves not only your brain, and therefore your level of education, but also you as a person. Some of the main advantages of reading include:

- *The more you read, the better you get at it, and in a world which requires us to read, even to find out what is on TV, that is important;*
- *Reading improves your vocabulary and language skills and results in higher academic achievements.*
- *Reading also exercises our brain, improves our concentration, teaches us about the world, develops our imaginations and empathy as well as helping to reduce stress and our heart rate.*

All Year 7 and 8 students have been registered and sent their login details. Other students can join in by emailing Mrs Baird for registration.

Look on the Library website for more information.

Look under the Quick Lists tab to see the Challenge Reading Lists for each level and new additions for 2020.

Visit the PRC website to read all about it and login.

https://vprcidentity.eduweb.vic.gov.au/account/login?returnUrl=%2Fconnect%2Fauthorize%2Fcallback%3Fclient_id%3Dangular_spa%26redirect_uri%3Dhttps%253A%252F%252Fvprc.eduweb.vic.gov.au%253F%252F-auth-callback%26response_type%3Did_token%2520token%26scope%3Dopenid%2520profile%2520Vprc.Api.Host%26state%3D4f9d6a0c6f484811befd7a14781483fb%26nonce%3Df10ba19ba06940a58d7915ca1fec0c7b

Selfies vs Self Portraits

Faced with the dilemma of homeschooling, I thought it would make sense to create a photography unit for students in Years 7 to 10. Whilst the immediacy of a photo seems less laborious than producing art in other mediums, there is much to be learnt about planning and composing a great photo, rather than simply taking a snapshot. It seemed fitting that the first task for students to explore was a Self Portrait, better known by today's youth as the "selfie."

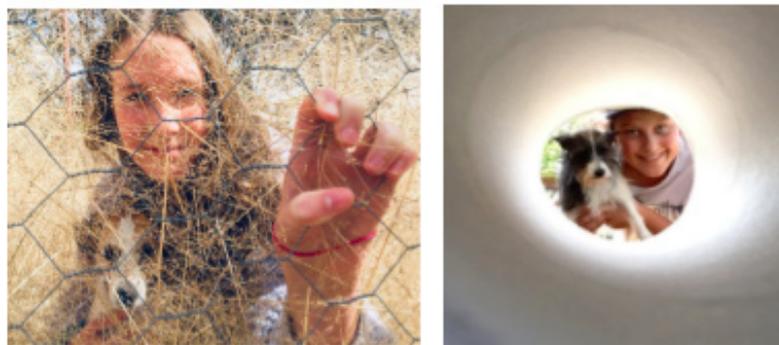
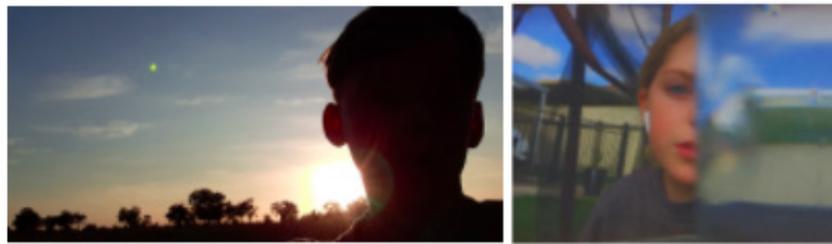
Students were asked to consider some simple photographic devices and tricks such as lighting, the use of reflective surfaces, shadows and silhouettes, camera angles, backgrounds, and story.

Congratulations to all students who have participated in this first assignment.

Below is a small selection of shots that highlight the range of devices and tricks our students have applied to their first photographic task. Well done everyone. What an inspiring first week!

Libby Schrieber

Year 7 Jayden and Zoe



Violet and Michael

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 holding a valid means-tested concession card or temporary foster parents are eligible to apply.

A Special Consideration category also exists. Schools can receive applications from families over Term one and two.

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

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from

www.education.vic.gov.au/csef

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*.