



School Newsletter

Parish Priest

Fr Maurie Cooney

Principal

Mrs Carmen Blatti

Deputy Principal / Curriculum Coordinator

Mrs Lina Vermeulen

Religious Education / Student Wellbeing

Mrs Michelle Cassar

Accounts / Finance

Mrs Trudy Milligan

Administrator

Mrs Blazenka Coric

46 Banchory Avenue

Hillside, Victoria 3037

www.canahillside.catholic.edu.au

T: 8390 9200

F: 8390 9241



TERM 3 ISSUE 2

Friday 23rd July



Monday 26th July is the Feast Day of Jesus' Grandparents, St. Joachim and St. Anne. Lets remember our own grandparents and say 'Thank you and we love you' on this day.

Dear Grandma and Grandpa
I love going to your house for sure.
You feed me so many goodies,
I leave weighing a few pounds more.

I love the way you wink at me
When Mum and Dad tell me, "No."
You pull me to the side, hand me a cookie
And silently mouth the word, "Go."

And when I come to spend the night,
Mom always says "be in bed by eight."
And then you and I watch movies
And always stay up real late.

When Mom or Dad catches up to our tricks,
You both look so innocent.
And you shake your heads and say "No, not us"
Like you have no idea what they meant.

So here's to all the fun we have,
And here's to keeping it a secret.
Happy Grandparents Day from we, your spoiled grandchild,
From the bottom of my heart, I mean it!

"I Love You!"

Term 3	
Friday 30 th July	Disco – New Date 6th August
Monday 9 th August	Cana Feast Day – Fun Day Planned Donut Order Form to follow (no longer pies)
Saturday 21 st August	Grade 4 First Holy Communion
Monday 23 rd August	Book Week – Details to follow
Thursday 2 nd September	Father's Day Stall
Monday 6 th September	Parent Teacher Interviews – School Closed
Tuesday 14 th – Thursday 16 th September	Grade 3 Reconciliation – Details to follow
Friday 17 th September	Last Day of Term 3

Dear Parents,

I'm sure you understand that we have had to make some adjustments to events/dates/etc due to the current COVID restrictions. Please note the changes to the Disco and Cana Feast Day. We will not be returning any money that has already been collected unless we are asked to by you. If you no longer wish for your child to participate or have any other questions, please contact the office via email or phone.

p. 8390 9200

e. office.staff@canahillside.catholic.edu.au

[Hopefully We Will Return Next Week](#)

We are all hoping we are able to return to school for on site learning on Wednesday 28th July.

This has not been confirmed.

We will keep you informed as announcements and government directives are forwarded to us. We understand it is hard to remain hopeful, but we must remain positive, calm and follow medical health advice.

Final Reminder CSEF Forms

The CSEF application deadline has been extended to the 13th of August. Please complete the application attached if you are eligible and **have not yet applied**. To be eligible you must hold a current health care card.

New Car Parking Rules

Parents, please note that there have been new parking signs put up in front of the school. This is to ensure the smooth flow of traffic and the safety of the students travelling to and from school.

Furthermore, we have had complaints from our neighbours whose driveways are being blocked at 3.00-3.15, and that they cannot safely enter or leave their homes. Please DO NOT park in ANY area where you would prevent someone from driving into a driveway. A medical emergency was barely averted when someone could not get into a neighbouring driveway to assist with a medical emergency. One of our parents blocked this area around the roundabout.

Please be considerate and follow safe practices.

Medical Alert

We have been advised of a case of nits within the school. Please be mindful and vigilant, and check your child/ren for any signs of nits.

CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

ENROLMENT FOR YEAR 7, 2023

Applications for Year 7, 2023 is now open. All parents of current Year 5 students who are zoned to Catholic Regional College Caroline Springs have until 20 August 2021 to submit their applications for enrolment for Year 7 in 2023. This is the final date of acceptance for applications.

Parents who have children attending the College and have siblings in Year 5 will still need to complete an enrolment form.

You can download the application form from our College website.

<https://www.crcs.vic.edu.au/enrolment-1/enrolment-procedures>



CANA DISCO 2021

NEW DATE IS FRIDAY 6TH AUGUST

Prep to Grade 2: 6pm to 7pm
Grade 3 to Grade 6: 7.30pm to 9pm

**COST: \$12 EACH, \$20 FOR 2 STUDENTS,
\$25 FOR 3 STUDENTS**
(INCLUDES ENTRY, CORDIAL, BAG OF CHIPS, LOLLY AND
GLOW BAND FOR EACH CHILD)

**ATTENDANCE TICKETS WILL BE ISSUED TO EACH REGISTERED STUDENT
WITH TICKETS GIVEN TO ELDEST CHILD**

THIS IS A FULLY SUPERVISED EVENT FOR CANA STUDENTS ONLY
STUDENTS WILL REMAIN IN THE HALL FOR THE ENTIRE EVENING UNTIL A PARENT COMES TO
COLLECT THEM AT THE DESIGNATED PICK UP TIMES. NO OTHER PARENTS ARE PERMITTED TO STAY
OTHER THAN THOSE ON THE FUNDRAISING COMMITTEE.

Please complete one form per family, with only names of children attending **by FRIDAY 23rd JULY**

No change will be given – ensure correct money is in a properly labelled envelope

Child 1: _____

Grade: _____

Child 2: _____

Grade: _____

Child 3: _____

Grade: _____

Total tickets purchased: _____

Amount paid: _____



Cana Catholic Primary School Cadbury Fundraiser

Every box of chocolates we sell will raise \$30.
We are asking all families to sell at least one box for us. Feel free to grab another box if you've got lots of hungry buyers lined up!

So far the money raised through fundraising this year has purchased two new Interactive Smart TVs for classrooms.

The money raised from this fundraiser will go towards outdoor seating and extra outdoor play equipment for our students.

Tips for selling your treats

- Each item sells for \$1
- Sell to family members, colleagues, friends or neighbours
- We don't recommend that children sell the products – if they are involved, please ensure an adult is with them at all times

**Please return money in supplied envelope, clearly labelled,
by Monday 9th August**

Thankyou from all the students at Cana!



Cyber Safety

On Thursday 15th July 2021, Cana students from Grade 3 to Grade 6 were engaged in a Cyber Safety session that was conducted by the Caroline Springs Police Officers, Cassie and Emma.

They learnt a lot about Cyber Safety – especially the etiquette of being online through emails, gaming, social media and understanding the importance of keeping passwords private.

The students were also taught about cyber bullying or bullying in general and that it comes in many forms such as verbal, emotional, written and physical.

Any type of bullying is NOT OKAY, whether it is online or in person.

Cana is an eSmart school. If you would like further information please google the eSafety commissioner on <https://www.esafety.gov.au>

There is an expansive index to assist you regarding cyber safety issues. A great website to explore.

Lina Vermeulen

Deputy Principal/Ciriculum Coordinator





Taking a look at TikTok, Instagram, Snapchat and YouTube

Join the **eSafety Commissioner's** expert education and training team for a FREE live webinar.

It is designed for parents and carers of young people aged 8 - 13.

This webinar focuses on popular apps used by young people. It will include case studies, research, and targeted advice so you can support the young people in your life to have safe, enjoyable online experiences.

Register now

Monday 16 August 12:30 pm – 1:30 pm

Tuesday 31 August 7:30 pm – 8:30 pm

[Register](#) or for more information please visit esafety.gov.au/parents/webinars

eSafety's parent guide

to online sexual harassment and image-based abuse

Join the eSafety Commissioner's expert education and training team for a FREE live webinar.

This webinar will provide parents and carers with an understanding of online sexual harassment and image-based abuse.

Dates: (AEST)

28 July 12:30 pm - 1:30 pm

29 July 7:30 pm - 8:30 pm

10 August 7:30 pm - 8:30 pm

24 August 12:30 pm - 1:30 pm

Child Protection Week

7 September 12:30 pm - 1:30 pm

9 September 12:30 pm - 1:30 pm



Register now: esafety.gov.au/parents/webinars



 eSafety Commissioner

esafety.gov.au

Student Wellbeing

Did you know that children have rights? "Rights" are things that all children should have or be able to do. All Children have the same rights. Children with disabilities also have rights. Inclusion is a right. Read the following article on the right of inclusion for those with disabilities here <https://raisingchildren.net.au/disability/disability-rights-the-law/rights/inclusion-children-with-disability-developmental-delay-autism>

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



© UNICEF/NYHQ1996-0390/Charton

Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5 Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

Article 6 Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 7 Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

Article 8 Governments should respect a child's right to a name, a nationality and family ties.

Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15 Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 17 Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Article 18 Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20 Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Article 22 Children who come into a country as refugees should have the same rights as children who are born in that country.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

Article 25 Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.

Article 27 Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article 30 Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 32 Governments should protect children from work that is dangerous or that might harm their health or education.

Article 33 Governments should provide ways of protecting children from dangerous drugs.

Article 34 Governments should protect children from sexual abuse.

Article 35 Governments should make sure that children are not abducted or sold.

Article 36 Children should be protected from any activities that could harm their development.

Article 37 Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Article 38 Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41 If the laws of a particular country protect children better than the articles of the Convention, then those laws should override the Convention.

Article 42 Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

Go to www.unicef.org/crc to read all the articles.



unicef 



Catholic
Regional College
North Keilor

Catholic Regional College **NORTH KEILOR**



College Tours

- Experience CRCNK Video
- Chat to student ambassadors
- Meet Enrolment and Leadership Staff
- Tour Grounds and Facilities
- Share Morning Tea

Sessions commence at 9.15am on:

- Tuesday 20 July
- Tuesday 3 August
- Thursday 12 August

Bookings essential. Please contact:

Samantha Beg, Community Liaison Officer

Phone: 9361 5904

Email: enrol@crcnk.vic.edu.au

Year 7, 2023
Applications Close
20 August 2021

Year 7, 2022
Limited Positions
Available - Apply Now

1c Santa Monica Drive Keilor Lodge VIC 3038

Post: PO Box 40 Taylors Lakes VIC 3038

P: 03 9361 5900

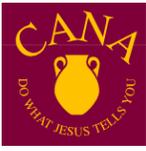
E: office@crcnk.vic.edu.au

W: www.crcnk.com.au

2021 Year of Respect

"In everything, do to others as you would have them do to you." (Matthew 7:12)





Dear parents, guardians and carers

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy \(https://www.education.gov.au/privacy-policy\)](https://www.education.gov.au/privacy-policy).

Please be advised that amendments were made to the Australian Education Act 2013 and Australian Education Regulation 2013. Schools are required to inform parents if their child has been included in the NCCD count. As schools are mandated to provide this information to the government, parental consent is not required. If your child has been included in the NCCD count for this year, you will be notified by a member of school leadership in the coming weeks.

Further information about the NCCD can be found on the [NCCD Portal \(https://www.nccd.edu.au\)](https://www.nccd.edu.au).

If you have any questions about the NCCD, please contact the school.

Kind regards,

Mrs Carmen Blatti

Principal



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](#).

جمع البيانات المتسق وطنياً (NCCD) حول طلاب المدارس ذوي الإعاقة

ما هو جمع البيانات المتسق وطنياً؟

يجب على المدارس الآن استكمال جمع البيانات المتسق وطنياً حول طلاب المدارس ذوي الإعاقة *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* كل عام ويتم حصر عدد الطلاب الذين يحصلون على تعديلات إضافية أو "مساعدة" في المدارس بسبب الإعاقة. يساعد جمع البيانات المتسق وطنياً (NCCD) الحكومات على التخطيط لاحتياجات الطلاب ذوي الإعاقة.

من يتم حصره خلال جمع البيانات؟

حتى يتم حصر الطالب في NCCD، يجب على المدرسة أن تفكر في بعض الأسئلة الأساسية:

1. هل يحتاج الطالب إلى الحصول على المساعدة في المدرسة ليتمكن من المشاركة في التعليم على نفس الأساس كالطلاب الآخرين؟
2. هل المساعدة التي يتم تقديمها بسبب إعاقة؟ تأتي كلمة "إعاقة" من قانون التمييز بسبب الإعاقة لعام 1992 *Disability Discrimination Act 1992* والتي يمكن أن تشمل الكثير من الطلاب.
3. هل قامت المدرسة بمخاطبتك أو مخاطبة طفلك بشأن المساعدة التي يمكنها تقديمها؟
4. هل قامت المدرسة بالاحتفاظ بسجلات حول المساعدة التي قدمتها، واحتياجات الطالب، والأسباب التي يحتاج من أجلها الطالب لتلك المساعدة؟ ستحتاج المدرسة إلى الاحتفاظ بنسخ من الاختبارات، أو أعمال الطالب، أو التقييمات، أو سجلات الاجتماعات، أو التقارير الطبية، أو غيرها من الأوراق والمعلومات الخاصة بتطور تعلم الطالب بمرور الوقت.

بمجرد أن تقرر المدرسة أن الطالب ينبغي حصره في NCCD، فيكون عليها اختبار مجموعة إعاقة ومستوى واحد من مستويات المساعدة الأربعة التي يتم منحها للطلاب.

ما معنى كلمة "إعاقة" في NCCD؟

تأتي كلمة "إعاقة" في NCCD من قانون التمييز بسبب الإعاقة لعام 1992 *Disability Discrimination Act 1992* (DDA). هناك أربعة أنواع من الإعاقة يمكن للمدرسة أن تختار من بينها: الحسية، والإدراكية، والاجتماعية – العاطفية، والبدنية.

يمكن حصر الكثير من الطلاب الذين يحتاجون للمساعدة في المدرسة في NCCD. على سبيل المثال، الطلاب الذين يعانون من مشاكل في التعلم، مثل إعاقة تعلم معينة أو صعوبة في القراءة (والتي يطلق عليها أحياناً ديسلكسيا *dyslexia*)، ومشاكل صحية (مثل الصرع *epilepsy* أو السكري *diabetes*)، وإعاقة بدنية (مثل الشلل الدماغي *cerebral palsy*)، وفقدان البصر/السمع، والمشاكل الاجتماعية – العاطفية (مثل الخرس الانتقائي *selective mutism*)، اضطرابات طيف التوحد (*Autism Spectrum Disorder*)، القلق (*anxiety*).

يمكن أن تكون خطابات الأطباء أو المختصين مفيدة جداً للمدارس في التخطيط لكيفية دعم الطلاب في عملية التعلم. لا تحتاج المدارس للحصول على هذه الخطابات قبل أن تتمكن من حصر الطالب في NCCD. يمكن للمدرسين استخدام كل ما يعرفونه حول تعلم الطفل والسجلات التي قاموا بجمعها على مدار الوقت للوصول إلى قرار بشأن ما إذا كان يمكن حصر الطالب في NCCD.

ما نوع المساعدة التي تقدمها المدرسة للطلاب؟

يحتاج الطلاب إلى أنواع مختلفة من المساعدة في المدرسة. يحتاج بعض الطلاب إلى القليل من المساعدة بينما يحتاج طلاب آخرين إلى الكثير من المساعدة طوال الوقت تقريباً. يعتمد نوع المساعدة المقدمة على احتياجات الطالب. يمكن أن تشمل المساعدة تغييرات

في مياتي أو مساحات المدرسة (على سبيل المثال الاتحدارات أو أشياء مثل مكاتب أو كرسي خاصة)، أو مساعدة إضافية من المدرس في الفصل، أو برامج تعلم خاصة، أو تغييرات في العمل المهيّن للطلاب، أو مساعدة إضافية من البالغين.

كيف سيختلف NCCD في عام 2018؟

تقوم جميع المدارس بحصر الطلاب في NCCD منذ عام 2015. ستقوم الحكومة باستخدام بيانات NCCD كجزء من التمويل للمدارس.

ما الذي ستحتاج المدرسة إلى معرفته حول الطفل من أجل NCCD؟

تعمل المدارس مع الأسر لفهم احتياجات كل طالب. ويكون مفيداً إذا قامت الأسر بإعطاء مدرس طفلها نسخة من جميع الخطابات أو التقارير لديهم ستساعد الخطابات أو التقارير المدرسة على فهم الطالب والمساعدة التي قد يحتاج إليها. ومن الممكن أن تكون الخطابات من الأطباء، وعلماء النفس، وأخصائيو أمراض التخاطب والمعالجين والمهنيين، وغيرهم مفيدة جداً للمدارس. تساعد هذه التقارير، بالإضافة إلى المعلومات لدى المدرس (بمعنى الاختبارات في المدرسة، عمل طفاك، وخطط التعلم) المدرسة على فهم احتياجات الطالب وتلبيتها.

ماذا يحدث لبيانات NCCD؟ من سيحصل على بيانات NCCD؟

يجب أن يقوم مدير المدرسة بفحص بيانات NCCD في آب/أغسطس من كل عام. وتقوم المدرسة بتقديم المعلومات إلى مكتب التعليم الكاثوليكي Catholic Education Office. ستعمل المدرسة مع مكتب التعليم الكاثوليكي للتأكد من أن بيانات NCCD سليمة قبل تقديم البيانات للحكومة. لن تُعطي الحكومة أسماء أي من الطلاب أو أي من الخطابات أو السجلات. الرجاء سؤال مدرستك عن سياسة الخصوصية لديها إذا رغبت في معرفة المزيد.

هل تحتاج المدرسة إلى موافقتي على حصر طفلي في NCCD؟

تم إدخال تغييرات على القانون (قانون التعليم الأسترالي لعام 2013 *Australian Education Act 2013* ولائحة التعليم الأسترالي لعام 2013 *Australian Education Regulation 2013*). لا تحتاج المدارس إلى موافقتك للسماح لهم بحصر الطفل في NCCD. ولا يمكنك الطلب من المدرسة عدم حصر طفاك.

أين يمكنني معرفة المزيد؟

إذا كان لديك أسئلة، يمكنك طلب المساعدة من مدرسة طفاك. يمكنك معرفة المزيد عن طريق زيارة الروابط التالية:

- الموقع الوطني لجمع البيانات المتسق وطنياً [NCCD national website](http://www.nccd.gov.au)
- معايير الإعاقة للتعليم لعام 2005 *Disability Standards for Education 2005*
- وزارة التعليم والتدريب بالحكومة الأسترالية – [NCCD – Australian Government Department of Education and Training](http://www.nccd.gov.au)
- ورقة معلومات الطلاب ذوي الإعاقة (SWD) لعام 2019 للمدارس وأولياء الأمور ومقدمي الرعاية والأوصياء *2019 Students with Disabilities (SWD) Information Sheet for Schools, Parents, Carers and Guardians*

残疾中小學生全国统一数据收集（NCCD）

什么是全国统一数据收集？

中小学现在必须每年完成**残疾中小學生全国统一数据收集**。这项活动统计因为残疾而在学校获得额外调整或帮助的学生人数。NCCD帮助政府针对残疾学生的需求作出规划。

数据收集对象包括哪些人？

如要将学生计入NCCD，学校必须充分考虑一些关键问题：

1. 学生是否在学校获得帮助，以便他们能在与其他学生同样的基础上参加教育？
2. 这种帮助是否因为残疾而提供？“残疾”的定义来自 [《1992年残疾歧视法》](#)（DDA），可包括很多学生。
3. 学校是否曾和你或你的孩子讨论过学校提供的帮助？
4. 学校是否保存了关于学校提供的帮助、学生的需求以及学生需要帮助的原因的记录？学校需要保存测试记录、学生作业、评估记录、会议记录、医疗报告及其它反映学生的学习随时间进展的情况的书面文件和信息。

学校确定学生应该计入NCCD后，就要选择一种残疾类别，以及四个帮助等级中为学生提供的那一个等级。

NCCD中，“残疾”是什么意思？

NCCD中，“残疾”的定义来自 [《1992年残疾歧视法》](#)（DDA）。有四种类型的残疾可供学校选择，即感官类、认知类、社会-情感类和身体类。

很多在学校需要帮助的学生可以计入NCCD。例如，有学习问题（比如特定学习障碍或阅读困难）、健康问题（比如癫痫或糖尿病）、身体残疾（比如脑瘫）、视觉/听觉丧失以及社会-情感问题（比如选择性缄默症、自闭症谱系障碍、焦虑）的学生。

医生或专家出具的信函对于学校规划如何支持学生的学习会非常有帮助。学校并非必须有这些信函才能将学生计入NCCD。教师可以根据他们对学生学习情况的了解以及在较长时间内收集的记录决定学生是否应计入NCCD。

学校为学生提供哪些类型的帮助？

学生在学校需要各种类型的帮助。有些学生只是偶尔需要一点帮助，而有些学生则一直需要大量帮助。学校提供的帮助类型取决于学生的需求。这些帮助可包括对学校建筑或场地的改

动（例如斜坡或特殊桌椅等）、教师在课堂上提供额外帮助、特别学习计划、修改给学生布置的作业或成年人提供的额外帮助。

2018年的NCCD会有何不同？

2015年以来，所有中小学都一直在NCCD中统计学生信息。政府将在为中小学提供拨款的过程中使用NCCD数据。

学校需要为NCCD了解我孩子的哪些信息？

学校与家庭合作，深入了解每个学生的需求。学生家庭如果向教师提供与学生相关的所有信函或报告，将会很有帮助。这些信函和报告将有助于学校深入了解学生及其可能需要的帮助。医生、心理学家、言语病理学家和职业治疗师等专业人士出具的信函对学校会很有帮助。这些报告以及教师拥有的信息（例如学校测试、学生的作业和学习计划）能帮助学校深入了解和满足学生的需求。

NCCD数据会如何处理？谁能获得NCCD信息？

每所学校的校长必须在每年八月份检查NCCD数据。学校将该信息提供给天主教教育办公室。学校将与天主教教育办公室共同确定NCCD数据准确无误，然后将数据提供给政府。政府不会获得任何学生的姓名或任何信函或记录。如要了解详情，请向你的学校索取其隐私政策。

学校是否需要我同意他们将我的孩子计入NCCD？

相关法律（[《2013年澳大利亚教育法》](#)和[《2013年澳大利亚教育条例》](#)）已经作出修改。学校不需要你同意他们将学生计入NCCD。你不能要求学校不要计入你的孩子。

哪里可以获得更多信息？

如果你有疑问，可以向你孩子的学校求助。你也可以通过以下链接了解更多信息：

- [NCCD全国网站](#)
- [《2005年残疾教育标准》](#)
- [澳大利亚政府教育和培训部 - NCCD](#)
- 为学校、父母、照顾者和监护人提供的2019年残疾学生（SWD）信息表

Thu Thập Dữ Kiện Nhất Định Trên Toàn Quốc về Học Sinh Khuyết Tật ở Trường (NCCD)

Thu Thập Dữ Kiện Nhất Định Trên Toàn Quốc Về Học Sinh Khuyết Tật ở Trường (NCCD) là gì?

Các trường hiện phải hoàn tất *Thu Thập Dữ Kiện Nhất Định Trên Toàn Quốc Về Học Sinh Khuyết Tật ở Trường (NCCD)* mỗi năm, để đếm/tính số học sinh cần nhận điều chỉnh hay "giúp đỡ" thêm ở trường vì bị khuyết tật. NCCD giúp chính phủ các cấp lập kế hoạch cho nhu cầu của học sinh khuyết tật.

Ai được tính trong thu thập dữ kiện?

Để tính một học sinh trong NCCD, các trường cần nghĩ qua một số câu hỏi chính:

1. Có phải học sinh ấy cần giúp đỡ ở trường để tham gia học tập theo căn bản như các học sinh khác hay không?
2. Có phải sự hỗ trợ này là do bị khuyết tật hay không? Từ "khuyết tật" trích ra từ Đạo luật Khuyết tật [Disability Discrimination Act 1992](#) (DDA) và có thể bao gồm nhiều học sinh.
3. Nhà trường có nói chuyện với quý vị và con về hỗ trợ mà trường đưa ra chưa?
4. Nhà trường có lưu hồ sơ về những hỗ trợ dành cho quý vị, về nhu cầu học sinh và lý do học sinh cần nhận hỗ trợ này hay không? Nhà trường cần lưu hồ sơ những bản sao bài kiểm, bài làm của học sinh, tường trình các buổi họp, báo cáo y khoa hay những giấy tờ khác và thông tin về việc học ra sao của học sinh theo thời gian.

Một khi trường quyết định tính một học sinh vào trong NCCD, họ sẽ chọn nhóm khuyết tật và chọn một trong bốn cấp hỗ trợ cho học sinh ấy.

Từ "khuyết tật" có nghĩa ra sao đối với NCCD ?

Trong NCCD, từ "khuyết tật" trích ra từ Đạo luật Khuyết tật [Disability Discrimination Act 1992](#) (DDA) Có bốn loại khuyết tật mà trường có thể chọn ra: giác quan, nhận thức, cảm xúc- xã hội và thể chất.

Có nhiều học sinh cần giúp đỡ ở trường đều có thể được tính vào chương trình NCCD. Ví dụ như các học sinh gặp khó khăn trong học tập, v.d bị khiếm khuyết khả năng học hay bị khó khăn khi đọc (đôi khi được gọi là chứng khó đọc Dyslexia), bị vấn đề sức khỏe (v.d bị động kinh hay tiểu đường) khuyết tật thể chất (v.d. bại não) có vấn đề về thị lực / thính lực hay trở ngại về xúc cảm - xã hội (v.d bệnh cảm nhiễm ý , nhiều dạng Rối loạn Tự kỷ , lo âu).

Các thư từ bác sĩ và chuyên viên y tế có thể sẽ hữu ích cho nhà trường để họ lập kế hoạch hỗ trợ học tập cho học sinh. Các trường không cần có những tài liệu thư từ này trước lúc họ đưa tên học sinh vào NCCD. Giáo viên có thể dùng tất cả những gì họ biết được về việc học của một trẻ em và những hồ sơ lưu mà họ thu thập theo thời gian để quyết định việc tính em ấy vào NCCD hay không.

Nhà trường dành cho học sinh những loại giúp đỡ nào ?

Các em học sinh cần những loại giúp đỡ khác nhau ở trường học. Có em đôi khi cần giúp đỡ một ít, trong khi các em khác lúc nào cũng cần thật nhiều giúp đỡ. Hình thức giúp đỡ đưa ra tùy thuộc vào nhu cầu của mỗi học sinh. Giúp đỡ có thể là việc sửa đổi phòng ốc, sân nền, (v.d đường dốc thoải hay vật dụng đặc biệt như bàn, ghế), thêm giáo viên phụ đạo trong lớp, các chương trình học đặc biệt, thay đổi trong công tác học tập dành cho học sinh hay thêm người lớn hỗ trợ.

NCCD sẽ có khác biệt gì trong năm 2018?

Các trường sẽ tính học sinh vào NCCD kể từ 2015. Chính phủ sẽ sử dụng dữ kiện của NCCD như một thành phần để cấp tài trợ cho trường.

Nhà trường cần biết gì về con tôi trong NCCD?

Nhà trường cùng làm việc với gia đình để tìm hiểu nhu cầu của mỗi em học sinh. Điều hữu ích là nếu gia đình cung cấp được cho giáo viên của con bản sao thư từ tài liệu báo cáo cần thiết. Thư từ của bác sĩ, chuyên viên tâm lý, chuyên viên chính ngôn, bác sĩ chuyên khoa hay chuyên viên phục hoạt.v... có thể hữu dụng cho nhà trường. Những tường trình báo cáo này cùng với thông tin giáo viên có được (v.d bài kiểm ở trường, kế hoạch học tập và bài làm của con quý vị) sẽ giúp trường hiểu được và đáp ứng nhu cầu của học sinh.

Điều gì xảy ra với dữ kiện NCCD? Ai sẽ có được thông tin của CNCCD?

Hiệu trưởng của mỗi trường phải kiểm tra dữ kiện NCCD vào tháng Tám hàng năm. Nhà trường sẽ cấp thông tin cho Văn Phòng Giáo Dục Công Giáo. Nhà trường sẽ làm việc với Văn Phòng Giáo Dục Công Giáo để bảo đảm dữ liệu NCCD được hợp lý trước khi chuyển đến chính phủ. Chính phủ sẽ không nêu tên bất cứ học sinh nào trên bất cứ báo cáo tường trình hay hồ sơ nào. Xin hãy hỏi nhà trường để biết thêm về chính sách bảo vệ đời tư cá nhân của trường nếu muốn biết thêm.

Nhà trường có cần tôi ưng thuận để tính con tôi vào NCCD không?

Các thay đổi được làm dựa theo luật pháp ([Australian Education Act 2013](#) and [Australian Education Regulation 2013](#)). Trường không cần quý vị ưng thuận để tính một em học sinh vào NCCD. Quý vị không thể yêu cầu nhà trường không tính con quý vị trong chương trình.

Tôi có thể biết thêm thông tin ở đâu?

Nếu có câu hỏi, quý vị có thể yêu cầu trường của con giúp đỡ. Quý vị có thể xem thông tin thêm tại:

- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education - NCCD](#)

Student Wellbeing

Welcome back to another great term of rich academic and social and emotional learning. I hope that you all had a restful break, enjoying each other's company with a slower pace to your day. Over the course of the term, I will be providing the Cana community with information related to 'Student Wellbeing'. You are invited to read and empower yourself with knowledge around tips and strategies for supporting your child(ren). I look forward to continuing our partnership over the course of this term. Blessing to you all.

Mrs. Michelle Cassar
R.E.L/ Student Wellbeing

Unfortunately, child abuse continues to happen to young vulnerable children. Here are some visuals to remind us what child abuse is. Remember, it is Jesus who said 'I have come that you may have life, and have it to the full' (John 10:10).

Speak up against child abuse. Report your concerns to The Department of Families, Fairness and Housing on 1300 475 170.

What is Child Abuse?



Hitting or hurting a child's body



Exposing a child to violence



Teasing or being mean to a child



Yelling at or threatening a child



Touching a child's private parts



Forcing a child to touch you



Showing pornography to a child



Taking sexual photos or videos of a child



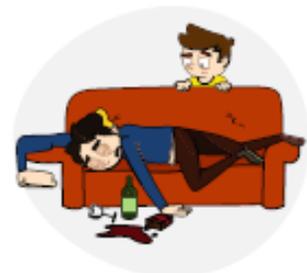
Not showing a child love and attention



Leaving a child without adult care



Not providing enough food, clothing or medical needs for a child



Being intoxicated in front of a child



CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

School Name _____

School REF ID _____

Parent/legal guardian details

Surname _____

First name _____

Address _____

Town/suburb _____ State _____ Postcode _____

Contact number _____

Centrelink pensioner concession **OR** Health care card number (CRN)

- - - **OR**

Foster parent* **OR** Veterans affairs pensioner

*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level
-----------------	--------------------	------------	-------------------------------	------------

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (DHS) to provide the results of that enquiry to DET.

I understand that:

- DHS will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.
- this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services and for State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant _____ Date ____/____/____

CSEF ELIGIBILITY

Below is the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 – Eligibility

To be eligible* for the fund, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one, or;
- on the first day of Term two;
 - a) Be an eligible beneficiary within the meaning of the *State Concessions Act 2004*, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
 - b) Be a temporary foster parent, and;
 - c) Submit an application to the school by the due date.

* A special consideration eligibility category also exists. For more information, see: www.education.vic.gov.au/csef

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

Criteria 2 - Be of school age and attend school in Victoria

School is compulsory for all Victorian children aged between six and 17 years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and 18 years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on the first day of either term one (29 January 2018) or term two (16 April 2018).

PAYMENT AMOUNTS

CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: \$125 per year.
- Secondary school student rate: \$225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

For ungraded students, the rate payable is determined by the student's date of birth. For more information, see: www.education.vic.gov.au/csef

Year 7 government school students who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents so please register your interest at the school.

HOW TO COMPLETE THE APPLICATION FORM

NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.

Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.

If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veteran Affairs Pensioner Gold card to the school.

2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2018 closes on 29 June, 2018.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.

Managing illness in schools and early childhood

One of the most important things we can do to slow the spread of coronavirus (COVID-19) in our community is to stay at home when we are unwell, even when we have the mildest of symptoms.

What you need to know

1. If a child is unwell, even with the mildest of symptoms, they must stay at home

If a child becomes unwell during the day, they must be collected from school/early childhood education and care (ECEC) as soon as possible.

2. If a child has any of the symptoms of coronavirus (COVID-19) outlined below, however mild, they should get tested and they must remain at home until they receive their results:

- fever
- chills or sweats
- cough
- sore throat
- shortness of breath
- runny nose
- loss of sense of smell or taste.

In certain circumstances headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea may also be considered symptoms.

For further advice:

- call the 24-hour coronavirus (COVID-19) hotline 1800 675 398
- call a general practitioner
- use the Department of Health online self-assessment tool.
- Visit: [Where to get tested](#).

3. A child must stay at home until they are symptom free, even if their coronavirus (COVID-19) test is negative

If a person has tested positive for coronavirus (COVID-19) or been identified as a close contact they must isolate/quarantine until they receive clearance from DHHS.

Health and safety measures for schools

COVIDSafe Plan for schools

COVIDSafe principles for schools should continue to be followed for on-site supervision.

The principles for maintaining a COVIDSafe school apply to all Victorian Catholic schools.

A combination of strategies is required to minimise transmission risk. No single strategy completely reduces risk and not every measure will be possible in all educational settings. Where some controls are not feasible, others should be enhanced. Strategies should also be adjusted over time in line with the changing risk of transmission in the community.

Additional measures to promote COVIDSafe activities should be implemented on school premises for students and staff continuing to receive on site supervision, including:

- limiting school access to outside visitors where possible
- reduce mixing between groups
- create workforce bubbles*

Reinforce COVIDSafe behaviours	Create COVIDSafe spaces	Promote COVIDSafe activities	Respond to COVID-19 risk
<ul style="list-style-type: none"> • stay home when unwell • practise good hygiene* • ensure physical distancing (1.5 m)* • wear a face mask* • avoid interactions in enclosed spaces* 	<ul style="list-style-type: none"> • make hand hygiene easy • keep surfaces clean and implement enhanced environmental cleaning and disinfection • promote outdoor air ventilation and do not have air conditioners on recirculate 	<ul style="list-style-type: none"> • move activities outdoors where possible, weather permitting • adapt, modify or defer higher risk activities • limit school access to outside visitors where possible • reduce mixing between groups • create workforce bubbles* 	<ul style="list-style-type: none"> • keep records and act quickly if someone becomes unwell* • use personal protective equipment • clean and disinfect appropriately if a staff member or student has been unwell while at school • manage individual risk

* These items denote Victorian government [COVIDSafe principles for business](#) and may require adaptation for the school context.

KEEPING OUR CHILDREN SAFE

- Children up to nine years old should hold an adult's hand in traffic
- School crossings are the safest place to cross the road
- Model safe crossing procedure: STOP, LOOK, LISTEN and THINK
- Drivers must stop at flagged children's crossings if a pedestrian is on, or entering the crossing, even if there is no crossing supervisor present
- Children should exit the vehicle from the rear kerbside door where possible
- Plan your trip, don't change direction of travel
- U turns should be avoided, please use roundabouts to turn your vehicles around where possible

CHILD RESTRAINTS & BOOSTER SEATS

- Children aged 4 years to under 7 years must be properly fastened in an approved adjustable forward-facing restraint with built in harness OR an approved booster seat with a properly fastened and adjustable seatbelt or child safety harness
- Did you know? The Victorian road rules allow a child aged 7 years and over to travel in the front seat of a car, however research shows that children under 12 years of age are at a greater risk of serious injury when travelling in the front seat
- **More information can be found at:**
vicroads.vic.gov.au/ChildRestraints



HANDY TIPS FOR SAFE PARKING

- Park a few streets away and walk to and from school. Use this time to teach your child about road safety and be a good role model
- Allow enough time to get your child to the school gate safely and without rushing
- Always observe the parking signs around the school
- Never park illegally in a driveway, or on/near a school crossing
- Never double park or wait on the road at a pick-up / drop off point. It blocks the vision for other drivers, forces children onto the road, obstructs the flow of traffic and may force other drivers to make inappropriate driving choices
- Do not use staff car parks or driveways to drop off your children
- Please remember to be patient, courteous and respectful when driving around schools
- **More information can be found at:**
melton.vic.gov.au/Services/Building-Planning-Transport/Roads-and-traffic/Car-parking



DRIVING SAFELY AROUND OUR SCHOOL

Safety around our school is everybody's responsibility



OBEY THE SIGNS

WHERE TO PARK – WITHIN APPROXIMATELY 400m OF A SCHOOL GATE (5-6 mins)

Parking unsafely puts children at risk

There are parking restrictions surrounding schools. The areas are regularly patrolled by City of Melton Local Law Officers and Victoria Police, purposely for the safety of children and the community. Council and Victoria Police conduct enforcement actions by the way of infringement notices to seek compliance and educate on unsafe parking and driving matters, which can put a person in danger.

Other common parking offences

- Parking on a naturestrip
- Unreasonably obstructing (flow of traffic)
- Double parked
- Stop too close to a school crossing
- Park within 3 metres of a continuous dividing line or dividing strip.



No Stopping

You must not stop at the kerb or any reason where No Stopping signs are located or within 10 metres of an intersection



No Parking Signs

You may stop for up to 2 minutes but must not leave your vehicle



Speed Limit

Do not exceed 40km/h in school zones.



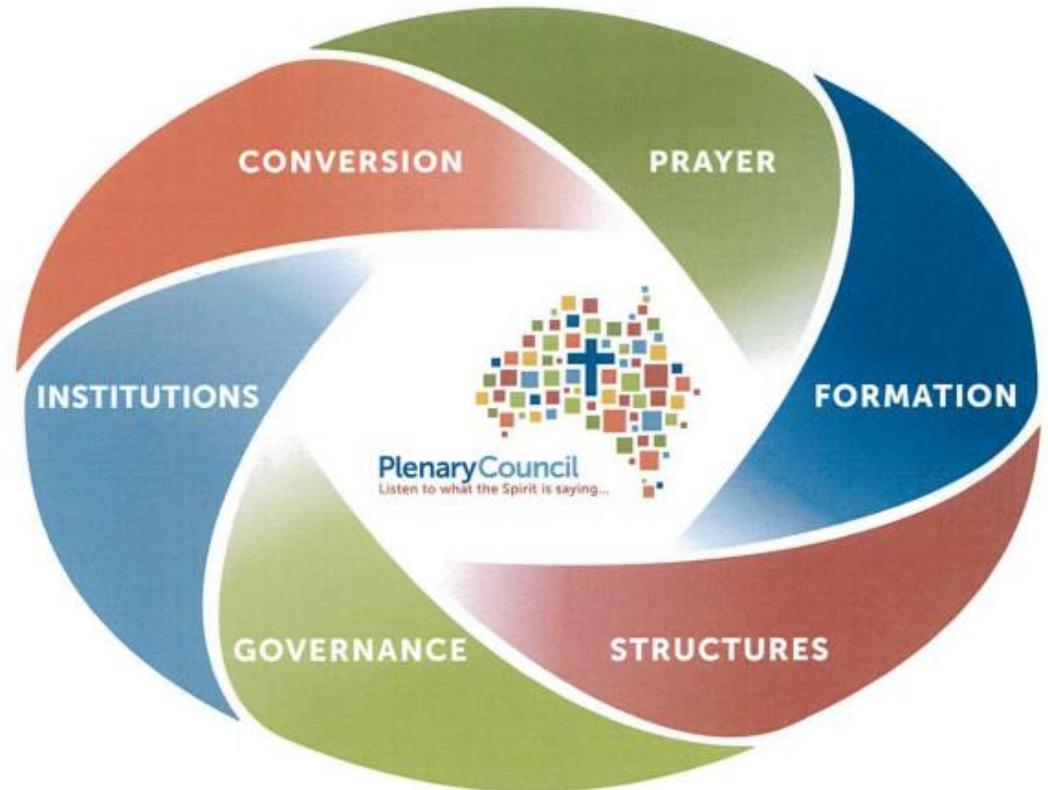
	UNRESTRICTED PARKING		DISABLED PARKING
	UNRESTRICTED PARKING, GENERALLY AVAILABLE ON ONE SIDE OF ROAD ONLY (MAINTAIN 3m TRAFFIC LANE)		BUS ZONE
	PICK UP/ DROP OFF ZONE (2 MINUTE PARKING)		NO STOPPING ZONE (STATUTORY ALL DAY, DURING SCHOOL TIMES, LOADING ZONE etc.)
	PART WAY IS OK ZONE		CHILDREN'S CROSSING/ ZEBRA CROSSING

FIFTH PLENARY COUNCIL OF AUSTRALIA **AGENDA**

As children of God, disciples of Jesus Christ and guided by the Holy Spirit, the Members of the Fifth Plenary Council of Australia are called to develop concrete proposals to create a more missionary, Christ-centred Church in Australia at this time.

'I dream of a "missionary option", that is, a missionary impulse capable of transforming everything, so that the Church's customs, ways of doing things, times and schedules, language and structures can be suitably channelled for the evangelisation of today's world rather than for her self-preservation.'

Pope Francis, Evangelii Gaudium 27



Conversion

- How might we better accompany one another on the journey of personal and communal conversion which mission in Australia requires?
- How might we heal the wounds of abuse, coming to see through the eyes of those who have been abused?
- How might the Church in Australia open in new ways to Indigenous ways of being Christian in spirituality, theology, liturgy, and missionary discipleship? How might we learn from the First Nations peoples?
- How might the Church in Australia meet the needs of the most vulnerable, go to the peripheries, be missionary in places that may be overlooked or left behind in contemporary Australia? How might we partner with others (Christians, people of other faiths, neighbourhood community groups, government) to do this?
- How might the Church in Australia respond to the call to 'ecological conversion'? How can we express and promote a commitment to an 'integral ecology of life' in all its dimensions, with particular attention to the more vulnerable people and environments in our country and region?

Prayer

- How might we become a more contemplative people, committing more deeply to prayer as a way of life, and celebrating the liturgy of the Church as an encounter with Christ who sends us out to "make disciples of all the nations"?
- How might we better embrace the diverse liturgical traditions of the Churches which make up the Catholic Church and the cultural gifts of immigrant communities to enrich the spirituality and worship of the Church in Australia?

Formation

- How might we better form leaders for mission – adults, children and families, couples and single people?
- How might we better equip ordained ministers to be enablers of missionary discipleship: the Church becoming more a "priestly people" served by the ordained ministry?
- How might formation, both pre- and post-ordination, better foster the development of bishops, priests and deacons as enablers of the universal Christian vocation to holiness lived in missionary discipleship?

Structures

- How might parishes better become local centres for the formation and animation of missionary disciples?
- How might the Church in Australia be better structured for mission, considering the parish, the diocese, religious orders, the PJPs and new communities?

Governance

- How might the People of God, lay and ordained, women and men, approach governance in the spirit of synodality and co-responsibility for more effective proclamation of the Gospel?
- How might we recast governance at every level of the Church in Australia in a more missionary key?

Institutions

- How might we better see the future of Catholic education (primary, secondary and tertiary) through a missionary lens?
- How might we better see the future of Catholic social services, agencies and health and aged care ministries as key missionary and evangelising agencies?

Greetings everyone!

“The extension of the COVID lockdown means that **our churches will remain closed until next Wednesday morning (28th July)**. There will be no activity in our churches over that time.”

Alongside that announcement there was a pick-me-up moment as I headed off on a walk up Alfrieda St. Blossoms have come out on two trees (between William and Henry Sts)! It seems all out of ‘whack’ – and it also shouts out as a great sign of hope that “this too will end”!

Various feelings and emotions are being experienced during the continuing lockdown aren’t there – within ourselves and around us? One might be a grim determination to do the right thing and try to stay in charge of as much of life as we can. That was expressed with strong resolve in a section of today’s Office of Readings in the ‘Daily Prayer of the Church’: it is from St Paul’s Second Letter to the Corinthians (4:8-9) -

*We are often troubled, but not crushed;
sometimes in doubt, but never in despair;
there are many enemies, but we are never without a friend;
and though badly hurt at times, we are not destroyed.*

That’s like the blossoms breaking through the bare winter branches of those Alfrieda St trees – not giving in, finding a way to come through.

Another expression of what some may be experiencing is in the attachment with this letter – words of a ‘prayer-song’ whose refrain is –

*O shelter me, O shelter me:
The way ahead is dark and difficult to see.
O shelter me, O shelter me:
All will be well if only you will shelter me!*

At Masses this weekend we would have been listening to the beginning of a five-week series of Readings on the Eucharist, that primary Gift and gathering point that we are missing so much. Although this year’s Reading cycle is mostly shaped by the Gospel of Mark, these Eucharist readings come from the Gospel of John.

As you know, we have Sunday readings in a 3-year cycle - this year we are reading from Mark’s gospel, last year it was Matthew’s, and next year it will be Luke’s. In a 3-year cycle, where does the gospel of John come in? Well, Mark’s gospel is quite short, and so there’s ‘space’ in that year of the cycle to include some of John - which is this year.

Usually this series on the Eucharist continues for five weeks in which John takes us on an exploration through stories, sayings, teachings. That starts this weekend with the story of the miracle of the feeding of the crowds. This year, however, is different because the feasts of Mary MacKillop and of the Assumption of Mary fall on Sundays. They take precedence, and so we will have just 3 weeks of readings from John on Eucharist. .

We know much about Eucharist, of course. It’s good to recall that, and to be open to appreciating this Gift in more ways. For example, we start with bread and wine. Bread is essential for life. It shows our dependence on something outside ourselves to keep us alive. We have to take something from outside ourselves if we are to remain alive. Jesus is to us what bread is to us. As he said, “I am the Bread of Life”, real, fulfilled, completed Life. And we have wine, which is festive, which can enlarge our lives, which draws us together as we ‘share a drink’ and ‘wait until everyone is gathered to make a toast’. Eucharist nudges us forward towards the ‘feast of the Kingdom of Heaven’ when all are gathered in New Life.

Another experience we are missing is the gathering of family, isn’t it? And amidst these restrictions, the coming week gives us the first ‘World Day for Grandparents and the Elderly’!!

Our Church has honoured grandparents over the ages through the feast of Saints Joachim and Anne, the grandparents of Jesus, occurring this week on Monday, 26th July. Let us pray:

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.

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.

From various sources:

"Nobody can do for little children what grandparents do. Grandparents sort of sprinkle stardust over the lives of little children."

"Young people need something stable to hang on to — a culture connection, a sense of their own past, a hope for their own future. They need what grandparents can give them."

"If nothing is going well, call your grandmother."

"What children need most are the essentials that grandparents provide in abundance. They give unconditional love, kindness, patience, humour, comfort, lessons in life. And, most importantly, cookies."

"Grandma always made you feel she had been waiting to see just you all day and now the day was complete."

"When grandparents enter the door, discipline flies out the window."

"Sometimes our grandmas and grandpas are like grand-angels."

"Becoming a grandmother is wonderful. One moment you're just a mother. The next you are all-wise and prehistoric."

Blessings for staying well and being hopeful even as we miss the great Gift of gathering for Eucharist and of greeting one another face-to-face!

Maurie Cooney

(Parish Priest)

SHELTER ME – composed by Fr Michael Joncas
A Prayer-Song in the time of the COVID-19 Pandemic

Shepherd and sheep, my God and I:
to fresh green fields you led my
steps in days gone by.
You gave me rest by quiet springs
and filled my soul with peace your
loving presence brings.

*O shelter me, O shelter me:
The way ahead is dark and difficult to see.
O shelter me, O shelter me:
All will be well if only you will shelter me.*

Yet now I tread a different way;
Death dogs my path with stealthy steps from day to day.
I cannot find your peaceful place
But dwell in dreary darkness, longing for your face.

I will look back in days to come and realise
your faithfulness has led me home.
Within your house I'll find my peace,
trusting that in your mercy you have sheltered me.

+++++

Go to YOUTUBE.COM
Shelter Me by Michael Joncas
Recorded by *Spiritu* during the time of COVID-19

<https://www.youtube.com/watch?v=F3KifN7Jfpc>



Cana is committed to the Safety and Wellbeing of our students

School Hours

Music starts at 8:42am

Monday	8:45am – 3:15pm
Tuesday	8:45am – 3:15pm
Wednesday	8:45am – 3:15pm
Thursday	8:45am – 3:15pm
Friday	8:45am – 3:15pm

Mass Times

Saturday	
Sacred Heart	5:00pm
Emmaus	6:30pm
Sunday	
Sacred Heart	8:00am, 10:15am, 11:30am
Emmaus	9:00am
Parish Office / Presbytery Secretary Margaret	T: 9366 2146 F: 9366 9876

Second Hand Uniform

Due to the need for social distancing and other COVID safety measures, we cannot currently offer second-hand uniforms. We will advise when this returns and in the meantime recommend contacting your PSW outlet for uniform enquiries.



School Website

To watch videos from the website, the password you will need is:

PASSWORD: CanaVids



Mobile Phone App

We advise all families to download this App as this is our form of communication.



OshClub is our Before & After School Care Program. Children need to be registered before they attend.

We advise all families to register their child/ren (registration is free).

OSH Program Numbers:

Mobile: 0478 022 320

Head Office: 1300 395 735

Cana Bank Account

For EFT payments, please ensure you reference your SURNAME and your

6 – digit family ID

BSB: 083 347

Account: 563 101 059