



# SCHOOL NEWSLETTER

## Parish Priest

Fr Maurie Cooney

## Principal

Mrs Carmen Blatti

principal@canahillside.catholic.edu.au

## Deputy Principal /

Religious Education / ICT

/ Administration/

Mrs Lina Vermeulen

Lina.vermeulen@canahillside.catholic.edu.au

## Deputy Principal /

Curriculum Coordinator /

Learning Diversity

Mrs Liz Cutajar

elizabeth.cutajar@canahillside.catholic.edu.au

## Child Safety Officer /

Wellbeing Leader

Mr Brett Grealy

brett.grealy@canahillside.catholic.edu.au

## Accounts / Finance

Mrs Trudy Milligan

Trudy.milligan@canahillside.catholic.edu.au

## Administrators

Mrs Carla Doherty,

Mrs Christina Theodosiou and

Ms Nadia Loterzo

Office.staff@canahillside.catholic.edu.au



We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Cana School stands in the suburb of Hillside. We pay our respect to their Elders past, present and emerging.



## TERM 3 ISSUE 5 Friday 11th August, 2023

On Tuesday we celebrated Mary Mackillop and Cana Feast Day. It was a wonderful day celebrated with a whole school Mass in the morning and Krispy Kreme Donut for snack. We have a fun packed night planned for tonight with our Cana Bingo night. There will be many items auctioned off and prizes on the night.

## Feast of Saint Mary Mackillop

Woman of vision, with an unwavering spirit.

Pioneer educator of disadvantaged, isolated and bush children.

Comforter of prisoners and the unwanted.

Extraordinary friend to all faiths and none.

Fearless advocate who lifted the vulnerable to greater things.

Shining example of complete belief in the providence of God.

Pray for us to be fair and courageous, and walk beside us as we face our daily journey.

## Mass Times for Term 3

Mass at Cana is celebrated in year levels and occasionally on Holy Days of Obligation we will have whole school masses as we come together as a community to celebrate the Eucharist. Below is our last mass for Term 3. All families are welcome to attend.

Thursday 14th September - 2pm

Held by Grade 4S

# Dates for your Calendar

## Term 3, 2023

Friday 11th August	Family Bingo Night - Doors open at 5:30pm
Wednesday 16th August	Cana School Advisory Council Meeting at 7pm, Meeting will be in the staffroom
Thursday 17th August	School Closure Additional date - Professional Development Day for Teachers
Monday 21st August	Book Week New Date - Dress up Parade at 8:45am - Details below
Tuesday 22nd August	Grade 5 - Viewing CRC Caroline Springs Performance (High School Musical)
Friday 1st September	Father's Day Stall
Monday 4th September	Father's Day Morning Tea - Details below
Monday 4th - Friday 8th September	Book Fair - Will be held during this week in the hall - Details to follow
Monday 4th September	Parent / Teacher Interviews 3:30pm - 4:30pm
Tuesday 5th September	Grade 3 - Excursion Melbourne / MCG
Wednesday 6th September	Grade 5 - Excursion to Sovereign Hill
Thursday 7th September	School Closed - Parent / Teacher Interviews - 8:30am - 3:30pm
Friday 8th September	Grade 1 - Excursion to the Zoo
Tuesday 12th September	Grade 6J - Excursion to Parliament
Wednesday 13th September	Grade 6S - Excursion to Parliament
Thursday 14th September	Footy Day - Details to follow
Friday 15th September	End of term 3 - Students finish at 1:00pm

## Term 4, 2023

Monday 2nd October	First Day of Term 4, 8:45am start
<b>Sacraments 2023</b>	
Saturday 19th August	Grade 4, First Communion, Emmaus Church 4S -11:30am and 4K-1:00pm
Wednesday 11th October	Grade 3 Reconciliation, Emmaus Church 5pm and 6:30pm

## School Pick Up / Drop Off

We have noticed that some families have been performing U-turns during peak pick up and drop off times. This is causing traffic hold ups and congestion on the roads resulting in the area becoming unsafe. Please use the roundabout for ALL U-turns and follow the correct safety traffic rules.

If extended family members are collecting / dropping off your children please inform them of this information.

**Thank you for your continued support - Parents and Friends Committee**

Thank you to our Parents and Friends committee for your continued support with helping organise multiple fundraisers for the school. We appreciate all your effort and time given to help the school community.

## Open Classroom

This term we will be providing parents / guardians with an opportunity to visit their child/s classroom to see their learnings.



### Open classrooms for parents/guardians to see student learning

Date	Class	Date	Class
Wednesday 16th August 2.30pm - 3.00pm	Grade 2	Tuesday 5th September 2.30pm - 3.00pm	Grade 4
Thursday 31st August 2.30pm - 3.00pm	Grade 3	Wednesday 6th September 2.30pm - 3.00pm	Grade 6
Friday 1st September 2.45pm - 3.15pm	Grade 1	Friday 8th September 2.30pm - 3.00pm	Prep
Monday 4th September 2.30pm - 3.00pm	Grade 5		



### CANA CATHOLIC PRIMARY SCHOOL

A.B.N. 72 057 942 368  
46 Banchory Avenue HILLSIDE Victoria 3037  
Phone (03) 8390 8200  
[www.canahillside.catholic.edu.au](http://www.canahillside.catholic.edu.au)

Cana Catholic Primary School has a commitment to the care, safety and wellbeing of children.

## NOTICE OF 2023 SCHOOL FEES

### Payment Requirement Schedule

To ensure that you maintain your payment schedule, please refer to the table below as a guide, to assist with identifying the required level of payment required for your family structure.

Students per Family	Annual Fee/Levies	Early Full Payment Discount Criteria		Payments by instalments by Term Due Dates		
		Early Payment Discount *	Payment required by 6/04/2023 *	25% paid by End Term 1 6 <sup>th</sup> April 2023	75% paid by End Term 2 23 <sup>rd</sup> June 2023	Balance Due by 15 <sup>th</sup> September 2023
1 child family	\$2,795.00	-\$50.00	\$2,745.00	\$698.75	\$2,096.25	\$698.75
2 child family	\$3,740.00	-\$50.00	\$3,690.00	\$935.00	\$2,805.00	\$935.00
3 child family	\$4,685.00	-\$50.00	\$4,635.00	\$1,171.25	\$3,513.75	\$1,171.25
4 child family	\$5,630.00	-\$50.00	\$5,580.00	\$1,407.50	\$4,222.50	\$1,407.50

If paying by instalments, please consider the level of payment required by each due date. If a Payment Plan is required, please contact the Cana Catholic Primary School Front Office to arrange for a private meeting with our School Bursar to discuss Payment Plan Options. Payment Plans provide maximum benefit when arranged early during Term 1.

M: 1. 2023 Admin 2023 ADMIN 2023 Notice of School Fees/NOTICE OF 2023 SCHOOL FEES.docx

## 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**

### Camps Sports and Excursion Fund Applications

The Camps, Sports and Excursions Fund (CSEF) provides financial support to eligible families so students can attend school camps, outdoor education and sporting programs, as well as incursions and excursions. If you have not applied for CSEF and hold a currently valid Healthcare Card, or if you have an existing card and a new child is joining Cana, please let the office know.



# Grade 2 - Space Day Photos

This term the children in Grade 2 have been learning about space and on Thursday they had an opportunity to dress-up.





## Year 4 Italian cooking!

On the 10th of August, the Year 4's participated in a food experience during Italian class. They prepared a traditional Italian dish, *Calzone*. (An Italian folded pizza.) We had a very successful day and the students definitely enjoyed the taste of their yummy calzone! Here are a few snaps of the day. Thanks to Mrs Burley and Mrs Gregory for your assistance on the day!







2023

# BOOK WEEK

“READ, INSPIRE, GROW”



DRESS UP DAY  
MONDAY 21<sup>ST</sup> AUGUST 2023



Come to school dressed as your favourite character or book.

We will have a Dress Up Parade at 8:45am. All families welcome.



Stay tuned for more exciting activities Cana will be doing during Book Week!



We can't wait to see your wonderful costumes!



# Anxiety requires understanding



**- by Michael Grose**

The recent rise in childhood and adolescent anxiety and its acceleration during COVID-19 has worried parents and teachers. Many ask how they can assist kids when they become anxious about seemingly routine events such as attending school camps and excursions, tackling difficult subjects, or facing the prolonged absence of a favourite teacher.

Typical responses such as ignoring their worries or encouraging them to 'get on with it' are unhelpful. Allowing a child to avoid an activity that makes them anxious is another unhelpful option. Avoidance may help kids feel safe in the short term, but it risks the establishment of a long-term pattern that can be impossible to shift.

Regardless of the source every child and young person needs an adult in their life that understands them when they are anxious. It may make little sense that an activity makes a child anxious, you just need to understand that they are anxious. They need someone to witness their anxiety without dismissing or ignoring their feelings.

Anxious kids frequently look to parents and teachers for reassurance when they feel anxious. This shows in many ways, including kids continually seeking the opinion of others, wanting parents or teachers to make decisions for them, and continually asking for praise. Adults don't have to fix kids' problems, but we do have to understand they are anxious.

The use of 'Ahhhh' statements to validate how an anxious child is feeling, is a practical way to show that you are trying to understand them. It's also a great way to help a child develop a more nuanced emotional vocabulary. Here are some examples:

'Ahhhh, you're feeling anxious about going to school camp . . .'

'Ahhhh, you're having one of those "I might mess it up" thoughts . . .'

Each child's anxiety is unique. The first and most important response from an adult is to show a child that you 'get' that they are anxious. Having someone understand that they are anxious is an enormous relief, particularly if they haven't been taken seriously in the past. Sitting alongside a child who feels anxious is an underestimated act of compassion that makes a huge difference to their immediate emotional state.

If your child requires any support in the areas of mental health and wellbeing you are warmly invited to make contact with Vanessa Coulter or Brett Grealy in person or via email:

---

# Father's Day



A morning to celebrate

Monday 4th September  
(rostered day off for those in a trade)

8.15 to 8.45am

Coffee, tea, pastry/biscuits  
will be served

(juice for children)

---

## Expression of interest for catering purposes

Will attend (Fathers only)

Number of children attending \_\_\_\_\_





## CANA CATHOLIC PRIMARY SCHOOL

A.B.N. 72 007 642 366

46 Barchery Avenue, Hillside Victoria 3037

Phone (03) 8390 8200

[www.canahillside.catholic.edu.au](http://www.canahillside.catholic.edu.au)

*Cana Catholic Primary School has a commitment to the care, safety and wellbeing of children.*

## The Child Safe Standards

The safety of each child at Cana is of the utmost importance. It is our duty of care to ensure each child feels safe within all environments including school, home, and the community.

To comply with the [Ministerial Order No. 1359 – Implementing the Child Safe Standards](#), Cana is required to meet the Child Safe Standards 1-11. Below is an outline of each Child Safe standard. More information on each standard can be found here: [The 11 Child Safe Standards](#)

**Standard 1:** To establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

**Standard 2:** Child safety and wellbeing are embedded in organisational leadership, governance, and culture.

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

**Standard 4:** Families and communities are informed and involved in promoting child safety and wellbeing.

**Standard 5:** Equity is upheld, and diverse needs respected in policy and practice.

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

**Standard 7:** Processes for complaints and concerns are child focused.

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

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

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

**Standard 11:** Policies and procedures document how the school is safe for children and young people.

**In future editions of the newsletter, each Child Safe Standard will be explored in further detail with examples of how it is implemented at Cana.**

## Message from Fr. Maurie

Greetings to everyone!

One of the things I can't understand about life is how the process of teaching and learning happens. Consequently I cannot imagine myself being a school teacher. I have enormous admiration for teachers who do so well, something that I don't understand at all.

Therefore I felt a little pleased with myself the other day after a Mass with a group of Grade 5s and 6s at our Cana School. They had chosen to reflect on the 'justice' aspect of our faith. I reminded them that there are four essential elements to our life of faith: doctrinal (how we talk about what we believe), liturgical (how we pray and worship as believers), moral (how I shape my own life in the way of Jesus), social (how I interact with the world around me). Their choice of reflection recognised that 'social justice' is to be as much part of our living faith as the doctrine, liturgy and moral dimensions.

After the Mass they repeated back to me those four areas!!!

A more challenging and demanding part comes when we try to make all that real.

One aspect of this social justice was brought to our attention as this week was named 'Homelessness Week'. In an attachment with this Letter (Addressing 'no fixed address'), Jesuit Priest Fr Andrew Hamilton reminds us that 'Homelessness represents the violation of the right of every human being to a culturally appropriate place in which to live. As we mark Homelessness Week, we need to imagine the pain and isolation that are synonymous with not having a roof over our heads'. The article in the attachment alerts to the many shapes that 'being without a home' can take in our own society around us now.

The concept of 'having a home' comes into so many parts of our Scriptures. God comes into the home of Abraham and Sarah (in the guise of three strangers); God's people strive for a homeland, led towards that through many joys and sufferings. Jesus was quite at home in people's homes: the homes of Martha, Mary, Lazarus (whose joint feast we had last week), Peter (where Peter's mother-in-law was ill), Simon the Pharisee, Zacchaeus, and more.

During this coming week, we have the Feast of the Assumption of Mary to Heaven – she who gave a home to Jesus now comes home with him in eternal life!

At funerals we are reminded that 'our true home is in heaven'.

One of the 'homes' that many older people move into are the Aged Care/Nursing Home places in our Parish. What a significant move this is – to leave your well-established home of many years and move into this new home, with new neighbours, with schedules in place for meals, recreation, visits from friends and family!

A very important Ministry in our Parish is the Teams who share Holy Communion with those in the four Aged Care/Nursing Home. As well as sharing the Sacrament, this Ministry brings the local neighbourhood and the life of our Parish to residents. They may have moved into a new home: they continue to be part of the Church and the neighbourhood, recognised and shared with them in this Ministry.

At all Masses this weekend members of the Ministry Team will ask for some Parishioners to step up and participate in this ministry – the number of participants in this Ministry has declined in recent years. Remember that saying of Teresa of Avila: "Christ has no hands now but ours!"

Some maintenance works have been completed in our Parish, with more under way. Following concern about some safety issues and faulty systems in Emmaus church, the decision was taken to overhaul all the lighting, internal and external. It's not true that you need sunglasses when you enter Emmaus now; but it has made a huge difference! That is \$10,000 of Parishioners' Thanksgiving contributions being well spent. The suggestion is that our lighting bill will be 50% less in the next twelve months because of the new fixtures that have been installed.

At Sacred Heart church, locks on several doors have stopped functioning. After a quick-fix, a couple have collapsed altogether now. We are getting quotes for replacing all the locks. That raised the question of the woodwork on the



doors and windows – we are getting quotes for repairing and painting all that. And after the toilets have been getting blocked too often lately, perhaps they need more than an ‘unblock’. Thank you for Thanksgiving contributions!

Our Parish Finance Committee met during the week, and is maintaining a close overview of this essential part of our sharing in Parish life.

I’ll keep you posted.

We have entered ‘First Communion Season’. This weekend our young Parishioners at Emmaus School share the Meal of the Lord with us for the first time. The following weekend so do our young Parishioners at our Cana School. Sacred Heart young Parishioners will take that step in early September. I have enjoyed meeting with these young people and their families and exploring together the great gift that Eucharist is! They know so much already because of the great work of their teachers!

Following last week’s Letter I received several comments about our Parish’s life. That had me looking at Pope Francis’ words on ‘Parish’:

“The Parish is the presence of the Church in a given territory; an environment for hearing God’s word, for growth in the Christian life, for dialogue, proclamation, charitable outreach, worship and celebration...a community of communities.

“The Parish is not an outdated institution; precisely because it possesses great flexibility, it can assume quite different contours depending on the openness and missionary creativity of the pastor and the community. While certainly not the only institution which evangelises, if the parish proves capable of self-renewal and constant adaptability, it continues to be ‘the Church living in the midst of the homes of her sons and daughters’”.

There are blessing, call and challenge in there, aren’t there!

Best wishes and blessings to all! This weekend’s Parish newsletter is in an attachment with this email.

Maurie Cooney

(Parish Priest)

**SACRED HEART/EMMAUS PARISH, ST ALBANS/SYDENHAM**

4 Winifred St

St Albans, VIC 3021

Ph: (03) 9366 2146

Website: <http://pol.org.au/stalbanssydenham/Home.aspx>

## Addressing ‘no fixed address’

Homelessness represents the violation of the right of every human being to a culturally appropriate place in which to live. As we mark Homelessness Week, we need to imagine the pain and isolation that are synonymous with not having a roof over our heads.

By Fr Andrew Hamilton SJ

For most of us, Homelessness Week reminds us of people whom we do not know personally. They are other people who sleep on the streets or under bridges. During Homelessness Week we may be moved to sleep rough for a night at an event held in solidarity with them.

This year, Homelessness Week has moved closer to home. It is about people like us. We read the stories of people who come to the city to work but cannot find accommodation, about ageing people forced from their rented accommodation by rapidly rising rents, about couples and families who live in tents or in their vehicles, about students who come to Australia to study but return home because they cannot find a place to live, about middle-aged people who move back with their elderly parents.

We know some of these people, and we have heard stories of others from our friends. We can imagine ourselves as homeless.

We may not experience, but can readily imagine, the pain and isolation that go with being homeless. Without a fixed residence we find it difficult to plan; our communication with government departments becomes difficult; the things we take for granted in our daily life such as cooking, hygiene, washing clothes, relaxing and planning become major challenges. Our network of connection with family, friends and neighbours becomes stretched. If we have children we may be forced to move from place to place to find temporary accommodation despite the disruption this brings to their growth, their friendships and their sense of security. Homelessness is more than a misfortune. It is the violation of the right of every human being to a culturally appropriate place in which to live.



Homeless Jesus, the Timothy Schmalz sculpture, occupies a prominent place in the courtyard at Newman College in Melbourne. At the time of its installation, then Rector Fr Bill Uren SJ said the placement was intended to bring people’s attention to those on the margins of society.

Photo: David McMahan

The growth of homelessness and the inability and unreadiness of governments to address its causes and effects reveal to us that the way in which we shape our economy needs urgent reform. Over many years it has come to increase the wealth of the rich and to put increasing pressure on those without property.

We have allowed houses to become primarily an investment and not places of living, and have subsidised the wealthy to live off these investments. At the same time, we have resisted paying higher taxes and reducing subsidies to investors in order to apply the funds to build public housing.

Homelessness is not an act of God. It is the result of priorities we have tolerated that have increased inequality and with it the price of housing and the consequent exclusion of people who are less well off.

In this Homelessness Week we should, as Jesus would want us to do, look out for people who are homeless in our own neighbourhood and among our friends, join local groups that help people find accommodation and pressure our governments to reform the systems that make for homelessness.

When it comes to lack of shelter, we should not be content to have the poor always with us. We should ensure that the poor can share with us the world, our common home.





**Nineteenth Sunday in Ordinary Time - Year A - 13th August 2023**

**Parish Details:**

**Address:** 4 Woodford Street, St Albans 3021  
**Phone:** 0166 2146

**Finance:** Lorraine Stafford: [StAlbans.Finance@cam.org.au](mailto:StAlbans.Finance@cam.org.au)

**Parish Office:** Lauren Mellers: [StAlbans@cam.org.au](mailto:StAlbans@cam.org.au)

**Office Hours:**

**Monday & Tuesday:** 9:30am—4:00pm

**Wednesday-Friday:** 9:30am—2:30pm

**Sacrament of Reconciliation:**

**Sacred Heart** English Saturday 10:30am  
 Maltese every 4th Saturday 4:00pm

**Baptism:** Eight weeks notice is required

**Marriage:** Six months noticed required

**Sacred Heart Mass Times:**

**Weekdays:**

Tuesday - Friday 7:30am

Saturday 9:00am

**Weekend:**

Saturday 5:00pm

Sunday 7:30am, 10:30am

Polish 9:00am

Slovene 2nd Sunday of month at 5:00pm

**Emmaus Mass Times:**

Saturday 8:30pm

Sunday 9:00am

**Website:** <http://wpl.org.au/stalbenssydenham/home.aspx>

**SAFEGUARDING POLICY**

Sacred Heart/Emmaus Parish is committed to the care, wellbeing and protection of children, young people and people at risk in our community. The Parish takes a zero-tolerance approach to child abuse and upholds that child protection and the dignity of every person is the responsibility of every adult. To report issues and concerns, contact: [stalbens.cw@cam.org.au](mailto:stalbens.cw@cam.org.au) or 0413 841 936

**ACKNOWLEDGEMENT OF COUNTRY**

Sacred Heart-Emmaus Parish acknowledges the Wurundjeri people of the Kulin nation, the traditional owners of the land where we gather. We pay our respect to their elders past, present and emerging.

**READINGS**

**This Week:** First Reading: 1 Kings 19:9,11-13 Second Reading: Romans 9:1-5 Gospel: Matthew 14:22-33

**Next Week:** First Reading: Isaiah 56:1,6-7 Second Reading: Romans 11:13-15, 29-32 Gospel: Matthew 15:21-28

**REFLECTION**

***FEAST OF MARY, ASSUMED TO THE ETERNAL LIFE OF  
 THE KINGDOM OF HEAVEN - 15<sup>th</sup> August***

Mary is named in our Church as 'the first disciple' of the Lord, through we come to experience the Son of God born amongst us, human. In Mary we come to know what it means for us, also, to be disciples. Mary lived her life with deep faith and a contemplative spirit. She confronted many situations which we see around us: pregnant and unmarried at an early age; facing uncertainty about Joseph's acceptance of her; giving birth far away from home and family; fleeing with Joseph into Egypt to protect her child and themselves from persecution; a run-away child who disappeared for three days; puzzled and confused when her son began his public ministry; seeing him suffer and die like a criminal.

There were great moments, too: rejoicing with her cousin Elizabeth over the approaching birth of their sons; watching Jesus help the newly-married couple at the wedding feast in Cana; seeing the power of God move in her Son during his ministry; seeing him rise to new life; gathering with the early disciples in prayer awaiting the coming of the Holy Spirit.

Through her inspiration may we develop the skill to reflect on our lives under the power and influence of God's Spirit so that, whatever life may bring us, we will be able to live our lives with courage, faith and love, giving Christ form and shape in who we are and how we live.

The feast of the Assumption of Mary to heaven is another proclamation of God's promise of eternal life – which is not only for Jesus, raised into new life through death, but for us all: modelled here in the life of the woman, the mother who shared in so much of the lives that we know so well today.



**"Blessed are you among women, and blessed is the fruit of your womb."**



## Catholic Regional College St Albans

Have you enrolled your  
child for YEAR 7 2025?

Enrolments closing August 18 2023

هل سجلت ولدك في صف السابع لعام 2025  
ينتهي التسجيل في 18 آب 2023

**Hạn cuối Đăng Ký  
ngày 18/08/2023**



Scan the QR code  
for enrolment  
information

**Friday 18 August 2023:**  
Applications for Year 7 2025 close.

**Friday 20 October 2023:**  
Offers of places are posted to families.

**Friday 10 November 2023:**  
Final date for acceptance of offers made.

9366 2544



[www.crcstalbens.catholic.edu.au](http://www.crcstalbens.catholic.edu.au)



[echalmers@crcstalbens.com.au](mailto:echalmers@crcstalbens.com.au)





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 Blatts

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

## 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) المعلومات على التخطيط لاحتياجات الطلاب ذوي الإعاقة.

### من يتم حصره خلال جمع البيانات؟

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

1. هل يحتاج الطلاب 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 \(DDA\)](#) والتي يمكن أن تشمل الكثير من الطلاب.
3. هل قامت المدرسة بمحاولة أو محاولة طفلك بشأن المساعدة التي يمكنها تقديمها؟
4. هل قامت المدرسة بالاحتفاظ بسجلات حول المساعدة التي قدمتها، واحتياجات الطلاب، والأسباب التي يحتاج من أجلها الطلاب تلك المساعدة؟ مستحاج المدرسة إلى الاحتفاظ بنسخ من الاختبارات، أو أعمال الطلاب، أو التقييمات، أو سجلات الاجتماعات، أو التقارير الطبية، أو غيرها من الأوراق والمعلومات الخاصة بتطور تعلم الطلاب بمرور الوقت.

بمجرد أن تقرر المدرسة أن الطلاب ينبغي حصره في NCCD، سيكون عليها اختيار 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: العسية، والإدراكية، والاجتماعية - العاطفية، والبصرية.

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 *dyslexia*)، ومشاكل صحية (مثل المرع *epilepsy* أو السكري *diabetes*)، وإعاقة بنية (مثل الشلل النعاعي *cerebral palsy*)، وفقدان البصر/السمع، والمشاكل الاجتماعية - العنقوية (مثل الخرس الانتقالي *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 الطلاب 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 الطلاب 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 آخرون إلى الكثير من المساعدة طوال الوقت تقريباً. يعتمد نوع المساعدة المقدمة على احتياجات الطلاب. يمكن أن تشمل المساعدة تعديلات



## 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).



# 为父母、照顾者和监护人提供的NCCD信息表

## 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年残疾权法》](#)（IDA），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年残疾权法》](#)（IDA）。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校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

## Parents/Families.

Parents we all need to be in partnership and to always be respectful of each other during all interactions - face to face or on social media. We are role models for our children and need to be reflective of our communications and actions.

If there are any concerns please see your child's classroom teacher as the first point of contact, or you can contact the Principal on [principal@canahillside.catholic.edu.au](mailto:principal@canahillside.catholic.edu.au)



# Child Safety Code of Conduct

## Safeguarding Children and Young People Code of Conduct

### Acceptable behaviours

All MACS Board members, MACS Board committee members, School Advisory Council members, the Principal and all our other staff, volunteers, contractors, parent community and clergy at Cana are responsible for supporting the safety of children by:

- adhering to the school's child-safe policy and upholding the school's statement of commitment to child safety, at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect
- taking into account the needs of all children and students
- listening and responding to the views and concerns of children – particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal or Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and linguistically diverse backgrounds (for example, by having a zero-tolerance for discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not alone with a child
- reporting any allegations of child abuse to the school's leadership (or child safety officer if the school has appointed someone to this role)
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958* (Vic.)
- understanding and complying with all obligations as they relate to the reportable conduct scheme including reporting allegations of reportable conduct in accordance with the school's reportable conduct policy
- reporting any child safety concerns to the school's leadership (or child safety officer if the school has appointed someone to this role)
- ensuring as quickly as possible that the child is safe if an allegation of child abuse is made
- reporting to the Victorian Institute of Teaching (VIT) any charges, committals for trial or convictions in relation to a sexual **offence** by a registered teacher, or specific allegations or concerns about a registered teacher



- ensuring they comply with any and all applicable professional or occupational codes of conduct.

## **Unacceptable behaviours**

All MACS Board members, MACS Board committee members, School Advisory Council members, the Principal and all our other staff, volunteers, contractors and clergy at Cana must not:

- ignore or disregard any suspected or disclosed child abuse. This includes but not limited to – physical / mental abuse, neglect and any form of maltreatment by an adult which is threatening to a child.
- develop any special relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example, inappropriate sitting on laps)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves (for example, toileting or changing clothes)
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- work with children while under the influence of alcohol or illegal drugs
- have contact with a child or their family outside school without the school leadership's or child safety officer's (if the school has appointed someone to this role) knowledge and/or consent or the school governing authority's approval (for example, unauthorised after-hours tutoring, private instrumental/other lessons or sport coaching); accidental contact, such as seeing people in the street, is appropriate
- have any online contact with a child (including by social media, email, instant messaging) or their family unless necessary (for example, providing families with eNewsletters or assisting students with their schoolwork)
- use any personal communication channels/devices such as a personal email account
- exchange personal contact details such as phone numbers, social networking sites or email addresses
- photograph or video a child without the consent of the parents, guardians or carers
- consume alcohol or drugs at school or at school events in the presence of children.

**Please note:** Cana students can enrol in any CRC College, we are all part of the same Parish and all students are welcome.



Catholic  
Regional College  
North Keilor

## Term 3 College Tours

Bring your child to a College Tour and:

- Meet the College Principal
- Visit Classes in Action
- Chat to Enrolment Staff
- Engage with Student Ambassadors
- Share Morning Tea

### Upcoming Tour Dates

Wednesday 19 July

Wednesday 26 July

Tuesday 1 August

Wednesday 16 August

Tours commence at 9.15am sharp and run for approximately 90 minutes.

Online bookings are essential. Visit [www.crcnk.com.au/enrolment/college-tour](https://www.crcnk.com.au/enrolment/college-tour)



## YEAR 7 2025 APPLY NOW

VISIT THE WEBSITE TO COMPLETE AN ONLINE APPLICATION FOR ENROLMENT FORM

### KEY DATES:

FRIDAY 18 AUGUST 2023 - APPLICATIONS CLOSE

FRIDAY 20 OCTOBER 2023 - OFFERS OF ENROLMENT SENT TO FAMILIES

FRIDAY 10 NOVEMBER 2023 - FINAL DATE TO ACCEPT OFFER

<https://www.crcnk.com.au/enrolment/year-7-2025>



# CANA CATHOLIC PRIMARY SCHOOL

A.B.N. 72 007 642 368

46 Banchory Avenue HILLSIDE Victoria 3037

Phone (03) 8390 9200

[www.canahillside.catholic.edu.au](http://www.canahillside.catholic.edu.au)

Cana Catholic Primary School has a commitment to the care, safety and wellbeing of children

## NOTICE OF 2023 SCHOOL FEES

2<sup>nd</sup> December 2022

Dear Parents & Guardians

The Cana Catholic Primary School Fee and Levies for the 2023 School Year will be as follows:

<u>Description</u>	<u>1 Child Family</u>	<u>2 Child Family</u>	<u>3 Child Family</u>	<u>4 Child Family</u>
Family Fee	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
Grounds Maintenance Levy	\$200.00	\$200.00	\$200.00	\$200.00
Building Levy	150.00	150.00	150.00	150.00
<b><u>Levies per Student</u></b>				
Educational/Curriculum Levy	\$420.00	\$840.00	\$1,260.00	\$1,680.00
Excursion Levy	\$125.00	\$250.00	\$375.00	\$500.00
Technology Levy	\$400.00	\$800.00	\$1,200.00	\$1,600.00
<b><u>TOTAL 2023 School Fees</u></b>	<b><u>\$2,795.00</u></b>	<b><u>\$3,740.00</u></b>	<b><u>\$4,685.00</u></b>	<b><u>\$5,630.00</u></b>

In 2023, the School Fee *per Family* will be \$1,850.00 plus Levies *per Student* of \$945.00

Levies per Student:

Education/Curriculum Levy of \$420.00

Excursion Levy of \$125.00

Technology Levy of \$400.00

(*Yr 5 & 6 students only*)

Sport Levy of \$100.00

(*Yr 3, 4 & 6 students only*)

Sacramental Levy of \$20.00

Please Note: Grade 6 Students Only - Camp costs will be invoiced during Term 1, 2023

New Levy School Building Levy \$150.00 per family

**EARLY PAYMENT DISCOUNT – for School Fees paid in full before 8th April 2023 (End of Term 1, 2023)**

\$50 Early Payment Discount is available to families who choose to pay their school fee account in full before the end of Term 1

if paying 2023 school fees in full by the end of Term 1, please reduce your full account payment by \$50

Alternatively, Families paying by regular payment instalments throughout the year must comply with the following payment due dates:

PAYMENT DUE DATES

Due Date: 8th April 2023

Due Date: 23<sup>rd</sup> June 2023

Due Date: 15<sup>th</sup> September 2023

AMOUNT REQUIRED TO BE PAID

25% of annual Fee & Levies paid by end of Term 1

75% of annual Fee & Levies paid by end of Term 2

Balance paid in full no later than end Term 3 2023

Families can choose to pay school fees by regular instalments either Weekly, Fortnightly, or Monthly

**School Fees must be paid in full no later than end of Term 3, 2023**

If required, School Fee Payment Plans need to be arranged with the School Bursar at the commencement of Term 1, 2023.

An appointment is required to arrange a Payment Plan Meeting. Please telephone the School Office on 8390 9200 if you require a Payment Plan appointment.

**Mrs Carmen Blatti**  
Principal





# 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

**Recess 10.45am – 11.15am**  
**Lunch 1.00pm – 1.50pm**

## Mass Times

### Saturday

Sacred Heart 5:00pm  
 Emmaus 6:30pm

### Sunday

Sacred Heart  
 8:00am,  
 10:30am,  
 11:30am

Emmaus  
 9:00am

### Parish Office / Presbytery

Secretary Margaret  
 T: 9366 2146  
 F: 9366 9876

## NO Second Hand Uniform

### Sales

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