



Be Safe, Be Respectful, Be Your Best

**Newsletter Term Three**  
**Edition No11**  
(July 18<sup>th</sup> 2018)

**MINI BLITZ- Weeks 1 & 2**

**'Empathy'**

"When someone is feeling down,  
be a good friend and help them  
turn their blue mood around."

**PRAYER FOR THE BEGINNING OF A NEW TERM**

Almighty God, we give you our school.

We give you all the teachers and staff who work here.

We give you all the children who learn here.

We pray our school will continue to be a place of great discovery, adventure and creativity. May it be a place where  
we love to learn and where we learn to love.

A place where every-one is respected and all are deeply valued.

We ask all this through Jesus Christ our Lord. Amen.

Welcome back to all our students, staff, families and a chilly start to Term Three! We hope that the holidays were a safe and refreshing one for the students. The term ahead sees lots happening in the learning spaces as well as some school community events. One of those is the Grandparents Day liturgy happening on Friday 28th July at 10am. It's a special day and one that is always well supported by our families and friends.

### **Prep 2019 Information Evening**

Our Information Sessions for all families interested in enrolling their son or daughter next year are to be held in the Mercy Centre on Thursday 26<sup>th</sup> July. We'll run two sessions – one at 10.00am and one at 7.00pm for those people who are unable to make it in the morning due to work commitments.

### **Social Media**

Towards the end of the term and during the holidays there have been numerous incidents brought to my attention around our student's use of social media (in particular our senior students). Please make yourself aware of the apps and posts your children are posting. Many of the apps students are using requires them to be **13 years old!** Many students assume that because video and texts are "Snaps" (as they are called), disappear in just a few seconds and the app is totally harmless. However, photos, videos and texts can be saved as screenshots. This is worrisome for parents as you have no control over what comes across your child's screen or what they are sending at any given moment. We urged all parents to use the ABC of cyber safety management and to attempt at least one of the strategies, or all three to be most effective.

- Control ACCESS
- Set BOUNDRIES
- Openly COMMUNICATE

### **Parent Teacher Interviews**

Parent Teacher interviews will take place next week, Monday 23rd through to Thursday 26th. School interviews and reports are formal ways of reporting your child's progress throughout the year. However, if at any time during the school year you would like to discuss your child's learning or social & emotional development, please do not hesitate to contact your child's classroom teacher.

## School Fees

Thank you to all those families who have either paid their school fees in full or who have arranged a structured timetable of payments so the debt is covered by the end of the year. I would urge all families to make consistent contributions so that the debt does not get to a stage where it becomes difficult to pay off.

## Sacrament of Reconciliation

A reminder that our Parent Information Session for our Reconciliation Program will be held on Tuesday 24<sup>th</sup> July at 7.00pm in The Mercy Centre. If you have a child in Year Three who will be participating in the Home-Based Program, we ask that a parent representative be at the meeting. The meeting will be no longer than one hour and is an important information session regarding the program.

## Respectful Relationships

Over the past two terms we have been attending professional development enabling us to create a whole-school approach towards Respectful Relationships. We have had our existing procedures and culture to ensure that they model respectful relationships and gender equality practices across the entire school community.

Cultural and procedural change, requires us to continually look at staff practices, classroom management, school events, sport programs, ceremonies and other occasions, to ensure all aspects of a school's operation and culture are underpinned by respect and equality.

More information regarding Respectful Relationships has been included in this newsletter. If you have and questions or further information, please do not hesitate to call Dean.

Take Care

Arn

### Acknowledgement of Traditional Custodians

Sacred Heart acknowledges the traditional custodians of the land on which this school is built. We commit ourselves to working in partnership with Aboriginal people for reconciliation and justice.

### Lost

Oliver Watson is missing his size 10 sport tracksuit pants from the last day of school.

### For Sale

Size 4 Girl's winter tunic in excellent condition for sale.

Yvonne Strawbridge can be contacted on 0413 310 756.

### Nationally Recognised Training

at

Yarrowonga Neighbourhood House  
Registered Training Organisation No 21765



#### **CHC43115 Certificate IV in Disability**

Thursday 26<sup>th</sup> July 2018 – 12 December 2019

#### **CHC33015 Certificate III in Individual Support**

Thursday 2<sup>nd</sup> August 2018 – 8<sup>th</sup> August 2019 (in Cobram)

#### **SITHFAB002 Provide responsible service of alcohol**

Friday 3<sup>rd</sup> August

#### **HLTAID003 Provide first aid & HLTAID001 Provide CPR**

Wednesday 8<sup>th</sup> August

#### **SITHGAM001 Provide responsible gambling services**

Friday 10<sup>th</sup> August

For more details or to enrol in any of the listed courses, see our term guide, visit [www.ynh.org.au](http://www.ynh.org.au) or drop in to:



1 Hargrave Court, Yarrowonga 3730  
Ph: 03 5744 3911  
Email: [office@ynh.org.au](mailto:office@ynh.org.au)

### Yarrowonga Neighbourhood House

Registered Training Organisation No 21765

#### **Skills for Devices and Desktops**

Monday 23<sup>rd</sup> July – 17<sup>th</sup> September (excluding 30<sup>th</sup> July)

#### **Beauty and Wellbeing**

Monday 30<sup>th</sup> July – 3<sup>rd</sup> September

#### **Event Planning**

Wednesday 1<sup>st</sup> August – 19<sup>th</sup> September

#### **Introduction to Childcare**

Wednesday 8<sup>th</sup> August – 19<sup>th</sup> September

For more details or to enrol in any of these short courses, see our term guide, visit [www.ynh.org.au](http://www.ynh.org.au) or drop in to:



1 Hargrave Court, Yarrowonga 3730  
Ph: 03 5744 3911  
Email: [office@ynh.org.au](mailto:office@ynh.org.au)

Week	Term 3						
			Wed 18 <sup>th</sup>	Thu 19 <sup>th</sup>	Fri 20 <sup>th</sup>	Sat 21 <sup>st</sup>	Sun 22 <sup>nd</sup>
1 (July)				State Cross Country Melbourne	Woods Point Visit- 6M Parish Mass- Yr 5 Bluearth- Drew Whole School Assembly 2.50pm		
	Mon 23 <sup>rd</sup>	Tue 24 <sup>th</sup>	Wed 25 <sup>th</sup>	Thu 26 <sup>th</sup>	Fri 27 <sup>th</sup>	Sat 28 <sup>th</sup>	Sun 29 <sup>th</sup>
2 (July)	Parent Teacher Interviews 3.30pm-6.30pm  Festival of the Sacred Singing 11.30am-12.45pm	Parent Teacher Interviews 3.30pm-6pm  Parent Community Gathering- George Otero 10am-1pm  Parent Reconciliation Meeting 7pm	Parent Teacher Interviews 3.30pm-6.30pm  Board Meeting 6pm	Parent Teacher Interviews 3.30pm-6pm  Prep 2019 Information Sessions 10am & 7pm	Grandparent's Day Liturgy 10.00am MPB  Woods Point Visit- 6D  Teddy Bear Visit Foundation  Whole School Assembly 2.50pm		R.J Shield Chess Tournament- Albury
	Mon 30 <sup>th</sup>	Tue 31 <sup>st</sup>	Wed 1 <sup>st</sup>	Thu 2 <sup>nd</sup>	Fri 3 <sup>rd</sup>	Sat 4 <sup>th</sup>	Sun 5 <sup>th</sup>
3 (July/ Aug)			Foundation 100 Days of Learning 10am-11am		Lightning Premiership Yrs. 5/6 Woods Point Visit- 1H Parish Mass- Preps Whole School Assembly 2.50pm		Presentation Mass
	Mon 6 <sup>th</sup>	Tue 7 <sup>th</sup>	Wed 8 <sup>th</sup>	Thu 9 <sup>th</sup>	Fri 10 <sup>th</sup>	Sat 11 <sup>th</sup>	Sun 12 <sup>th</sup>
4 (Aug)			Feast of Mary Mackillop		Woods Point Visit- 6S Parish Mass- Yr 1 Whole School Assembly 2.50pm		
	Mon 13 <sup>th</sup>	Tue 14 <sup>th</sup>	Wed 15 <sup>th</sup>	Thu 16 <sup>th</sup>	Fri 17 <sup>th</sup>	Sat 18 <sup>th</sup>	Sun 19 <sup>th</sup>
5 (Aug)					Woods Point Visit- Prep M Parish Mass- Yr 2 Whole School Assembly 2.50pm		

### **Sacred Heart is a Child Safe School**

Sacred Heart Primary School promotes the safety, wellbeing and inclusion of all children, including those with a disability. Applicants are welcome to elaborate on experience they may have working with children with a disability.

### **National Consistent Collection of Data (NCCD)**

In this edition of the newsletter, there is information on the NNCD which will come into effect this year. I invite all families to read this information as it has broad implications on how information is gathered, eligibility for funding determined and how funding levels are established. Some members of our Leadership team will be attending a briefing this Friday to learn more about how the system and processes will be applied at the local level. More information will be provided when it becomes available, as well as further information later in the newsletter.

## **Catholic Identity**

**Meegan McInness**

### **Reconciliation**

A reminder to all parents in Year three that the note in relation to the Sacrament of Reconciliation and your intentions for your child, needs to be returned to school by tomorrow THURSDAY 19th July.

The Information Evening for the Sacrament of Reconciliation is to be held on Tuesday July 24th at 7pm in the Mercy Centre. This meeting explains the sacrament itself, the home base process and the first home-base meeting time and venue is organised. Your attendance at this meeting is very important as it becomes very difficult to organise home-base groups if there is not at least one adult representative per child at this meeting.

### **Grandparents Liturgy**

Next Thursday is the Feast Day of St Joachim and St Anne the Grandparents of Jesus. To celebrate this day and all our grandparents we will be having a liturgy in the MPB at 10 am on Friday July 27th. We hope to have as many grandparents and special people in our children's lives join us for this liturgy. Morning Tea will be served afterwards. A separate not will be sent home to all families later in the week.

### **Prayer for Rain**

O God, our Creator, you are the source of all life. It is through your divine providence and infinite power, that the wonder and splendour of all creation surround us. "How majestic is your name in all the earth." We pray to you who calms the raging waters and commands the wind, to provide us sufficient rain to meet our needs.

During this time, we are mindful of our dependence on you for all that sustains our body and soul. We pray for the cooling, gentle rain that will once again bring life to the fields and crops that feed us, restore the colourful rainbow of flowers and the cooling shade of the trees.

We also pray for all those who are suffering from natural disasters. May they look to you for the strength to restore their lives and heal their wounded land. Help us to always be good stewards of your creation and care for the many resources of this earth. May your grace refresh our souls.

We ask for these blessings through the intercession of Mary, Queen of Heaven and Earth. Amen.

As we enter mid-July without abundant rain, here is a prayer we can pray asking for God's help.

Have a good week everyone,

Meegan McInness

Catholic Identity Leader

[mmcinness001@shyarrowonga.catholic.edu.au](mailto:mmcinness001@shyarrowonga.catholic.edu.au)



[jbuerckn@shyarrowonga.catholic.edu.au](mailto:jbuerckn@shyarrowonga.catholic.edu.au)

Welcome back to Term 3. I trust everyone had a happy and enjoyable break. If you have any issues that you'd like to discuss, regarding your children's education or their social or emotional wellbeing, please feel free to come and see me – my office is in the Admin Block.

Our Breakfast Club is held on Wednesday and Friday mornings, before school, and all are welcome.

In light of the amazing rescue of the 12 Thai soccer players and their coach, I found the following article to be both empowering and thought-provoking:

### **The Power of Gratitude for a Happier Life by Dr Jodi Richardson Part One**



*Jodi is a happiness and wellbeing speaker and writer, and is mum to two primary school aged kids who light her up. For more great ideas on flourishing mental health for the whole family, subscribe to her newsletter at [drjodirichardson.com.au](http://drjodirichardson.com.au) and say hello on [facebook.com/DrJodiRichardson](https://www.facebook.com/DrJodiRichardson). Enquiries to [jodi@drjodirichardson.com.au](mailto:jodi@drjodirichardson.com.au)*

### **WELLBEING AND MENTAL HEALTH**

*More than just a nice feeling, gratitude is integral to happiness. If we can inspire and cultivate gratitude in our children, we're doing so much more than teaching them to be polite by saying 'thank-you'. We're helping them develop a strength that will positively affect their mental health and wellbeing over a lifetime. It's that powerful.*

Remember how many times you had to remind your kids to use manners all those years ago? I know, probably too many! Still reminding? You're not alone! In the same way, good manners eventually become a part of daily life, sincere gratitude will too. worth persevering.



their

It's

#### **Benefits of a grateful mindset**

The science tells us that compared with those who don't, people who practise gratitude are more enthusiastic, more determined, perform better at school, are more likely to avoid risky behaviours, experience less depression and envy, are more kind and helpful, sleep better and are 25 per cent happier.

Adolescents with a grateful mindset are more optimistic and experience greater social support, which is essential to their health and happiness. They experience more fulfilling friendships and family relationships, are more content in themselves and with their school, have higher grades and are less focused on material possessions.

There's simply no down side!

Practising gratitude is a sure-fire way to boost happiness, something we absolutely want for ourselves and for our children. In addition, teaching our children genuine appreciation helps them develop strong relationships over the course of their lives, and we know that strong relationships are critical to our overall happiness.



Gratitude isn't just good for the giver either. It's wonderful for the recipient too. Do you remember how you felt the last time sincere gratitude was expressed to you? It lifts our spirits, boosts our mood and inevitably strengthens our relationship with the person expressing their thanks.

#### **Where do I start?**

The best way to teach gratitude is for us as parents to role model it. When you're feeling grateful, tell your kids and explain why. If you do something kind for someone to thank them for helping you, share your story over the evening meal. Like all values we want for our kids to embrace, it's 'monkey see, monkey do'.

Different families teach gratitude in different ways. The trick is to introduce a gratitude practice that doesn't feel like a chore. Even if there's a little resistance at first, don't give up. It feels good to be grateful, so it should eventually become something that doesn't need too much of a nudge.



## CHILDREN'S CHATTER MATTERS



**In order to prepare for the language & learning demands of the school environment, children need ample time and opportunity to engage meaningful interactions with their family.**

Ten activities will be provided this term focusing on communicating for different social purposes. These activities will help your child/ren to make the necessary adjustments to their language so they can communicate for a variety of purposes, e.g. to tell stories, recount events, persuade, give instructions and report information. Learning about the language and types of words we use in each of these different contexts supports not only the child's oral language but written language development also.

Feel free to adjust these activities according to your child's grade level.

**\*\*Giving and listening to instructions;**

A key language feature of giving instructions is the use of verbs or action words. For example, when reading a recipe, you will notice the following action words are used: stir, fold, combine, melt, sift, bake, etc. Children benefit from practise identifying these key words in a sentence as they highlight for the child **what they need to do**.

Here are a number of activities to practise identifying and using action words/verbs.

- "Simon says" Take turns at being Simon and count how many different verbs each player uses. The one with the most verbs gets a bonus point. For example; **hop** on your left leg, **tickle** your tummy, **point** to the sky, **wiggle** your fingers.
- "read a recipe or list of instructions for a game" Highlight the different verbs used and discuss what they mean, for example "fold" can have a variety of meanings.
- when giving instructions ask your child to repeat the action words. Gradually increase the number of verbs, see how many they can remember for each instruction. For example, **pick up** your socks, **take** them to the laundry, **put** them in the washing machine, **turn on** the machine, **wait** until it's finished.

The following ipad apps are excellent for taking turns and to give and follow instructions.



**\*\*Giving and listening to instructions:**

One of the most rewarding learning experiences you can have with your child is while playing board or table top games. At least once a week ask your child to drag out an old game. Pretend that you've forgotten how to play the game and encourage your child to give you the instructions. Make sure you follow their instructions exactly as they say them, even if they are wrong. This way the child will realise they haven't given clear instructions and will need to adjust their language accordingly.

This website has numerous free card, paper and dice games.

[www.familyfuntwincities.com/fun-indoor-games-for-kids-of-all-ages-categorized/](http://www.familyfuntwincities.com/fun-indoor-games-for-kids-of-all-ages-categorized/)

While in the car, accidentally forget which way you are going and ask your child to give you directions. Encourage them to use appropriate instructional language for example; turn left at the next traffic lights, drive 2 more blocks then turn right at the post office. They need to include the action word and key words that highlight where to go.

If you have any questions you can contact Jasman Studzinski, Ed. Speech Pathologist through the School's Special Education Coordinator, Janine Buerckner.

## NATIONAL DISABILITY INSURANCE SCHEME (NDIS)

Please see the attached flyer which gives information about a workshop to be held in Yarrawonga on Wednesday, 25<sup>th</sup> July, from 10:30am – 12:30pm. There was an overwhelming response to the first workshop, held in May, so they have decided to provide another for those who wish to attend. This is a wonderful opportunity to learn how the NDIS can support you and your family.

## **Extend After School Care at Sacred Heart Primary School**

July Community Month: Over the next two weeks, we will look at all aspects of our eyes, and eye health

We have an Optometrist visiting out program on the 23rd of July

The recent holiday program went very well with the two excursions supported well. The children especially loved the Supertramp day.



During the holiday program, we added some new words/phrases to our dictionary: Ecosphere, Biosphere. We created our own self-sustaining system in a moccona jar, with water, snails plants and stones. They have been sealed in and going well for nearly two weeks now. We will continue this experiment into the term.

This term we will be taking a closer look at some famous works of art and the artist who created them. We will experiment with their styles to make our own creations

**Jo Kingston (Team leader) and the Extend team**

### Other News:

**Our Extend Superstars is:** Sam Haebich, for showing everyone his great climbing skills, and tricks at supertramp.

### **What's on in the coming week: Term 3 Week 2**

#### **Monday 23rd July:**

Optometrist Visit, Magazine collage

#### **Tuesday 24th July:**

Eye word search, Duck Duck Goose

#### **Wednesday 25th July:**

Drawing lesson, Free choice

#### **Thursday 26th July:**

Eye health tips, What's the time Mr. Wolf

#### **Friday 27th July:**

Eye word scramble, Simon Says

### **For Sale**

Size 4 Girl's winter tunic in excellent condition for sale.

Yvonne Strawbridge can be contacted on  
0413 310 756.

### **Yarra-Mul Basketball Association**

#### **Season 2 – 2018 Registration**

#### **ALL PLAYERS & AUSSIE HOOPS!**

Registration is NOW OPEN for 2 weeks only, for our Junior Basketball Competition on our website.

**Aussie Hoops registration opens this Thursday 19<sup>th</sup> July.**

Please register at [www.sportstg.com](http://www.sportstg.com) then on homepage scroll down and click on "Browse Our Sports Network", then

Basketball/Victoria-Country/Yarrawonga Mulwala Basketball Association. Once on our website click on the "Register Now for Domestic Basketball" OR "Aussie Hoops" icon to take you to the registration form and pay. Those registering for Aussie Hoops must register through Aussie Hoops Icon (Not the Junior Domestic area). Past and new players most welcome.

All information about age groups, fees and nights of play can be found on our website. Please register by Saturday 28<sup>th</sup> July to secure a position, as late entries cannot be guaranteed a place.

**AUSSIE HOOPS PLEASE NOTE:** Registrations open this Thursday. Numbers are capped and so places are limited. Please **register early** to secure a place and avoid disappointment. Thank you.



**SACRED HEART PRIMARY YARRAWONGA**

**PREP 2019**

**PARENT INFORMATION SESSIONS**



**Thursday 26th July**

**10am & 7pm**

**Sacred Heart Primary School  
'Mercy Centre'**

For any further information about the Parent Information Sessions please contact the School Office

Phone: (03) 5744 3339

Principal - Arn Gorman





## Sacred Heart Primary Yarrowonga

62 Orr Street, PO Box 199, Yarrowonga 3730  
Ph: (03) 5744 3339 Fax: (03) 5743 1377  
Web: [www3.shyarrowonga.catholic.edu.au](http://www3.shyarrowonga.catholic.edu.au)  
Email: [principal@shyarrowonga.catholic.edu.au](mailto:principal@shyarrowonga.catholic.edu.au)

Dear Parents,

Change and loss are issues that affect all of us at some stage in our lives. At Sacred Heart Primary School, we recognise that when changes occur in families through death, separation, divorce, moving house or school, or related circumstances, young people who are challenged by this change and loss may benefit from learning how to manage these changes effectively. We are therefore offering a very successful education program called Seasons For Growth. This program is facilitated in small groups and is based on research that highlights the importance of social support and the need to practise new skills to cope effectively with change and loss. The program focuses on issues such as self-esteem, managing feelings, problem-solving, decision-making, effective communication and support networks.

Seasons For Growth runs for eight weeks and each weekly session is 40-60 minutes. The program concludes with a 'Celebration' session. Later in the year, each group may have the opportunity to meet for two further sessions to build on their earlier learning.

Seasons For Growth will commence in the second week of Term 3. It will be facilitated by Lisa Boyer, Kay Zanin and Maureen McLarty. These staff members have received special training in the use of this program. If you believe your son or daughter would benefit from Seasons For Growth, we would encourage you to talk to him/her about this, then complete the tear-off section below and return to the school by Thursday 19<sup>th</sup> July.

If you require further information, please access the Good Grief website [www.goodgrief.org.au/seasons-growth-children-and-young-peoples-program](http://www.goodgrief.org.au/seasons-growth-children-and-young-peoples-program)  
If you would like to speak to a facilitator, please indicate on the form below.

Our school is pleased to be able to offer this important program and we are confident that it will be a valuable learning experience for those participating.

Janine Buerckner

I \_\_\_\_\_ give consent for my  
son/daughter \_\_\_\_\_ to attend the Seasons For Growth  
program. I have discussed this with him/her.

I would like to speak to a facilitator... Yes/No      My Contact no. \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# Respectful Relationships

## Primary years

We are making Victoria the Education State – a state renowned for its world-leading education system that gives our children the best start to a healthy, happy and prosperous life.

The Victorian Government is investing \$21.8 million to support Respectful Relationships in all Victorian schools, because the best relationships are respectful ones.

### ABOUT RESPECTFUL RELATIONSHIPS

Respectful Relationships is a wide ranging initiative to help young Victorians deal with a range of challenges they may face and covers topics including being respectful, resilient and engaged at school and confident in themselves.

Respectful Relationships promotes equality and helps boys as well as girls learn how to build healthy relationships. The initiative prepares them to face challenges by developing problem-solving skills and building empathy, resilience and confidence.

Family violence has a devastating impact on our community and affects people from all walks of life. The Royal Commission into Family Violence recommended Respectful Relationships be introduced to all schools to change attitudes and prevent the prevalence of family violence in future generations.

In 2016 Respectful Relationships became a core component of the Victorian Curriculum and is being taught in all government and Catholic schools and many independent schools.

Respectful Relationships is underpinned by evidence that shows schools can play a key role in preventing family violence by helping students develop an understanding of healthy relationships and respect.



### RESPECTFUL RELATIONSHIP LEADING AND PARTNER SCHOOLS

In 2017, more than 120 Victorian Schools are receiving funding and intensive professional development training to become Respectful Relationships Leading Schools and over 900 schools are being mentored by the Leading schools to become Respectful Relationships Partner schools.

These schools are being supported to implement a whole school approach to Respectful Relationships. Schools will look at their culture, practices and policies relating to gender and drive meaningful change, building an enhanced culture of respect and equality as schools and as workplaces.

Leading and Partner Schools are provided with targeted assistance to support and refer students and families who are affected by family violence.

### RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS TEACHING AND LEARNING MATERIALS

Resilience, Rights & Respectful Relationships teaching and learning materials for Prep-to-Year 12. They are available online for all schools to use.

The resources have been developed by world-leading experts from Deakin University and the Melbourne Graduate School of Education. These age-appropriate resources for the curriculum delivery and include lesson plans and activities that help students learn and practice social skills and apply them in a positive way to learning, life and relationships.

### WHAT IS TAUGHT IN THE PRIMARY YEARS?

In the primary years, the focus of Respectful Relationships is on treating everyone with respect and dignity. The teaching resources provide tailored learning materials for Prep to year 6, including age appropriate lesson plans and activities that help students learn new skills and build confidence and resilience.

### WHAT ARE THE BENEFITS OF CHILDREN LEARNING ABOUT RESPECTFUL RELATIONSHIPS?

We know that a good education is about more than simply getting good marks, it is about supporting children to become contributing members of our communities, with productive and healthy adult lives.

Evidence shows that respectful relationships education:

- helps equip children with the skills to communicate positively and respectfully, build positive relationships and challenge stereotypes that don't support equality
- positively impacts overall academic outcomes, mental health, classroom behaviour and student-teacher relationships (Our Watch, 2016).

### HOW CAN RESPECTFUL RELATIONSHIPS HELP ADDRESS FAMILY VIOLENCE?

Family violence is complex and multifaceted but research shows that gender inequality is a key driver (VicHealth, 2007).

More than one in three Australian women aged over 18 has experienced violence since the age of 15 (Australian Bureau of Statistics, 2012). A 2013 VicHealth study found that of Australian young people aged 16-24:

- Almost a quarter believe that partner violence can be excused if the person is so angry they lose control
- Only half knew where to get help if they were faced with a problem about violence against women (VicHealth, 2013).

The evidence supporting Respectful Relationships is overwhelming and comes from respected institutions such as the World Health Organization and The Royal Commission into Family Violence. Helping children develop an understanding of healthy relationships and respect is key to preventing family violence in the future.

The Respectful Relationships Education in Schools (RREiS) trialled across 19 schools, and reaching 1,700 teachers and 4,000 students was found to have had a positive effect on; students' attitudes, knowledge and skills, and school policies, culture and ethos.

### MORE INFORMATION:

For more information visit:

[education.vic.gov.au/respectfulrelationships](http://education.vic.gov.au/respectfulrelationships)

For enquiries email:

[respectful.relationships@edumail.vic.gov.au](mailto:respectful.relationships@edumail.vic.gov.au)





## Would you like to learn more about the National Disability Insurance Scheme (NDIS)

Rights Information & Advocacy Centre (RIAC) invite you to join us at the

### 'Being Prepared for NDIS' Workshop

When: Wednesday *25 July* 2018  
between 10:30am - 12:30pm

Where: 1 Hargrave Ct, Yarrowonga VIC 3730

Phone: 03 5744 3911

Learn about RIAC and how we can support and advocate for you when needed

Learn about the NDIS, NDIS Planning, Putting your NDIS plan into action and how to advocate for the person you care for

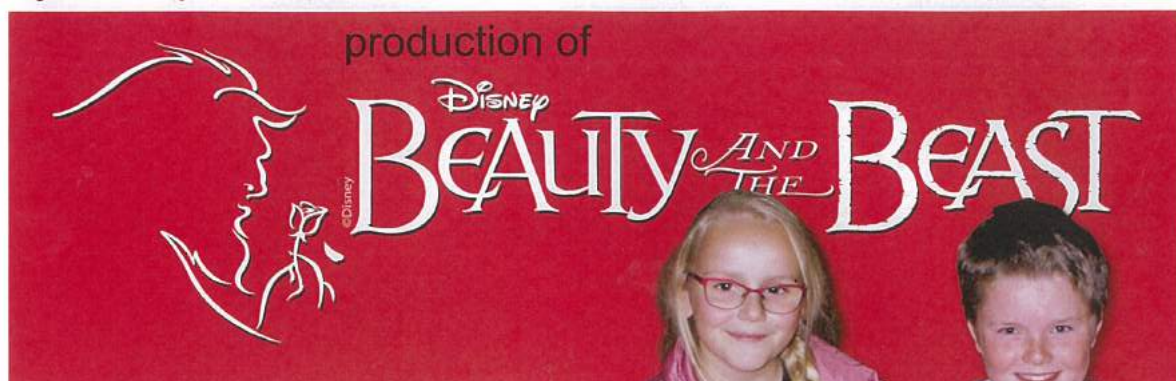
Morning Tea will be provided. RSVP by 10 May 2018  
Contact Bronwyn or Tanya on 03 5822 1944







**YARROWONGA TOWN HALL**



**Friday July 27  
Saturday July 28**

**Friday August 3  
Saturday August 4**

**Friday August 10  
Saturday August 11**

all performances at 7:30 pm

**Bookings available from July 16 at  
Yarrowonga-Mulwala  
Visitor Information Centre  
5744 1989 or 1800 062 260**



Music by **Alan Menken**      Lyrics by **Howard Ashman & Tim Rice**      Book by **Linda Woolverton**

By arrangement with Hal Leonard Australia Pty Ltd, Exclusive agent for Music Theatre International (NY)

## 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 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 who 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 child'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 in 2018?**

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 student. 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 student and the help that they might need. Letters from doctors, psychologists, speech pathologists 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 the student'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?**

Changes were made to the law ([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?**

If you have questions, you can ask your child's school for help. You can find out more by looking at these links:

- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education and Training–NCCD](#)
- [2019 Students with Disabilities \(SWD\) Information Sheet for Schools, Parents, Carers and Guardians.](#)



# ***RJ Shield Chess Tournament***

## **Sunday, 29th July 2018**

Time: 12:45pm to 4:30pm

**Your journey to greatness starts here.**

# **RJ SHIELD**

## **Chess Tournament**



**Albury-Wodonga Campus**

Building 754, Rooms 114/115

Elizabeth Mitchell Drive entrance

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Come along for a fun day of competition chess, whether you're an established player or a novice, this is the tournament for you. Learn new skills, meet new friends and even gain a chess ranking, or better the one you have.

**Age divisions under 8 / under 10 / under 12 / under 14 / OPEN (14 TO 18)**

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