



Sacred Heart Girls' College Newsletter

31 May 2021 No. 393

PENTECOST PRAYER

Pentecost Sunday – Sunday 23 May 2021

Pentecost Sunday is a day to celebrate hope; a hope evoked by the knowledge that God, through the Holy Spirit, is at work among us. It is a celebration of God's ongoing work in the world—the coming of God's kingdom.

And it is also a recognition of our participation in God's work as the Holy Spirit is poured upon us.

Litany of the Holy Spirit

Promise of God, *grant us hope.*
Ray of light, *grant us hope.*
Author of all good, *grant us hope.*
Source of life-giving water, *grant us hope.*
Consuming fire, *grant us hope.*
Ardent love, *grant us hope.*
Spiritual balm, *grant us hope.*

Spirit of love and compassion, *grant us hope.*
Spirit of wisdom and understanding, *grant us hope.*
Spirit of counsel and fortitude, *grant us hope.*
Spirit of knowledge and truth, *grant us hope.*
Spirit of peace and reconciliation, *grant us hope.*
Spirit of transformation and renewal, *grant us hope.*
Spirit of justice and clemency, *grant us hope.*

Holy Spirit, Comforter, *grant us hope.*
Holy Spirit, Gift of God, *grant us hope.*
Holy Spirit Who fills the universe, *grant us hope.*

Amen.

(Education for Justice)



Term Dates for 2021

TERM 1:

Monday, 1 February – Wednesday, 31 March (last day of classes)

TERM 2:

Monday, 19 April – Friday, 25 June

TERM 3:

Monday 12 July – Friday 17 September

TERM 4:

Monday, 4 October – Friday, 3 December

The Weeks Ahead

Monday, 31 May	Geography Week National Reconciliation Week Home Based Learning Program	Monday, 7 June	Year 10 & 11 Exams Big Sister Little Sister Lunch
Tuesday, 1 June	Geography Week National Reconciliation Week Home Based Learning Program	Tuesday, 8 June	Year 10 & 11 Exams Year 9 & 10 Short'N'Sweet Dance
Wednesday, 2 June	Geography Week Home Based Learning Program	Wednesday, 9 June	GAT Year 10 & 11 Exams
Thursday, 3 June	Geography Week National Reconciliation Week Home Based Learning Program	Thursday, 10 June	Year 12 Retreat Year 10 & 11 Exams
Friday, 4 June	Geography Week Year 10 & 11 Exams Year 9 Geography Fieldwork (TBC)	Friday, 11 June	Year 12 Retreat Year 10 & 11 Exams
Saturday, 5 June	Schoolaerobics Victorian State Final (TBC)	Saturday, 12 June	-

continued

Monday, 14 June

Queen's Birthday Public
Holiday

Friday, 18 June

Refugee Week
Year 10 Future Ready
Program
Year 10 Students Offsite
Year 11 Local Constitution
Convention
Year 8 Medieval Day
Year 11 Winter Sleepout

Tuesday, 15 June

Refugee Week
SCSA Cross Country
Professional Practice Day –
no classes

Saturday, 19 June

Year 11 Winter Sleepout

Wednesday, 16 June

Refugee Week
Year 10 Future Ready
Program
Maths Olympiad Stage 3

Thursday, 17 June

Refugee Week
Year 10 Future Ready
Program
Year 7 & 8 Music Evening

In this Issue >

Message from The Principal

Deputy Principal – Student Wellbeing

Deputy Principal – Learning and Teaching

Business Management

Canteen

Paws4Kids

Year 8 News

Sport

Year 12 Theatre Studies

Mothers' Day Breakfast

Nationally Consistent Collection of Data (NCCD)

Science Club

Religious Education Learning Area

Community Relations and Development

Home Based Learning Program

Thank you for your support of your daughters and the College staff as we made a quick and smooth transition into another round of the Home Based Learning Program. Information and guidelines were distributed on Thursday of last week. Please refer to the guidelines if you have any concerns related to our Home Based Learning Program and contact the appropriate personnel at the College if you require clarification.

Once again, a reminder that the College is open for onsite supervision of students who are children of essential workers and for those who require support for either wellbeing or academic issues. These students will be supervised as they access their classes online. Please email details of your request in this area to studentservices@shgc.vic.edu.au.

200 Years of Catholic Education Across Australia.

200 years of Catholic education is being celebrated in 2021.

Faith in the Future is the theme developed by the National Catholic Education Commission. It symbolises both the contribution of the past and the commitment of Catholic schools to enliven the faith of students and to prepare them to make valuable contributions to their communities and the world.



Catholic Education
CELEBRATING 200 YEARS
Faith in the future

Archbishop Peter Comensoli celebrated a special Mass at St Patrick's Cathedral on Monday, 24 May, the Feast of Our Lady Help of Christians. Over 600 people were in attendance, including the Acting Premier of Victoria and Minister for Education, the Honourable James Merlino. Staff and students from 50 Catholic schools of the Archdiocese were represented.



Homily by Archbishop Peter A Comensoli
Celebrating 200 years of Catholic education (24 May 2021)

There was once a second Catholic school opened in Melbourne. The first – which commenced at St Francis' on Lonsdale Street in 1840 – tends to get all the attention. We know it to have been a day school, sharing facilities with the temporary wooden chapel built on the site. Two years later, in 1842, the oldest Catholic school in continuous use was established at St Mary's Williamstown – it, too, was a combined church-school building.

But in between 1840 and 1842, city records suggest another Catholic school existed in the small township that is now our great city. We no longer know where it was located – perhaps in a family home, as was not uncommon in the earlier times. The point, though, is that there was once a second Catholic school established in Melbourne, and that second school was the beginning of the history of Catholic schooling that we are celebrating today.

The first of anything tends to attract all the attention. But in the case of Catholic schooling, it is second place that is the more important. Initially, someone saw a need to provide education to the young of our fledgling town, and had an idea to establish a school for them. But someone else had the intention to take that first good idea, and to make it a deliberate purpose of providing schooling to children of Catholic families. The first school was a novel idea; but the second school was a purposeful commitment. Without the second, and the third, and then onwards, there would be no Catholic schooling to celebrate as a foundational pillar of our society here in Melbourne. So I say, thanks be to God for number two!

There were some distinctive features of Catholic schooling in our country, which have endured the test of time. Let me mention just four of them. In the early days, most Catholic education took place in churches, not in dedicated school buildings. The place where you would worship on a Sunday was the place where you would learn during the week. This link between faith and education – between parish and school – is a uniquely Australian thing, which should not be lightly dispensed with. Faith in the Catholic way is always deeply reasoned; and education in a Catholic way is always to be nurtured. A living faith and a life of formation go hand in hand.

Contrary to some impressions, the earliest schools in Australia, including here in Melbourne, were all led by lay teachers. Religious congregations did indeed become a significant feature of Catholic schooling – thanks be to God – but it was the lay faithful who instigated and operated the first Catholic schools here. Out of the need of families for a Catholic education came the provision of Catholic educators. This is a critical task that remains for us today. Formation of our children needs formators willing to step forward as believers and teachers.

It was the funds of parents who got schools up and running from the beginning. Families put their money where they saw the need for their children. This is still the case today, even with the very substantial commitment of State and Federal governments to fund the majority of what is needed to run a modern school. But parents still make sacrifices so that their children might be educated at Catholic schools. That is to be acknowledged and recognised today.

Finally, at least within the Archdiocese of Melbourne, Catholic schooling has been, and remains, predominantly coeducational. In 1842, there were more girls – 88 of them – being educated at St Francis' School than the 76 boys attending. We should not lose sight of this foresight of our forebears. A Catholic education is essentially equitable; all should have access to an education that pursues intellectual, moral, artistic and practical excellence.

There is much to celebrate in 200 years of Catholic schooling in our country, and the 181 years here in Melbourne. There are also many to acknowledge – Catholic educators; Church leaders; faithful families, and especially growing children. A Catholic education is a pathway to living well and contributing well to society. It offers a way of learning that prioritises the flourishing of all people, made in the remarkable image of God. We thank God for this gift, and we pray that Catholic schooling in Australia and our city will be a bright beacon of light for all.

May our Blessed Mother, Help of Christians, come to our aid in Catholic schooling.

Staff News

Welcome to Olivia Dixon who joined the College staff last week. Olivia has taken up a replacement position during this term. She will be teaching some of Emma Hornby's classes.

Congratulations to Kelly North and her husband Peter on the birth of their son, *Jack Scott Mackenzie North*. We welcome Jack into the Sacred Heart community.



In your thoughts and prayers, please remember Emma Hornby and her family. Emma's father, Mr David Roberts, passed away last week.

***Eternal rest grant to him O Lord
May perpetual light shine
upon him
May he rest in peace
Amen***



Salesian College News

Congratulations to Mark Ashmore who has been appointed Principal of Salesian College, Chadstone. Mark is currently Deputy Principal, Learning and Teaching at Whitefriars College, Donvale. He will take up this appointment in Term 4, 2021.

Every blessing for the fortnight ahead.

Take care, stay safe.

**Christopher Dalton
Principal**

"Let us open our hearts to the gift of the Holy Spirit, which makes us feel all the beauty and truth of God's love in the dead and Risen Christ. And it spurs us to go out, to witness to this love that always precedes us with his mercy." PopeFrancis@Pontifex 23 May 2021



Student Health

As the winter season is upon us, please remember that if your daughter is not well, do not send her to school. A student who attends sickbay will not be able to remain there and parents/carers will be contacted to collect their child.

The current Catholic Education Commission of Victoria's COVID-19 guidelines note that, in the interest of public health and managing the pandemic, the key behaviours for reducing COVID-19 transmission include:

-  Staying at home when unwell
-  Performing regular hand hygiene
-  Physical distancing where possible
-  Wearing a mask on public transport

Symptoms to watch out for include:

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

Some people may also experience headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea.

If a student has persistent symptoms due to an underlying condition such as hay fever or asthma, the student should still be tested for COVID-19 if they develop symptoms that are different to or worse than their usual symptoms. Students whose symptoms are clearly typical for their underlying condition can continue to attend school.

Parents/carers should also consider getting a medical certificate from the child's treating GP to confirm that it is safe for them to attend school with persistent symptoms that may overlap with some of the symptoms of COVID-19 such as cough or runny nose.

Student Safety

Reports continue to be received about parents and carers' driving behaviours that put students at risk and inconvenience the school's neighbours. These include double parking; parking at an angle between parallel parked cars and then reversing as students are crossing the road; parking across driveways.

Again, we urge you to put student safety and driver courtesy first. Students can be dropped off or collected from neighbouring streets – the exercise and time to clear their thoughts is of immense value. The current congestion and driver behaviours in Latrobe Street are likely to result in injury.

Adolescent mental health and wellbeing – How to support your young person (Headspace)

All young people need a safe place to call home, where they can be themselves and feel relaxed and valued. A supportive family can make a big difference to how well a young person adjusts to the challenges of adolescence.

Provide a safe, secure and loving environment

All young people need a safe place to call home, where they can be themselves and feel relaxed and valued. A supportive family can make a big difference to how well a young person adjusts to the challenges of adolescence. Finding ways to remind your young person how much they're loved becomes even more important if conflict becomes more common. It's important that they know you're there for them and are available to hear their concerns and issues.

Spend quality time together

Prioritising quality time together is always important. It maintains a positive connection and keeps the door open for meaningful discussions to happen. Showing interest in things your young person is interested in and finding activities you can do together helps build and maintain strong relationships.

Talk early and talk often

Conversations with young people aren't always easy. Picking a suitable time can help. Find a time when your young person is happy and relaxed, not when they are tired, irritable or when there has been recent conflict. Most young people respond better to informal chats. Try having smaller conversations more often. You could find an activity you both enjoy and engage in conversation then. A chat while driving or walking can also help your young person feel more comfortable – try to avoid sitting face-on as it can make it harder for people to open up and feel relaxed.

Hear and see things from their perspective

Finding ways to remind your young person how much they're loved becomes even more important if conflict becomes more common. It's important that they know you're there for them and are available to hear their concerns and issues.

Timely and honest conversations with your teachers' Homeroom teacher, subject teacher, or Year Level Leader are important. Please talk to us before an issue becomes too big to handle or more complex than it needs to be.

Carmel Feeney
Deputy Principal – Student Wellbeing

Sacred Heart Girls' College community is registered...

Parenting in the Digital World (Screenagers!)

Tuesday 15 June 12.00pm & 8.00pm

Zoom Meeting ID 993 498 8623 or esmart.page.link/zoom

**Over 50% of parents
aren't confident they could tell if their
child was being cyber bullied**
RCHPOLL.ORG.AU

You are invited to join a special 30 minute online presentation of 'Parenting in the Digital World' hosted by an educational expert from the Alannah & Madeline Foundation.

Empower your family with skills and strategies to navigate negativity and promote positivity both online and offline.

"a great learning opportunity"

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eSafety provider
esafety.gov.au



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#eSmart

Semester 1 Examinations Year 10 & 11 Students

Why we have exams?

Examinations are just one form of assessment. In particular they

- provide **one** important source of information regarding a student's progressive development
- provide a specific form of evidence regarding student learning
- provide students with an opportunity to revise areas across multiple subjects
- assist students to develop study skills that build on prior knowledge and understanding
- expose students to experiencing a series of tests within a set time frame
- mirror a **similar experience** as Year 11 and VCAA exams

Timetables and Expectations

Unit 1 end of semester one exams have been delayed and will commence on Friday, 4 June at the same time as year 10 exams. An updated schedule has been distributed to all students and copies of exam timetables and student expectations are available on PAM. These expectations contain important information for students in regard to the College's exam protocols.

Please remember that for all students

- Full College **winter uniform** must be worn, not PE uniform
- Missed exams, regardless of the reason, cannot be rescheduled
- Students who are ill for any exam must obtain a medical certificate and will be awarded NA (Not Assessed), otherwise they will be awarded a zero (0).

Year 10 and 11 students - please allow plenty of travel time so that any unanticipated disruptions to your travel arrangements do not result in unnecessary stress on the day.

This simple checklist freely downloadable from ReachOut.com provides a few simple and helpful reminders for all students preparing exams.

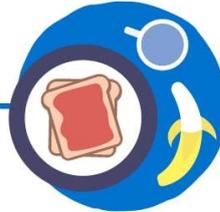
Julie Swanson
Deputy Principal – Learning and Teaching

NIGHT BEFORE

EXAM SLAYING CHECKLIST

On THE DAY

← **CHECK**
your exam location
and start time



EAT →
a decent
brekky

← **DO**
a light revision
of your notes
(don't go overboard)



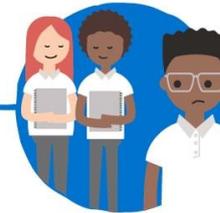
PACK →
your bag

← **LAY**
out your clothes



ARRIVE →
a little early

← **SET**
your alarm



AVOID →
any people that
stress you out

← **VISUALISE**
yourself being
calm and confident
in the exam room



TAKE 2 →
minutes and
practice deep and
slow breathing

← **GO**
to bed early
enough to get a
good amount of
sleep



GET →
comfortable in
your assigned seat
and then get to
work

**REACH
OUT.COM**

Business Management Unit 3 >>> Yakult excursion

On Tuesday, 20 April, the Year 12 Business Management students travelled to the Yakult factory in Dandenong to learn about their operations management.

Divided into each of our classes, we were taken on a tour through the factory to see where the Yakult polystyrene bottles are made, as well as the machines that ferment the milk that contains the unique *Lactobacillus casei* Shirota strain, which has been shown to have many benefits for our digestive health.

During the tour, we were given a comprehensive insight into their operations to ensure the quality of the Yakult product continues to satisfy the market's expectations. It was also really fascinating to learn how Yakult are being socially responsible towards their stakeholders. For example, the factory uses a robotic arm to transfer the slabs of Yakult onto pallets to ensure the health and safety of employees are not compromised. The Yakult factory also has a water treatment facility where they reduce the acidity of any liquid wastes before moving through the water pipes to avoid corrosion, and thereby being socially responsible towards the community.

Although tasting the Yakult was a highlight for the day, I really enjoyed applying the theory learnt in class into real-life case studies, and I'm really excited to further unpack these concepts in our studies into the Operations Management unit which is our last area of study for Unit 3 in Business Management.

Elyse Pretty



'I really enjoyed applying the theory learnt in class into real-life case studies, and I'm really excited to further unpack these concepts in our studies...'

Volunteers Update

Due to COVID restrictions, we are suspending parent/carer volunteers until at least the end of Term 2.

Once we resume parent/carer canteen volunteers, we will need more volunteers to fill the roster for Terms 3 and 4. Canteen duty is from 11.30 to 2 and volunteers are rostered on twice a term. You would be working with another parent and one of the school canteen managers. It is a great opportunity to meet other parents and students and become involved with the school community. If you can help, please email jwitts@shgc.vic.edu.au or ring the school and leave your details.

Julie Witts
Canteen Manager

Dear Sacred Heart Girls College, Oakleigh

Hooray – you did it!

Thanks to your incredible support **we exceeded our goal and raised \$380,875** so our Paw Pals therapy dogs can continue to reach kids who need extra support at school – including kids in Geelong!

Because of you, our therapy dogs will be able to help more kids to succeed at school.

[We look forward to keeping you up-to-date with our Paw Pals and the impact they're having thanks to you throughout the year.](#)

From all of us, a big thank you for your supPAWt of Paws4Kids!

Best Regards,



Dr Robyn Miller
CEO



Immunisation is a hot topic in both the Australian and international media. The COVID pandemic has heightened our awareness of how quickly change can occur and the implications of complacency and a lack of preparedness. We are fortunate that here in Australia we have a robust health system that is not only world class but one that treats all people fairly, regardless of fame or fortune.

We are also lucky to have a council run and free immunisation program that enables all our young people to be vaccinated against measles, mumps, diphtheria, chicken pox, rubella, meningitis, polio, and tetanus. On Monday 17 May, Year 8 students received the second dose of the diphtheria, tetanus and pertussis vaccine which had been deferred from last year. Without fanfare or drama, students lined up, received an injection, and resumed classes after a 15-minute rest.

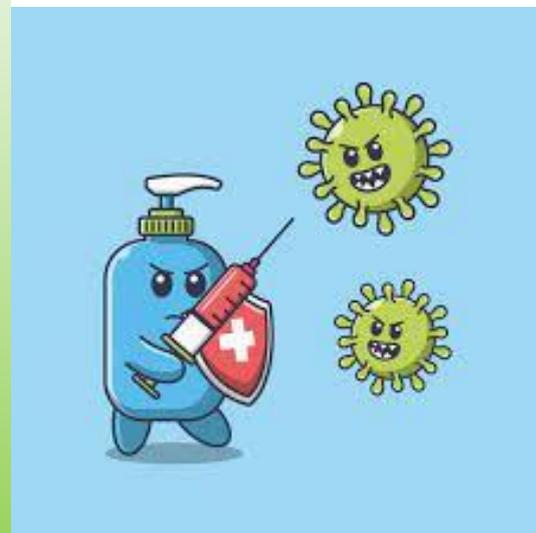
The students are to be commended for their maturity throughout the day. In addition, they demonstrated respect and understanding for the many young women around the world who lack access to any health care facilities, let alone the preventative health measures freely available to young people in Australia.

As noted in a previous newsletter, our wellbeing program has focused on emotional literacy and the development of soft skills. Soft skills are difficult to master, are always needed and are transferable. They include interpersonal skills, communication skills, manners, punctuality, problem solving and group work. In this lesson, Year 8s learned about body language, how to introduce people and a special conversation technique. These skills will be used throughout the year at a variety of occasions.

With my best wishes,

Kate de Lacy
Year 8 Level Leader

Year 8



Sport

House Cross Country

What a thrilling day at the SHGC House Cross County last week.

Congratulations to Xavier for winning the 2021 shield.

Praises go out to Yasmin Gravanis (Year 9) and Emma Middleton (Year 8) on running the fastest two times in the competition.

TERM 3 SPORTS

Students have been invited to sign up to Term 3 sports and the response has been enormous! Sports played next term include: AFL, volleyball, aerobics, soccer and netball.

Student Achievements

If your daughter has participated at a State, National or International level, please email her achievements through to me with a photo at tfay@shgc.vic.edu.au so that we can recognise her achievements and publish them in the College Newsletter.

Tasia Fay
Sport Administrator

Year 12 Theatre Studies

Congratulations to the Year 12 class on their entertaining performance of "Boy Girl Wall" on Tuesday, 18 May. The appreciative audience enjoyed this delightful story with its wonderful and weird characters – all brought to life by the students with flair and energy.

The narrators introduced the story of a boy, a girl and wall, and assured us that 'this is not a love story'. We met Thomas Thompson (the 83,333rd in his line with that name) who lives in a small apartment in Brisbane's West End. Thom is a dreamer and a star gazer but during the day he works in IT. Thom has a secret; he has no idea what his company does. His boss, Mel, is keen on Improvisation and fortunately for Thom, less keen on supervising. That's the boy part of the story.

The narrators then introduced the girl, Alethea Jones, who lives in the apartment next door to Thom. Alethea is a children's book author and something of a perfectionist. She names everything she owns and is painting a mural on her side of the wall that mirrors everything in her apartment. Alethea rides her bike Penelope everywhere and has a love-hate relationship with her computer Dave. Then we were introduced to Alethea's publisher, Marco Grisetti, a smooth schmoozer. That's the girl part of the story.

Then we met a Wall. The wall that separates Thom and Alethea. The Wall is a romanticist who has decided that Thom and Alethea need to be brought together.

What ensues, through the guidance and story-telling of the narrators, is how Thom and Alethea meet. Across three days of the week, Tuesday, Wednesday and Thursday (who are characters themselves), we followed the separate lives of Thom and Alethea through work crises, an attack by a killer Magpie and writer's block, until an event occurs that changes their lives forever...

Staging a play is part of the VCE Unit 3 Theatre Studies course where the students are responsible for working in two production roles. They collaborate, plan, create, document, and evaluate the production process.

I am very proud of what they have achieved and the high level of dedication throughout this process.

Many hours went into character development, line learning, creating and sourcing props, set and costumes. Student directors led rehearsals and sound and lighting plots were developed. The students worked very hard and did a fantastic job!

A special thank you to Abigail Yeo, Mr Peter Minack and the Maintenance team for their assistance.

Congratulations once again.
Thank you,

Melissa Learmonth
Theatre Studies Teacher



Mothers' Day Breakfast

On Friday, 7 May we celebrated our annual Mothers' Day Breakfast with the Year 12 students and their mums. It was wonderful to see so many mothers and daughters spending quality time together so early in the morning. There was much chatter and laughter around the breakfast tables but I think the highlight of the morning was the beautiful video tribute that the Year 12 students made. Below are some of the wonderful reflections the students had about their Mum.



Happy Mothers' Day Maman!
I love you so SO much that saying 'I love you to the moon and back' would be an understatement.

Thank You for *EVERYTHING*

Lots of love

Megane Boucherat



I love my mum because she taught me how to be an independent and strong woman who can do anything she puts her mind to!

Tessa Ryan



I love my Mum because she is the most thoughtful, kind and caring person that I know. She inspires me every day!

Jess Mair



Happy Mothers' Day to the strongest woman I know and to the most amazing role model; you deserve the world.
Love you,

Erin Vasquez



Thank you Ma for...everything! Honestly you are one of the most courageous and determined people I know, and I really admire that. Thank you for always trying to make me happy and encouraging me, even if you are not totally on board. It makes me feel blessed and trusted, and I will never forget the sacrifices you have made to make today happen. I am very grateful for your beautiful smile and caring heart, and with full content, I wish you a Beautiful Mother's Day! I love you Ma

Sanshia Rodrigues



NCCD Information Sheet for Parents, Carers and Guardians

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](#).

Science Club

Our Year 7 future scientists are again enjoying participating in Science Club and this week they investigated the impact of changing the ratio of PVA solution to borax solution on the properties of slime.

Science Club is usually held on a Day 6 in D24 at 1:40pm (allowing students a chance to eat lunch before entering the Science laboratory) and variations to this schedule are published for students and parents in SIMON/PAM daily notices. This club runs from Term 2 to Term 4 each year.

All Year 7 students are welcome to attend this voluntary club, run by Year 7 Science teachers Anne Noonan and Dessa Vaharakis. Future experiments to be conducted in Science Club include making bioplastic and investigating the impact of different sources of starch on the properties of the bioplastic; using microscopes to look more closely at our natural world; growing crystals; teabag rockets; giant bubbles and the delightful properties of dry ice. The program is open to student input and has an experiment-based focus so as to encourage students to explore, explain and enjoy the wonders of Science around us.

Anne Noonan
Year 7 Level Leader



Religious Education Learning Area

Year 7 Gold studies of the RNDM Sisters and the Sacred Heart Girls' College History.

Whilst learning about the RNDMs and the history of Sacred Heart Girls' College, we can all say that we have learned a lot. We learnt that Euphrasie Barbier founded the RNDMs in 1893. Throughout the week, we had the opportunity to tour the school and see what we could find about the RNDMs. On the tour, we discovered lots of symbols around the school. For example in the library, there is a beautiful stain glass window with lots of symbols of our faith. There was the Australian RNDM logo, there was a bible and a chalice and many more items. Another example is in the Year 8 area, where there was a board with information all about Euphrasie Barbier. We also learnt that in 1957 our school was founded by the Sisters of Our Lady of the Missions. The Year 7s, can all agree that we learnt a lot about the College history and the RNDMs.

Valentina Caputo 7 Gold

During R.E, my class 7 Gold have been learning about the RNDM sisters and the background of our school. We have done a 'scavenger hunt' and have been finding things around the school that symbolise the work of the RNDMs and that represent some things from the past. Our R.E. teacher, Ms Clarke, has been teaching us about Eupharsie Barbier and how she was the founder of the RNDM congregation and how the Sisters of Our Lady of the Missions (The RNDMs) founded our school. We are enjoying learning this topic and liked finding out about how our school became the school it is today!

Laura Vu 7 Gold



'We also learnt that in 1957 our school was founded by the Sisters of Our Lady of the Missions. The Year 7s, can all agree that we learnt a lot about the College history and the RNDMs.'



Are you a Past Student?

Join us for an upcoming dinner at the College where we will:

- Contribute to our College's vision and mission review
- Hear our plans for future buildings and facilities
- Co-design our revamped Past Students' Association
- Have fun and meet other past students of the College

For more information please contact Stefanie Perri, Community Relations & Development Manager on sperri@shgc.vic.edu.au or 9568 5488.

Enrolments

Reminder – Applications for Year 7, 2023 close Friday, 20 August.

If you or someone you know has a daughter in **Grade 5**, please ensure your enrolment application for Year 7 2023 is received by the College no later than **Friday, 20 August 2021**. Please register for our Onsite Open Mornings and online Live Chats on our website.

For more information please contact Marina Kafes, Registrar on registrar@shgc.vic.edu.au or 9568 5488.

SACRED HEART GIRLS' COLLEGE PRESENTS



Tickets on
sale
12 July 2021

Grease Young@Part

Book, Music, and Lyrics by Jim Jacobs and Warren Casey

"Grease", "Sandy", "Hopelessly Devoted to You" & "You're The One That I Want" used by arrangement with Robert Stigwood. Young @Part Edition originally workshopped at the British Theatre Academy,

London UK, Matthew Chandler Garcia, CEO/Founder

BY ARRANGEMENT WITH ORIGIN™ THEATRICAL

ON BEHALF OF THEATRICAL RIGHTS WORLDWIDE, NEW YORK.



Show 1 Friday 30th July at 7pm
Show 2 & 3 Saturday 31st July at 2pm & 7pm

Venue Clayton Theatrette 9-15 Cooke Street, Clayton.
Scan the QR code to purchase tickets.

