



From the Principal

John M Freeman

Phased Return to Face-to-Face Teaching

As communicated to you in my recent letters we will commence the resumption of face to face teaching with Year 11 and Year 12 and some Year 10 students who study a VCE or VET subject on Tuesday, 26th May 2020. Therefore, I wish to take this opportunity to thank you all for the support provided to Lavalla Catholic College.

Please note that Monday 25th May 2020, will be a PUPIL FREE DAY to support all school staff to prepare and complete the necessary planning for a successful transition back to school. Remote Schooling will not take place on this day and all students will remain at home.

Students in Years 7 to 10, including Year 10 VCAL students, will continue Remote Learning at home until Tuesday 9th June 2020, except for:

- children of parents who cannot work from home
- children who are not able to be supervised at home and no other arrangements can be made; and
- vulnerable children

We recognise the particular challenges faced by parents, guardians and carers in your endeavours to ensure the effectiveness of the program being offered through the Remote Learning teaching model.

Your support for the Leadership Team, teachers and support staff is much appreciated.

Our highest priority throughout this period has been the health and well-being of students, staff and families. This could not be achieved without the on-going support and understanding of the families who have entrusted their children and young people to our care.

I am aware of many words of thanks and practical support offered to the staff by families throughout this time. I know the staff have been touched by this.

As a Catholic community in the Marist tradition, we are committed to being examples of Christ in our midst, we have worked through this crisis together and will continue to do so in this next phase.

On behalf of Lavalla Catholic College and Marist Schools Australia, I offer you our heartfelt thanks. Please know you, as parents, guardians and carers of the young people in our school, continue to be in our thoughts and prayers.

Prayer for Archbishop-elect Patrick O'Regan

O God, the giver of all good things,

We bless and thank you for Archbishop-elect Patrick, for the five years of his ministry and servant leadership among us as our Bishop in the Diocese of Sale.

We thank you for the example of goodness that he has been to us
and by which we have been encouraged and inspired in our journey of discipleship of your son, Jesus.

May your Holy Spirit continue to grace him with the gifts of wisdom and strength, gentleness and compassion.

May he be welcomed joyfully into the Archdiocese of Adelaide,
now entrusted to his care and leadership.

May you continue to guide him and bless him all the days of his life.

We ask this through your Son Jesus Christ, in the unity of the Holy Spirit, One God, for ever and ever.

Amen

Installation of Archbishop-designate Pat O'Regan as the 9th Archbishop of Adelaide

Next Monday, on the Solemnity of Our Lady Help of Christians, Archbishop-designate Pat O'Regan will be installed as the 9th Archbishop of Adelaide in a ceremony commencing 10.30 am (Adelaide time) / 11.00 am AEST. The installation can be viewed live [HERE](#) or follow the links at www.adelaide.org.au.

We wish the new Archbishop well in his new role, and await the appointment of a Diocesan Administrator for the Diocese of Sale.

Plenary Council

The two assemblies for the Fifth Plenary Council of Australia will now take place in October 2021 and April 2022, following the disruption of the original schedule due to the COVID-19 pandemic.

The Australian Catholic Bishops Conference last week decided to postpone the opening assembly by 12 months, with it now to be held in October 2021. Adelaide remains the venue for the first assembly. The second assembly will be in Sydney in April 2022.

More information can be found on the Australian Catholic Bishops Conference Blog- [HERE](#)

On Pentecost Sunday, 31 May 2020, The Plenary Council will be publishing the papers produced by the Discernment and Writing groups on the 6 National Themes for Discernment. They'll be available on the Plenary Council website.

Student News

Good luck to Matthew Reddick, Jayden Stephens , Emma Monk , Malachi Sanders, Robert Nicholls and Angus Pollerd who be competing in the Gippsland Interschool Chess Competition Online on Wednesday 27th May. Thank you to Katie Lee for her work to provide this opportunity to these students.

Privacy Policy

Please find attached to this newsletter our updated Privacy Policy.

SCHOOL CALENDAR

The school Calendar can be viewed [HERE](#) to keep up to date with activites happening at the College.

STUDENT WELLBEING



Doug Doherty
Deputy Principal
Student Well-Being & Operations

It's with great excitement that we can now officially give a date for your return back to our College.

The Victorian State government has stated that this will be a phased return to classrooms.

Before I outline how and when you will return, I would like to take this opportunity to congratulate the majority of you for adapting and successfully thriving through remote learning. I would also like to commend you on how you responded to your teachers and staff at your College.

We are all very proud of you.

Student Return

Monday, 25 May 2020, will be a pupil free day to support all College staff to prepare and complete the necessary planning for a successful transition back to school. Remote Learning will not take place on this day and all students will remain at home.

Years 11 & 12

From **Tuesday, 26 May 2020**, all VCE and VCAL Year 11 and 12 students and Year 10 students undertaking studies for VCE and VET classes, where practicable, will return to classroom learning.

Students that have a **study period during 1 or 5** may **start later or leave earlier** if their parent/guardian has given **permission via PAM**.

Years 7, 8, 9 & 10

Students in Years 7 to 10, including Year 10 VCAL students, will continue Remote Learning at home until Tuesday, 9 June 2020, except for:

- children of parents who cannot work from home;
- children who are not able to be supervised at home and no other arrangements can be made; and
- vulnerable children.

Year 10 Students

Year 10 students attending school between **from 26th May**, will now attend the **Kildare Campus**.

Please note that Year 10 students who do attend the Kildare Campus with the intent to undertake VCE and VET classes can either:

- attend school for the day, participate in their VCE or VET class and then be on-site in supervised groups to continue Remote Learning for their other classes; or
- attend for their VCE or VET class and provided they have permission from a parent, guardian or carer to sign out to return home to continue Remote Learning. You need to get your parent/guardian to do this by PAM.

On **Tuesday 9 June 2020**, all students will return to classroom learning and will be expected to attend Lavalla Catholic College as normal.

Students staying at home

If your parents, guardians or carers choose to keep you at home instead of returning to classroom learning, we as a College will continue to provide the weekly outlines via SIMON Class Notices page but you **will be marked as absent from College**.

RETURN TO THE CLASSROOM

Remote Learning will stop from Friday 5th June.



Keeping Everyone Safe

Do not come to school if you are unwell!

If you become unwell whilst at school, you will be returned home or isolated within the College, until a responsible adult can collect you.

We have lots of ways to **promote good hygiene**, which will be illustrated around the College, so please read and follow instructions shown on campus.

These include – social distancing, hand hygiene, do not share food or drinks, bring your own drink bottle.

Lockers

To assist with social distancing, we have decided that **lockers should not be used** and **students can carry their bags with them**.

Please ensure that all bags are stowed under your seat or desk or on the back of your chair, to prevent any trip hazards.

Cleaning

The College has employed cleaners throughout the day to keep you safe by ensuring high touch areas are regularly cleaned. It is now up to us to ensure that we keep ourselves and our College community safe with our actions.

Classrooms

Classrooms may look different due to how we have set up the rooms. These are not to be changed and will mean that until further notice group tasks will not take place.

Students will not be expected to line up in corridor areas, but should enter the room respectfully and keeping social distancing.

Bell Times

Bell Times will revert back to normal lesson times when you return to College.

Lunch

Canteen on both campuses **will be open**. Priority of service will be for **lunch orders**. Any other service of food will not take place until the orders are collected.

At Kildare, the Canteen will be open throughout the day and if a Year 12 student can have lunch during period four, they should do so.

Hydration

Taps have now replaced all drink bubblers in the College. This means that **YOU must bring a water bottle to school**.

Under no circumstance should a student drink directly from the taps.

IT Support

Students will no longer go to IT for support. If you need IT support you need to notify the teacher and then log a Help Desk ticket by emailing helpdesk@lavalla.vic.edu.au

One of the IT staff will remotely connect with the student's device and resolve the problem.

Study Spaces after School

These spaces will not be open until further notice.

Further Information

We are still receiving information from a range of places such as the government, Marist Schools Australia and the Catholic Education Office regarding resuming different practices at our College. As we learn about these, we will share this news with you by the Well-Being and Operations Team as well as our Student Leaders.

Thanks

I hope you would take this opportunity to thank your parent, guardian or carer for their hard work, love and support of you during remote learning.

I hope you take the opportunity to thank the wonderful staff at Lavalla Catholic College for their dedication and support of you students.

If you require assistance or additional support, please contact us.



REMOTE LEARNING



BRETT VAN BERKEL
Deputy Principal
Learning & Teaching

Confirmation of VCE Examination Schedule for 2020

The Premier and the Minister for Education have announced the timeline for the 2020 VCE examinations.

This is great news for senior secondary students, their families and teachers supporting them during this unprecedented global event.

By committing to remote and flexible learning so comprehensively, schools and families have played a vital role in helping flatten the curve of the coronavirus pandemic in Victoria.

These efforts, and the coronavirus testing blitz, have meant that schools can return to on-site teaching and learning sooner than expected. This has enabled the Victorian Government to amend the previously announced VCE examination timeline to ensure students can complete their exams and receive results before the end of 2020.

Importantly, the schedule gives sufficient time for teachers and students to complete adjusted VCE Unit 4 learning and school-based assessments and prepare for VCE examinations.

Written exams will be conducted between **9 November and 2 December 2020**, so that ATAR scores can be calculated and VCE and VCAL students will receive their results before the end of 2020. This announcement will give certainty to VCE students whose studies have been interrupted by coronavirus.

The date for the General Achievement Test has also now been confirmed as Wednesday 9 September 2020. Specific information on the VCE exam timetable will be provided before the start of Term 3.

Return to Face2Face Teaching

Timetables

Years 11 & 12

The school timetable will be amended on 26 May 2020 to accommodate the **Year 11 and 12** students returning to classes (right).

2020 Lesson Times 11 and 12 on Campus			
	Start	End	Duration
Warning bell	8:45:00 AM		
LA	8:50:00 AM	9:08:00 AM	0:18:00
Period 1	9:10:00 AM	10:08:00 AM	0:58:00
Period 2	10:10:00 AM	11:08:00 AM	0:58:00
Recess	11:08:00 AM	11:28:00 AM	0:20:00
Period 3 -	11:33:00 AM	12:31:00 PM	0:58:00
Period 4	12:33:00 PM	1:31:00 PM	0:58:00
Lunch	1:31:00 PM	2:12:00 PM	0:41:00
Lesson 5	2:17:00 PM	3:15:00 PM	0:58:00

Years 7 - 10 (Remote Learning)

Whilst still working remotely, **Remote Learning Lesson Times for Year 7 – 10** students have been modified. Please ensure that your child is aware of the change in times as Teams sessions will run to the time table (right). :

2020 Lesson Times 7 - 10 Remote Learning			
	Start	End	Duration
HR/LA Morning Check in task	8:30:00 AM	10:00:00 AM	0:00:00
Lesson 1	9:10:00 AM	09:55:00 AM	0:45:00
Break	9:55:00 AM	10:08:00 AM	0:13:00
Lesson 2	10:10:00 AM	10:55:00 AM	0:45:00
Recess	11:08:00 AM	11:28:00 AM	0:20:00
Lesson 3 -	11:33:00 AM	12:18:00 PM	0:55:00
Break	12:18:00 AM	12:31:00 AM	0:13:00
Lesson 4	12:33:00 PM	1:18:00 PM	0:45:00
Lunch	1:18:00 PM	2:12:00 PM	0:54:00
Lesson 5	2:17:00 PM	3:02:00 PM	0:45:00
Afternoon check-in	1:30:00 PM	4:00:00 PM	0:00:00

CATHOLIC IDENTITY & MISSION



ROBYN REBBECHI

Assistant Principal

Catholic Identity & Mission

"And the world came together as the people stayed apart" ...

A reflection I read recently spoke of the way in which the coronavirus pandemic has very suddenly placed the whole world 'on retreat'. If you know much about the origins of the idea of a religious 'retreat' the purpose was to enable people to withdraw from the world, to take time to pray, to ponder, to become closer to God and to sort out all sorts of their own spiritual truths and beliefs. It was primarily a time of reflection and stillness, in fact the traditional retreats, in the monastic tradition, were often held in complete silence.

Whilst Covid-19 hasn't really been a completely 'silent' retreat, (who knew how many meetings, family dinners, friends' catch-ups and public services could be held by Zoom?!), it has been a forced withdrawal from the busyness of our lives, from the noise and bustle of the world. In many ways, this 'pause' has been welcome for many, and we've all read of the many ways in which families have come to value and make the most of their 'together time'. It is a sign of our own resilience and our willingness to make the best of things that this has been the overwhelming response, particularly in Australia where early restrictions have so far cushioned us from the tragic events we have watched unfold overseas. We haven't escaped unscathed however, and our thoughts and prayers go out to those communities who are experiencing such terrible loss of life, and to those in our own communities who have been affected by illness, job losses and economic changes.

On the feast of Pentecost five years ago, Pope Francis unveiled his great encyclical on the environment: *Laudato Si'* (Praised Be). It is subtitled 'On care for our Common Home' and is addressed not just to the Catholic Church but to the whole of humanity as we face the global climate emergency. *Laudato Si'* week, being held this week, honours Pope Francis' encyclical and encourages us to build a better world together. Surely there is no better time to make resolutions about how we want the world to be better, than during the current world emergency. The experience of a global pandemic is a very real reminder to us that we are all connected, and that, in the words of the poet John Donne, 'No man is an island'.

"As the tragic coronavirus pandemic has taught us, we can overcome global challenges only by showing solidarity with one another and embracing the most vulnerable in our midst."

~ Pope Francis

COMMON PRAYER
for the 5th anniversary of
Laudato Si'

Loving God,
Creator of heaven and earth and all that is in them,
You created us in your own image and made us
stewards of all your creation.
You blessed us with the sun, water and bountiful land
so that all might be nourished.

Open our minds and touch our hearts,
so that we may attend to your gift of creation.
Help us to be conscious that our common home
belongs not only to us, but to all of your creatures and to
all future generations, and that it is our responsibility to
preserve it.
May we help each person secure the food and
resources that they need.

Be present to those in need in these trying times,
especially the poorest and those most at risk of being
left behind.
Transform our fear and feelings of isolation into hope
and fraternity so that we may experience a true
conversion of the heart.

Help us to show creative solidarity in addressing the
consequences of this global pandemic,
Make us courageous to embrace the changes that are
needed in search of the common good,
Now more than ever may we feel that we are all
interconnected and interdependent.
Enable us to listen and respond to the cry of the earth
and the cry of the poor.
May the present sufferings be the birth pangs of a more
fraternal and sustainable world.

Under the loving gaze of Mary Help of Christians, we
make this prayer through Christ our Lord.
Amen

LAUDATO SI' WEEK 2020

DICASTERO PER IL SERVIZIO
DELLO SVILUPPO UMANO INTEGRALE

*one wild and
precious life*

FAITH FORMATION



CHRIS ROGA
Faith Formator

The Feast of the Ascension of Jesus

The Ascension is celebrated on the fortieth day after the Resurrection on Easter Sunday. It concludes the Gospel according to Luke, and begins the Acts of the Apostles. Thus, Luke uses it as a bridge to connect the mission of Jesus Christ with the mission of the Church.

The Marist Association commissioned the icon above. Written by Michael Galecovic, it represents our identity as Marists; who we are and what we are commissioned to do. To understand this we shall look at the event in the Gospel according to Luke in 24:50-53, the conclusion of the gospel.

In three short verses Luke will reveal our identity and mission.

Jesus leads the disciples “out” echoing the exodus, where God lead Israelites out of slavery in Egypt to the freedom of Promised Land. In the desert, God forged their identity as the chosen people. Jesus is mirroring the exodus for us, from slavery to the freedom of the people of God.

He lifts his hands and “blesses” them. It is the only time the gospel mentions Jesus blessing them. At the conclusion of his earthly life, Jesus blesses them. We are blessed.

Next, he was “carried up into heaven”. The mission of Jesus of Nazareth is complete; the mission of Jesus, the Christ begins.



Mission accomplished, Jesus returns to the One he called Father. Death does not have the final word; God’s life does.

As he was carried up, the disciples “worshipped” him. It is the only time in the Gospel that the disciples worship Jesus. They knew Jesus of Nazareth; they travelled with him, they were with him for three years. It is only now, forty days after the resurrection, during this event that they realize his identity and they worship him. This is the high point of the gospel. After he vanished from their sight, the disciples continued response is to “bless God”.

All this occurs in Jerusalem. Jerusalem is where the Gospel began with the annunciation of John the Baptist, the presentation of Jesus in the Temple when he was eight days old; it ends in Jerusalem with his death, resurrection and ascension. Luke’s account has come full circle with Jerusalem as the centre.

The Acts of the Apostles begins with the same event (Acts 1:6-11), with one major difference, Jesus the Christ commissions the disciples to continue the mission of God, to be his “witnesses in Jerusalem, in all Judea, and Samaria, and to the ends of the earth.” From Jerusalem as the centre, the disciples are to draw all people into God’s family, into one tent. The Church and the Marists have the same mission.

The icon intentionally places Mary at the centre. Here, the emphasis is on her being the first, the model disciple, the other disciples united around her, centred on Christ Risen. Mary focusses on the Risen Christ with both hands upraised, but she is also the only one looking directly at us, inviting us, challenging us, to enter into the mission as disciples. Mary committed to following Jesus; so must we.

Marcellin intuitively knew this. From the beginning of the Marist project, he knew that we could gather around her, to bring healing, renewal, and to re-build that our communities in a Marian way; companioning young people from their midst, nurturing, forgiving and educating them. At its best, it is an education of the heart and creating a family centred around Christ.

*one wild and
precious life*

YEAR 7 SCIENCE

Animal Presentation

For science last week, the year sevens attended an online presentation by Black Snake Productions.

Wildlife educator, Michael Alexander, shared his knowledge on Australian native animals showcasing some of his wonderful wildlife via a Microsoft Teams meeting. Usually this presentation would occur at school, but remote learning has had us all trying out new things to create safe but stimulating learning opportunities. Students meet Fluffy the fresh water crocodile and Amber and Yera – the dingos pictured here.



This opportunity gave students a solid foundation for their upcoming 'Animal Profile' assessment task for Ecology and we thank Michael for adapting his presentation and for creating specially targeted videos for students to use in their work on this.

STUDENT QUOTES

"I learnt that you can get up to \$100 for handing in a skinned wild dog skull but fined for shooting a dingo. So some people make money off it but it is almost impossible to tell the difference."

Jade Beer Yr 7

"All the facts where interesting because some of them were cool, some funny but some were very serious too. Watching the dingo play around on Mikes lap was funny because it was putting its face right in the camera."

Finn Bizzard Yr 7

"I found it interesting when Michael was explaining about how dingos kill to eat and that foxes and feral dogs kill for fun."

Esther Miljons Yr 7

"Something interesting was while we were looking at the crocodile the dingo was making noises and I didn't think dingos made noises."

Tahlia Field Year 7

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INSIGHTS

Charting a new course for kids post COVID-19



While we've been denied access during the COVID-19 pandemic to activities such as playing group sport, spending time in a café or meeting with friends, there's been plenty of upside too.

Discussions with friends reveal that family life has been a big beneficiary from the physical distancing measures. Comments such as "It's so good to slow down," "I cherish the time I'm spending with my children," and "I'm discovering the joy of having real conversations with my teenager" point to the positive side of getting off the family roundabout many of us have been on.

Though the restrictions placed on society are of course challenging, the imposed period of social isolation has provided an opportunity for parents to forge new habits that have potential to bring more joy and less stress to their children's lives once the threat has subsided. Here are some ideas to consider while charting a new course for kids post COVID-19.

Significant personal hobbies

Our previous reliance on organised, adult-initiated activity to keep kids busy came at the expense of child-initiated hobbies and interests. The rise of personal digital entertainment and communication technology in recent years has also contributed to the demise of hands-on hobbies such as collecting, crafts and music.

The Scandinavians have long valued the positive impact of hobbies on a person's wellbeing and quality of life. In turn they encourage (and in Sweden's case heavily subsidise) the uptake of hobbies and personal interests from a very young age.

Personal learning centres

Experts agree that the future of work will be characterised by constant change, requiring workers to continually learn and upskill if they are to adapt. Our children will need to see themselves as continuous learners if they are to succeed in this uncertain future.

The home is a great place to plant this concept in young minds and there's no better way to do this than establishing their own personal learning centre. Start small with a bean bag, a small book shelf and build from there. It's the idea rather than the physical setting where the learning significance lays.

Mental health practices

This period in isolation has offered an opportunity to embed good mental health practices in children and young people. Three key health practices to continue include healthy eating, plenty of exercise and good sleep patterns. Add regular mindfulness practice, deep breathing and the opportunity to spend plenty of time in nature and you'll be establishing a strong mental health and wellbeing framework for life.

Mix of alone and group activities

Life in social isolation has meant family members have had to compromise. Extroverts who love to be surrounded by people have had to give parents and siblings the space they need. Introverts who prefer their own company have been sharing their time, space and company with other family members. Post COVID-19, consider encouraging kids to experience a mixture of alone time, allowing for personal reflection and family time, which promotes family connection. Both are essential for healthy wellbeing.

Deep eldership connection

Increased one-on-one time between parents and kids has been a positive side effect of life in social isolation. The opportunity for parents to connect with children and young people with greater depth and meaning is a return to eldership, practised by past generations. Eldership, where parents shared their wisdom and their vulnerabilities with young people, when combined with healthy rites of passage is a time-honoured way of preparing young people for adulthood.

This period of social isolation has provided a rare opportunity for parents to renew and refresh their children's lifestyles, and in some circumstances, reboot family lives as well. It would be a waste to climb back on the busy roundabout of life once the COVID-19 pandemic has subsided, without making some positive changes to the way we live.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

Privacy Policy



This Privacy Policy sets out how Lavalla Catholic College (the College) manages personal information provided to or collected by it.

The College is bound by the Australian Privacy Principles (APPs) contained in the Commonwealth *Privacy Act 1988*. In relation to health records, the School is also bound by the *Health Records Act 2001* (Vic.) and the Health Privacy Principles in that Act.

The College may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to the College's operations and practices and to make sure it remains appropriate to the changing school environment.

What kinds of personal information does the College collect and how does the College collect it?

The College collects and holds personal information, including health and other sensitive information, about:

- students and parents and/or guardians ('Parents') before, during and after the course of a student's enrolment at the College including:
 - name, contact details (including next of kin), emergency contact details, date of birth, gender, language background, previous school, religion, Aboriginal or Torres Strait Islander origin
 - names of siblings at the College
 - proof of identity (e.g. passports, birth certificates)
 - Parents' education, occupation, language background and Government benefits
 - medical information (e.g. details of disability and/or allergies, and details of any assistance the student receives in relation to those disabilities, medical reports, names of doctors), immunisation details and medication lists
 - conduct and complaint records, or other behaviour notes, school attendance and school reports, VCE Statement of Results and external certificates of qualification assessments
 - student data related to VCE and VCAL assessment programs
 - VCAA student numbers, VSN registrations, Student Management ID numbers
 - information about referrals to government welfare agencies
 - counselling reports
 - health fund details, Medicare number, ambulance member number, Tax File Numbers
 - any court orders
 - volunteering information (including Working With Children Checks)
 - photos and videos at school events.
- job applicants, staff members, volunteers and contractors, including:

- name, contact details (including next of kin), date of birth and religion
- information on job application
- letters of reference
- professional development history
- relevant qualification certificates
- VIT and Working With Children Check details
- salary and payment information, including Tax File Number and superannuation details
- medical information (e.g. details of disability and/or allergies and medical certificates)
- complaint records and investigation reports
- leave details
- photos and videos at school events
- workplace surveillance information
- work emails and private emails (when using work email address) and internet browsing history
- other people who come into contact with the College, including name and contact details and any other information necessary for the particular contact with the College.

Personal Information you provide: The College will generally collect personal information held about an individual by way of forms filled out by Parents or students, face-to-face meetings and interviews, emails and telephone calls. On occasions people other than Parents and students (such as job applicants and contractors) provide personal information to the College.

Personal Information provided by other people: In some circumstances the College may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another school. The type of information the College may collect from another school may include:

- academic records and/or achievement levels
- information that may be relevant to assisting the new school meet the needs of the student including any adjustments

Exception in relation to employee records: Under the *Privacy Act*, the Australian Privacy Principles do not apply to an employee record. As a result, this Privacy Policy does not apply to the College's treatment of an employee record where the treatment is directly related to a current or former employment relationship between the College and employee. The College handles staff health records in accordance with the Health Privacy Principles in the *Health Records Act 2001 (Vic.)*.

Anonymity: The College needs to be able to identify individuals with whom it interacts and to collect identifiable information about them to facilitate the delivery of schooling to its students and its educational and support services, conduct the job application process and fulfil other obligations and processes. However, in some limited circumstances some activities and interactions with the College may be done anonymously where practicable, which may include making an inquiry, complaint or providing feedback.

How will the College use the personal information you provide?

The College will use personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected by you, or to which you have consented.

Students and Parents: In relation to personal information of students and Parents, the College's primary purpose of collection is to enable the College to provide schooling to students enrolled at the College (including educational and support services for the student), exercise its duty of care and perform necessary associated administrative activities which will enable students to take part in all the activities of the College. This includes satisfying the needs of Parents, the needs of the student and the needs of the College throughout the whole period the student is enrolled at the College.

The purposes for which the College uses personal information of students and Parents include:

- to keep Parents informed about matters related to their child's schooling, through correspondence, newsletters and magazines
- day-to-day administration of the College
- looking after students' educational, social and medical wellbeing
- seeking donations and marketing for the College
- to satisfy the College's legal obligations and allow the College to discharge its duty of care
- to satisfy the College service providers' legal obligations, including the Catholic Education Commission of Victoria Ltd (CECV) and the Catholic Education Offices.

In some cases where the College requests personal information about a student or Parent, if the information requested is not provided, the College may not be able to enrol or continue the enrolment of the student or permit the student to take part in a particular activity.

Job applicants and contractors: In relation to personal information of job applicants and contractors, the College's primary purpose of collection is to assess and (if successful) to engage the applicant, or contractor, as the case may be.

The purposes for which the College uses personal information of job applicants and contractors include:

- administering the individual's employment or contract, as the case may be
- for insurance purposes
- seeking donations and marketing for the College
- satisfying the College's legal obligations, for example, in relation to child protection legislation.

Volunteers: The College also obtains personal information about volunteers who assist the College in its functions or conduct associated activities, to enable the School and the volunteers to work together, to confirm their suitability and to manage their visits.

Counsellors: The College contracts with external providers to provide counselling services for some students. The principal may require the Counsellor to inform him or her or other teachers of any issues the principal and the Counsellor believe may be necessary for the College to know for the well-being or development of the student who is counselled or other students at the College.

Parish: The College may disclose limited personal information to the school parish to facilitate religious and sacramental programs, and other activities such as fundraising.

Marketing and fundraising: The College treats marketing and seeking donations for the future growth and development of the College as an important part of ensuring that the College continues to provide a quality learning environment in which both students and staff thrive. Personal information held by the College may be disclosed to College related organisations such as alumni groups for the purposes of gathering past students for the celebration of, and reminiscing of, past years. This may also be an avenue to fundraise for the College.

Parents, staff, contractors and other members of the wider College community may from time to time receive fundraising information. College publications, like newsletters and magazines, which include personal information and sometimes people's images, may be used for marketing purposes.

Who might the College disclose personal information to and store your information with?

The College may disclose personal information, including sensitive information, held about an individual for educational, administrative and support purposes. This may include to:

- School service providers which provide educational, support and health services to the College, (either at the College or off campus) including the Catholic Education Commission of Victoria Ltd (CECV), Catholic Education Offices, specialist visiting teachers, volunteers, counsellors, sports coaches and providers of learning and assessment tools
- third party service providers that provide online educational and assessment support services, document and data management services, or applications to schools and school systems including the Integrated Catholic Online Network (ICON) and Google's G Suite, including Gmail and, where necessary, to support the training of selected staff in the use of these services
- CECV and Catholic Education offices to discharge its responsibilities under the *Australian Education Regulation 2013* (Regulation) and the *Australian Education Act 2013* (Cth) (AE Act) relating to students with a disability
- other third parties which the College uses to support or enhance the educational or pastoral care services for its students or to facilitate communications with Parents
- another school including to its teachers to facilitate the transfer of a student
- Federal and State government departments and agencies
- health service providers
- recipients of College publications, such as newsletters and magazines
- student's parents or guardians and their emergency contacts
- assessment and educational authorities including the Australian Curriculum, Assessment and Reporting Authority
- anyone you authorise the College to disclose information to
- anyone who we are required or authorised to disclose the information to by law, including child protection laws.

Nationally Consistent Collection of Data on School Students with Disability

The College is required by the Federal *Australian Education Regulation (2013)* and *Australian Education Act 2013* (Cth) (AE Act) to collect and disclose certain information under the *Nationally Consistent Collection of Data* (NCCD) on students with a disability. The College provides the required information at an individual student level to the Catholic Education Offices and the CECV, as an approved authority. Approved authorities must comply with reporting, record keeping and data quality assurance obligations under the

NCCD. Student information provided to the federal government for the purpose of the NCCD does not explicitly identify any student.

Sending and storing information overseas: The College may disclose personal information about an individual to overseas recipients, for instance, to facilitate a school exchange. However, the College will not send personal information about an individual outside Australia without:

- obtaining the consent of the individual; or
- otherwise complying with the Australian Privacy Principles or other applicable privacy legislation.

The College may from time to time use the services of third party online service providers (including for the delivery of services and third party online applications, or Apps relating to email, instant messaging and education and assessment, such as Microsoft 365, Adobe Creative Cloud, Google's G Suite, including Gmail) which may be accessible by you. Some personal information, including sensitive information, may be collected and processed or stored by these providers in connection with these services. These online service providers may be located in or outside Australia.

College personnel and the school's service providers, and the CECV and its service providers, may have the ability to access, monitor, use or disclose emails, communications (e.g. instant messaging), documents and associated administrative data for the purposes of administering the system and services ensuring their proper use.

The College makes reasonable efforts to be satisfied about the security of any personal information that may be collected, processed and stored outside Australia, in connection with any cloud and third party services and will endeavour to ensure the cloud is located in countries with substantially similar protections as the APPs.

The countries in which the servers of cloud service providers and other third party service providers are located may include: USA, UK, Ireland, Netherlands, France, Germany, Switzerland, Norway, Singapore, Hong Kong, China, India, Japan, South Korea, South Africa and UAE.

Where personal and sensitive information is retained by a cloud service provider on behalf of CECV to facilitate Human Resources and staff administrative support, this information may be stored on servers located in or outside Australia.

How does the School treat sensitive information?

In referring to 'sensitive information', the College means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, philosophical beliefs, sexual orientation or practices or criminal record, that is also personal information; health information and biometric information about an individual.

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

Management and security of personal information

The College's staff are required to respect the confidentiality of students' and Parents' personal information and the privacy of individuals.

The College has in place steps to protect the personal information the College holds from misuse, interference and loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and password access rights to computerised records. This includes

responding to any incidents which may affect the security of the personal information it holds. If we assess that anyone whose information is affected by such a breach is likely to suffer serious harm as a result, we will notify them and the Office of the Australian Information Commissioner of the breach.

It is recommended that parents and the College community adopt secure practices to protect themselves. You should ensure that all passwords you use are strong and regularly updated and that your log in details are kept secure. Do not share your personal information with anyone without first verifying their identity and organisation. If you believe any of your personal information has been compromised, please let the College know immediately.

Access and correction of personal information

Under the Privacy Act and the Health Records Act, an individual has the right to seek and obtain access to any personal information and health records respectively which the College holds about them and to advise the College of any perceived inaccuracy. Students will generally be able to access and update their personal information through their Parents, but older students may seek access and correction themselves.

There are some exceptions to the access rights set out in the applicable legislation.

To make a request to access or to update any personal information the College holds about you or your child, please contact the College Privacy Officer by telephone or in writing. The College may require you to verify your identity and specify what information you require. The College may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the College will advise the likely cost in advance. If we cannot provide you with access to that information, we will provide you with written notice explaining the reasons for refusal.

There may be circumstances where the reason for refusal is not provided, if doing so may breach the privacy of another person.

Consent and rights of access to the personal information of students

The College respects every Parent's right to make decisions concerning their child's education.

Generally, the College will refer any requests for consent and notices in relation to the personal information of a student to the student's Parents. The College will treat consent given by Parents as consent given on behalf of the student, and notice to Parents will act as notice given to the student.

Parents may seek access to personal information held by the College about them or their child by contacting the College Privacy Officer by telephone or in writing. However, there may be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the College's duty of care to the student.

The College may, at its discretion, on the request of a student grant that student access to information held by the College about them, or allow a student to give or withhold consent to the use of their personal information, independently of their Parents. This would normally be done only when the maturity of the student and/or the student's personal circumstances warrant it.

Enquiries and complaints and contact details

If you would like further information about the way the College manages the personal information it holds about you, or wish to complain that you believe that the College has breached its privacy obligations, please contact the College Privacy Officer by writing or telephone:

Writing: Privacy Officer at P.O. Box 1080, Traralgon, Victoria, 3844

Email: tarrob1@lavalla.vic.edu.au

Telephone: (03) 51 74 7355

The College will investigate your complaint and will notify you of the making of a decision in relation to your complaint as soon as is practicable after it has been made.

If you are not satisfied with the College's decision you may make a complaint to the Office of the Australian Information Commissioner (OAIC) whose contact details are:

GPO Box 5218, Sydney, NSW 2001

Telephone: 1300 363 992

www.oaic.gov.au

Upcoming Webinar for Parents

This school has a membership with Parenting Ideas, one of Australia's most trusted sources of parenting education and support. As part of this membership, all the parents in this school community can attend some fantastic webinars in 2020 at no cost. We're pleased to let you know about an upcoming webinar.

Understanding techno tantrums: 17 June 8-9pm AEST



Watch from any device, any location



See the expert as they speak



Catch up recording available

**Valued at
\$37 per person**

Webinar Overview

In this digital era, chances are we've all experienced our children throwing a techno-tantrum. Techno-tantrums are completely normal and often a result of the neurobiological changes that occur when kids use technology. But this doesn't mean that we have to simply accept that they're part of our modern parenting reality. In this webinar Dr Kristy Goodwin helps parents and carers understand why children and teens emotionally combust when they digitally-disconnect, and how to establish new, healthy technology habits. Key learning and discussion points include:

- The science behind why kids and teens have techno tantrums and find it challenging to switch off screens
- How to establish and enforce firm guidelines and boundaries
- How to be the pilot of the digital plane
- Researched based, realistic strategies to help develop healthy digital behaviours so that screen time doesn't end in 'scream time'



[View video overview](#)

parenting*ideas

Presenter Overview

Dr Kristy Goodwin is a digital wellbeing and performance speaker, author and researcher, and a mum who also deals with her kids' techno-tantrums! She's the author of *Raising Your Child in a Digital World*, and a media commentator who doesn't suggest that we ban the iPhone, or unplug the gaming console – she believes digital abstinence isn't the solution.



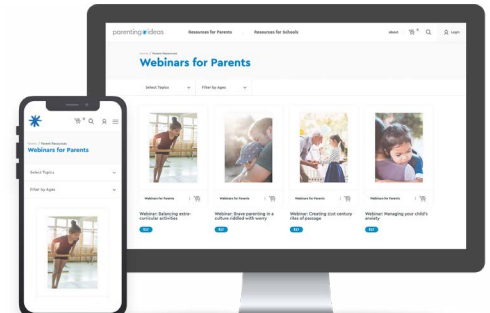
Kristy worked as an educator for fourteen years before becoming an academic and speaker who's on a mission to help children, teens and adults tame their technology habits so they're not a slave to the screen.

Redeem your webinar – it's easy!

To redeem your webinar click this link:

www.parentingideas.com.au/parent-resources/parent-webinars/understanding-techno-tantrums

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This offer is valid until 17 September 2020.

If you're unable to make the broadcast time, just register anyway and you will get access to the recording.

Articles for Parents

On the Parenting Ideas website you can also view and receive helpful articles to support your parenting journey.

Read up on topics such as:

- Resilience
- Siblings
- Bullying
- Positive Parenting
- Digital and Social Media
- Behaviour
- Confidence
- Friendships
- Anxiety
- Girls
- Boys
- Learning and Education



Visit www.parentingideas.com.au/blog to access today.



7 WAYS PARENTS CAN HELP THEIR KIDS WITH MATHS

FROM ONE MEDDLING, MATHS-MAD MOTHER TO ANOTHER *By Danijela Draskovic*

I'm a mother of a cheeky, curious and gorgeous 1-year old boy. Naturally, his first toy was a wooden abacus much to his mummy's delight. At the moment, he picks up his abacus, rattles it around, and throws it onto the floor with a shriek of delight when it makes the crashing sound. I have to practice my patience with my desire to show him the beauty in mathematics, as perhaps he's just a little bit too young.

However, I have been thinking about it for a while now. A lot of the time parents assume that their children will learn mathematics almost exclusively from school. I completely disagree and, in fact, wholeheartedly believe that both school and home learning are equally as important and should complement each other as best as possible.

Now you don't need to be 'good at maths' yourself to foster mathematical thinking in your children. In fact, you don't even need to have any of the answers. Parents need to just recognise opportunities for mathematical exploration and need to practice asking good questions. It is up to the child to discover the answers.

So here are my tips for parents. Parents should try to involve their children in as many life decisions and day-to-day 'adult' tasks as possible. Notice, throughout helping them with their mathematical reasoning, parents will be simultaneously helping their children with life skills. Surprise surprise! Maths really is all around us.

1 Give your young children some pocket money and encourage them to manage it.

You may even lend them some support in creating a budget. Do they have a goal to purchase a certain item? Let them save for it! How much should they put aside each week so they can buy their item in 3 months' time? How much general spending money do they need? The discussions around their budget could be very powerful and could reveal some interesting areas for exploration.

If the child is a bit older, you may discuss with them budgeting for a household. Perhaps let them create a weekly or monthly budget for running the entire house based on what they think

the expenditures are. Then reconvene and have a discussion once they have finished. You may be surprised as how much they underestimate, and they may need to readjust the figures. A teenager may also be ready to consider borrowing or investing. This is a wonderful opportunity to discuss interest rates and make comparisons between different types of loans or savings accounts.

2

Cook with your children. Cooking, as well as being an enjoyable and creative activity, also involves a variety of maths skills. Ask your child to amend the quantities of that pancake recipe that serves 6. How much flour would they now need for 3 servings? Or 2 servings? How about a tricky 7 servings? Through cooking we are forced to consider ratio and proportion, fractions, volume, time, addition, division and many more. Added bonus: your children will also appreciate meals more if they have been actively involved in creating them! Budgeting can also overlap wonderfully with cooking and parents are encouraged to take their children grocery shopping as well.

3

Grocery shopping. The shops are filled with opportunities to ask your children important mathematical questions such as comparing the value of buying items in smaller amounts to items in bulk. For example, which product offers best value for money: 250mL of yogurt for \$1.95 or 1L of yogurt for \$7.50? How much will an entire meal of Pad Thai cost to prepare? What will be the cost per portion? Is it financially more efficient to buy ingredients and cook this meal at home, or is it more economical to have that same meal from a restaurant?

4

Meaningfully involve children in planning for a holiday. Vacations offer rich opportunities to explore mathematical concepts such as distance, time, changing time zones, currency exchange rates, budgeting (again), purchasing travel insurance (comparing different policies), comparing costs of rent-a-car companies etc. Road-trips are great for estimating the time it will take to get from A to B. Do your kids understand the unit of km/h?



With only a couple of questions you will know the answer to that. 'If we drive at an average of 80km/h, how many kilometres will we travel in 3 hours?' 'How long will it take us to travel 120km?'. Speed, distance and time are important concepts in maths/science and need to be understood in meaningful contexts, not just taught out of a textbook.

5 **Building? Renovating? Landscaping? Creating a veggie-patch?** Whatever hands-on project you may be working on, involve your kids. Get them to draw a floorplan of their ideal family house (give them some restrictions otherwise you may end up with an indoor go-karting hall attached to a 100-seater cinema room right by the indoor wave pool). Discuss scale and proportion, units of measurement, materials, area, perimeter, shape. Allow them to help you make the herb-garden and work out the volume of soil needed to fill it. They can then go to Bunnings to buy that amount of soil. As a parent you can watch to see their delight if they have gotten the quantity right, or if not, watch them revisit the problem and check where they went wrong. Remember, it's not necessarily important to get it right. They will learn more from their mistakes.

6 **Incorporate maths-based games, problem-solving activities and puzzles into family time.** Make them fun, challenging, accessible at many levels so that everyone in the family can enjoy it. Think 'low floor, high ceiling' which means that it should be easily accessible even with low-level math skills (low floor) and that it can be extended or adapted for those who are mathematically capable (high ceiling). When giving kids riddles or problems to solve, avoid giving away the answer too soon. You are robbing them of discovering it for themselves. Instead of feeling the thrill and accomplished that they have worked on a problem and found a solution, they will feel the let-down of not having had enough patience and determination to reach the solution themselves.

Let the child have ample time to consider, ponder and grapple with the problem. If they start to give up, give them a little clue to nudge them in the right direction. After solving any maths problem, ask the child questions about it: 'How did you arrive at your solution?' 'Could there be more than one answer?' 'Is there another way to solve this problem?' 'Do you see any patterns?' 'Does your answer make sense?'

7 **Open the lines of communication.** Allow your child to come to you when they do not understand something and empower them to ask for help. Make sure your child understands that nobody is born knowing everything and that marks and grades do not define them. Do not tell your child off for a low grade, instead have a discussion as to why that grade is as it is and how to improve it. Teach them to value the process of learning, and not only that final result on their report cards. If your child embraces learning and develops a love and passion for it, you have set that child up for life. Even when they leave your protective nest and go forth to TAFE or University or the workforce, you will know that they are motivated internally and value education not just the end product.

Finally, I would like to stress that although I believe all people can enjoy mathematics to some degree, not all of us are designed to be mathematicians. Just like not all of us are built to be NBA players, or have the long, dainty fingers to become pianists. Therefore, it's important not to pressure a child to be something that they are not made for. Nurturing mathematical thinking is important for all people. But whether they use that mathematical thinking to become engineers, or use it to become better business owners, or more efficient chefs, or simply more competent members of society, either way, they are better off.