



Christ beside me: Walking in the footsteps of St Patrick

DATES FOR THE DIARY

Fri 16 Oct Colour Run
Thurs 22 Oct Yr 3/4 Camp
3.00pm-7.00pm
Tues 27 Oct Italian Day. Casual
with green, red, white
Thur 29 Oct Yr 6 Leadership Day
Fri 30 Oct 2.45pm Pray for
Peace in the Yard
Mon 2 Nov Report Writing Se-
mester 2
Tues 3 Nov Melbourne Cup Day
Public Holiday
Mon 16-Fri 20 Nov Swimming
Program
Mon 23-Thur 26 Nov Swimming
Program
Fri 27 Nov Planning Day for Staff
Fri 4 Dec Reports published
Tues 8 Dec Feast of the Immac-
ulate Conception. Mass at
9.00am, 5.00pm Dinner in the
Yard & Art Show
Thur 10 Dec 6.00pm Yr 6 Gradu-
ation Mass
Tues 15 Dec 9.00am End of Year
Mass. 1.00pm School finishes
for students at 1.00pm

2026 Professional Development Days for Staff

Term 4
Mon 2 November - Report
Writing Semester 2
Friday 27 November - 2027
Planning

1:00pm finish days at the end of each term

Term 4 - Tues 15 December (last
day of the 2026 school year for
students).

Dear Parents and Families,

A Welcome to Term 4 from me!

Welcome back to Term 4! We have a busy and exciting term ahead, with many wonderful events and activities planned for our children and families as we bring the school year to a close. There is plenty to look forward to, with opportunities for fun, celebration and connection as we finish the year on a positive note.

Organising these events takes a great deal of careful planning, preparation and collaboration. We are grateful to our dedicated staff, families and community members who work together to create these memorable experiences for our students.

Colour Run – Thank You!

We kick off the term with our much-anticipated Colour Run today! A huge thank you to our Parents and Friends Group, who have spent months planning, organising and liaising with the school to help ensure a successful and enjoyable day for everyone.



We sincerely appreciate the wonderful support shown by our families and the incredible fundraising efforts that have contributed to this initiative. Your generosity and enthusiasm make such a difference to our school community.

We are now in the planning stages of determining how the funds raised will be used to create a sensory or interactive garden for our students to enjoy. Several ideas and possibilities are being explored, with careful consideration being given to the most suitable location within our school grounds. We also look forward to gathering input from students and families as we work towards creating a space that encourages exploration, play, creativity and sensory engagement.

Thank you once again to everyone who has contributed to making the Colour Run such a special event for our school community!

A Creation prayer



The sun is yellow in the sky, it shines each day before my eyes
It keeps me warm, it makes things grow, it helps me see which way to go
Thank you, God, for sunny days,
Thank you, God, for making ways
For me to see the lovely sun -
Enjoying it is so much fun!

'In the beginning God created the heavens and the earth.' Genesis 1:1

Building Works – School Grounds

The local gas company is currently undertaking upgrades to pipelines in and around the school, and we have been notified that works will also take place on our school site.

At this stage, work on the school grounds is scheduled for Tuesday, 20 October, with some works potentially occurring around the beginning of the week, on Monday or Tuesday.

Please be aware that access to the footpath along Station Place may be affected, with some sections potentially closed off during the works.

We ask families to allow additional time when dropping off and collecting children and to take extra care when moving around the school vicinity.

We are maintaining communication with the site supervisors, who will keep us informed of any changes to the schedule or arrangements. At this stage, the works appear to be progressing as planned, and we anticipate minimal disruption to the day-to-day operation of the school.

Thank you for your patience, understanding and cooperation as these necessary upgrades take place. The safety of our students and families remains our priority.



Summer Uniform Reminder

As we move further into the warmer months, **all students are expected to be wearing their full school summer uniform, including their school hat, by next week.**

Please take a moment to check that your child has all the required uniform items and is arriving at school dressed appropriately each day.

A reminder that students who do not have a school hat, will be required to remain in the shade during outdoor activities and play. This is an important part of our commitment to sun safety and ensuring the wellbeing of all students.

Thank you for your support in helping us maintain our school uniform expectations and sun-safe practices.



Christmas Raffle – Donations Welcome!

Planning is underway for our school Christmas Raffle, and we are seeking donation pledges and donated items to help make this year's raffle a wonderful success.

We warmly encourage our local businesses and family-run businesses to support this initiative. Your contributions help us create exciting prizes for our school community while strengthening the connections between our school and local community.

In appreciation of your generosity, we will begin advertising and acknowledging participating businesses from Week 4 of this term.

A heartfelt thank you to those families and businesses who have already made a kind donation. We are incredibly grateful for your generosity and continued support.

If you or someone you know would like to contribute, we would love to hear from you! Donation ideas include: movie tickets, dinner for two, vouchers, electrical items.



Looking Ahead

Term 4 is always a special time in our school calendar. It is a time to celebrate the achievements of our students, strengthen our connections as a community and create lasting memories together.

Thank you for your ongoing support, cooperation and involvement in school life. We look forward to a wonderful term filled with learning, laughter, celebration and many exciting opportunities for our children and families.

May we continue to work together to make the final term of the school year a positive and memorable one for all.

Warm regards,

Caroline Madigan

Caroline Madigan

Principal

cmadigan@olsunshine.catholic.edu.au

CYBER SAFETY PROJECT

The Cyber Safety Project: Raising kids who RISE online

The Children at our school are continuing to learn about cyber safety through the Cyber Safety Project this term. They are exploring the four values that guide how they act online: **Responsibility, Integrity, Strength and Empathy (RISE)**. Being kind, honest and respectful matters just as much online as it does face to face.

Talking about these values at home helps your child make good choices when you're not there.
Try one simple question for each:

Responsibility: What do you keep private online, and why?

Integrity: Would you say that to someone's face?

Strength: If something online upset you, what would you do?

Empathy: What could you do if you saw someone being left out online?

A quick chat over dinner is all it takes to bring these values home.



SEASON OF CREATION 2026 "LIVING WATER" Ezekiel 7:9,12



This year, the theme for the global Season of Creation is *Living Water*.

Water is a gift from God that sustains all life. Through art, the students in Years 3 and 5 were invited to explore what Living Water means to them — from rivers, oceans and rainfall, to renewal, hope, justice, faith and care for creation.

Student art work was selected by their peers and the Year 6 Faith leaders and entered into the Caritas Australia Catholic Earthcare School Art Competition.

You are invited to view the selected art works and vote for your favourite from 12-19 October 2026 on the Caritas Australia website.

You can also view the original art works on the windows outside the St Joseph of the Sacred Heart building.

VOTE HERE <https://www.caritas.org.au/catholic-earthcare/school-art-competition/>

**YOU ARE INVITED TO
PRAY THE ROSARY
Friday 30th October 2026
"PRAY FOR PEACE"
2:45pm
In the school yard (enter via office)**



Victoria's Working with Children (WWC) Check has been strengthened to better protect children by improving how child safety risks are identified and assessed.

The changes commenced on 28 July 2026. They are part of a suite of reforms to Victoria's child safeguarding system and respond to recommendations from the [Rapid Child Safety Review](#).

In October 2026, Victoria is further strengthening the Working with Children (WWC) Check with the WWC Connect online service and mandatory child safety training.

Together, these changes will help organisations make safer decisions about the people they engage to work or volunteer with children.

The reforms will affect people applying for a WWC Clearance and people who hold a WWC Clearance, including volunteers and employees. The reforms also affect employers, volunteer organisations, child safety agencies and the SSR, which administers the WWC Check scheme.

These government changes will affect all current and new volunteers and employees at Our Lady's School.

WWC Connect will be introduced on 19 October 2026.

WWC Connect is a new online service that will enable organisations to connect workers they engage for child-related work (both employees and volunteers). This will help organisations provide accurate information to the Social Services Regulator (SSR) about the people they engage in child-related work and receive notifications if a worker or volunteer's WWC Clearance status changes.

The information uploaded to WWC Connect includes:

- Name
- WWC Check card number
- Address
- Telephone number



Mandatory child safety training will also be introduced from 19 October 2026.

The training is mandatory for:

- *new WWC Check applicants*
- *people renewing their WWC Clearance.*

They must complete the training before their WWC Check application can be finalised.

The training is an online, self-paced course which takes approximately 30–45 minutes. It is suitable for all sectors and settings that need a WWC Clearance. An offline paper-based version of the training is also available.

The training will cover:

- the role we all play in keeping children safe
- respectful and appropriate behaviour with children
- the prevalence of child abuse in society
- recognising concerning behaviour and grooming risk factors
- responding and acting when concerned about a child's safety.

The training will help build a consistent understanding of child safety responsibilities across Victoria's child-related workforce.



Visit [Working with Children Connect and mandatory child-safety training](#) on the SSR's website for information about WWC Connect and mandatory child safety training.



AUSTRALIAN GIRLS CHOIR



Is this your daughter?

Girls thrive and have fun while learning to **sing**, **dance** and **perform**.
The AGC inspires excellence and develops future-ready young women.

Join us at our
NOVEMBER OPEN DAY!



AUSTRALIAN SCHOOL OF PERFORMING ARTS



The Australian Girls Choir (AGC) is holding Open Days on Saturday November 7 and Sunday November 15 where they will offer all girls and non-binary students the opportunity to try a free class.

Regulated or Dysregulated: Dealing with Feeling

If you've looked at anything parent-related on TikTok or Instagram in the past year or two, you've heard about emotion regulation. Everyone's stressed (dysregulated) because their kids are having BIG feelings (dysregulated) and it's creating this cycle of emotional challenge for everyone.

But the idea of being dysregulated - and the concept of emotion regulation - isn't a new fad. It's a well-researched phenomenon that, when understood, can help our kids flourish (and us survive).

Emotion Regulation

In simple terms, emotion regulation is how well someone can manage their emotions - whether they're delightful ones like excitement and joy, or challenging and uncomfortable ones like jealousy and anger. If we go a little deeper, emotion regulation is the ability to turn our emotions up or down in a way that is appropriate for the context/environment, and that is in line with our values and goals.

That's a lot... so let's talk about what this really means.

There are some times and places where we want to allow our emotions free reign - we can turn them up. In a positive sense, this could be at a birthday party or at the park with friends. Our kids are in a context where it's fun to express joyful emotions and be big and loud about it if that works for them. On the more challenging side of things, expressing anger at injustice might be appropriate. And crying - even sobbing - at a funeral (or even when things don't go the way you'd like) would probably be ok.

Emotion Dysregulation

Things get dysregulated when those emotions (the positive ones or the negative ones) are too big for the place you're in. Anger at being asked to turn off a screen and come to dinner... not so good. It's unhelpful for the context, and it's bad for long-term relationship goals. A meltdown in a shopping centre aisle because you can't have a treat? This isn't going to work well for anyone. Mega-excitement at a party that leads to property being damaged or someone being hurt... again, too much for the context and bad for long-term goals.

How it Develops

Emotional regulation isn't something people are born with. It develops over time, starting around age two and continuing until around age nine or ten. At this age, most kids can regulate their emotions most of the time under most conditions. They're not perfect. Even adults still struggle if they're hungry, tired, or stressed. But this is the age psychology researchers think is a developmentally appropriate time for most kids to pull things together (including neurodiverse kids, although there's some variability here).

Now for the great news. Emotion regulation can be strengthened with instruction and practice.

There are two types of emotional regulation: self-regulation, or managing your own emotions, and co-regulation, which involves helping others manage their emotions.

Becoming More Regulated: Identify Emotions

Learning emotional regulation strategies begins with identifying your feelings and building a vocabulary to describe them. If you can name it, you can tame it. If it's mentionable, it's manageable. The more detailed we can be about the emotion we are feeling, the greater our emotional literacy. And the more granular we can be, the easier it is to regulate our emotions because they make sense. This is *especially* true for children.

Model it

Children learn emotional regulation skills by watching people around them. You can help your children by serving as an "emotional container," naming emotions and modeling how to express them in a healthy way. As an example, in the moment emotional regulation strategies could include breathing, pausing, stepping outside, or doing something as simple as a body scan or grounding technique. These strategies help calm the body's nervous system and turn down the intensity of emotions.

Understanding that emotions are like waves - they rush in (and sometimes wet our towels and bags), and then they recede, only for another wave to rush back in when we're not expecting it. But they always go back out to sea again. You're not feeling the big emotion right now that you were feeling yesterday or this morning. They come and they go. Understanding this makes emotions far less scary or challenging.

We're not trying to avoid or eliminate difficult feelings. That's not realistic. Life is complex and emotions can hit like a tidal wave, even when things are going relatively well. Instead, the goal is to notice those emotions and allow them. Pushing against them usually only creates frustration.

Feelings aren't Facts

One more valuable thing to teach your kids: your emotions are not always accurate reflections of reality. I often teach parents that feelings are not facts. They provide you with information, but then you get to choose how to respond.

Lastly, your child is most likely going to regulate well if you are there to co-regulate with them. Your steady, caring presence during your child's difficult emotion helps them feel understood, see things from a fresh perspective, and respond to their challenges thoughtfully rather than reactively.



Dr Justin Coulson is a dad to 6 daughters and grandfather to 1 granddaughter. He is the parenting expert and co-host of Channel Nine's Parental Guidance, and he and his wife host Australia's #1 podcast for parents and family: The Happy Families Podcast. He has written 9 books about families and parenting. For further details visit happyfamilies.com.au.

What to Say When Your Child is Dysregulated

Here's a simple script next time your child feels overwhelmed and dysregulated:

1. Make sure *you* are calm when you approach your child
2. Say what you see: "Looks like things are pretty tough for you today?"
3. Give them an easy choice: "Do you want space, or do you want a hug or a chat?"
4. Give them time to process their emotion a little (either with you there or with some space)
5. Problem-solve the situation together.

For healthy long-term emotional regulation skills, practicing matters. You get to practice responding well to their emotions - and modelling your own regulated responses to big emotion moments. And they get to practice regulating by working through those moments with you by their side.

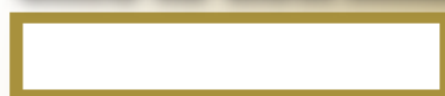
Just like any skill, the more you practice, the better you get at it.



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Give to God what belongs to God

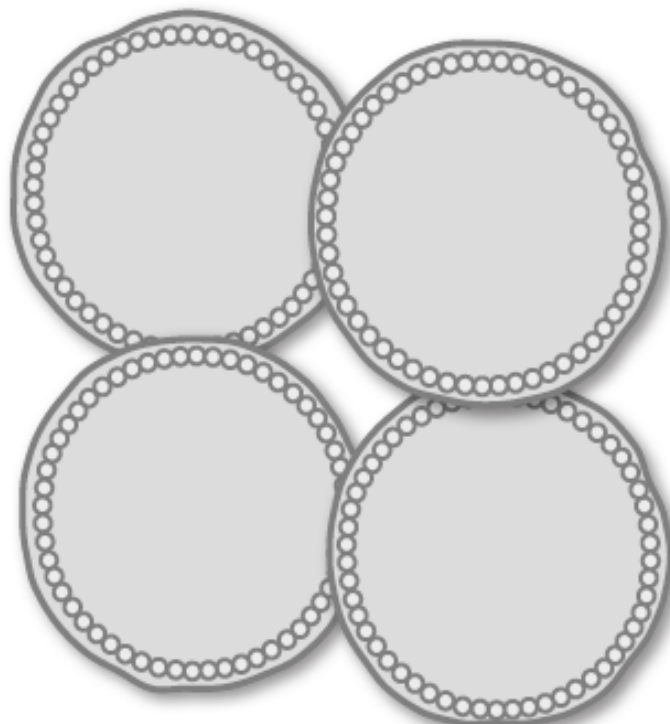


29th Sunday in Ordinary Time, Year A



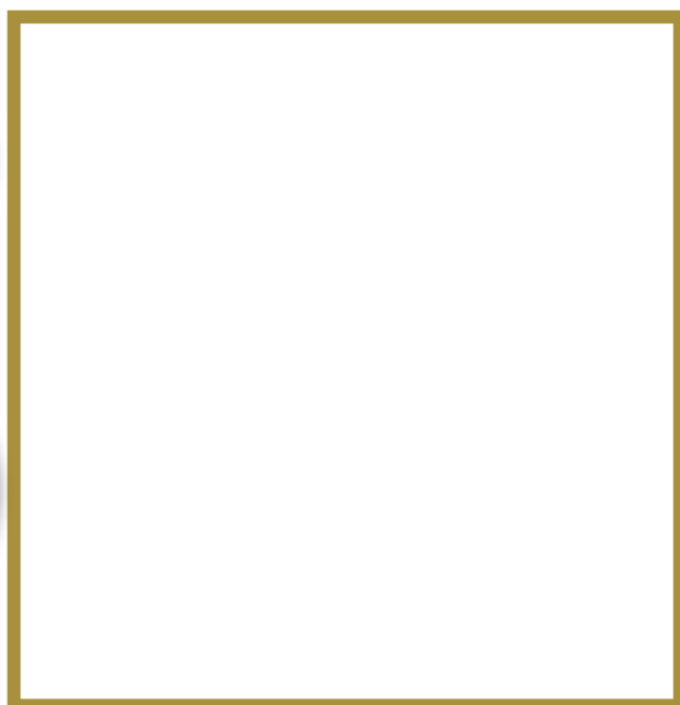
Give to Caesar what belongs to Caesar...

Jesus believed that people should obey the law and pay their taxes to the Romans. What are some laws or rules that we must obey?



Give to God what belongs to God.

Jesus tells us that we belong to God. We can give ourselves to God by following Jesus' teachings and loving others as he did. Draw a picture of yourself doing something as Jesus would have done.



Gospel Matthew 22:15-21

The Pharisees went away to work out between them how to trap Jesus in what he said. And they sent their disciples to him, together with the Herodians, to say, 'Master, we know that you are an honest man and teach the way of God in an honest way, and that you are not afraid of anyone, because a man's rank means nothing to you. Tell us your opinion, then. Is it permissible to pay taxes to Caesar or not?' But

Jesus was aware of their malice and replied, 'You hypocrites! Why do you set this trap for me? Let me see the money you pay the tax with.' They handed him a denarius, and he said, 'Whose head is this? Whose name?' 'Caesar's' they replied. He then said to them, 'Very well, give back to Caesar what belongs to Caesar – and to God what belongs to God.'