



Christ beside me: Walking in the footsteps of St Patrick

DATES FOR THE DIARY

Fri 31 July Yr 1 Community Walk, 7.00pm Year 6 Confirmation
Mon 3 Aug Yr 3 Museum, Yr 4 Melbourne Zoo
Tues 4 Aug 100 Days of Foundation
Fri 7 Aug 9.00am St Mary MacKillop Mass in the Church
Sat 8 Aug St Mary of the Cross McKillop Feast Day
Mon 10 & Tues 11 Aug *School Closure - Staff Faith Conference. No school for the children*
Sat 15 Aug Feast of the Assumption of Mary
Mon 17-Fri 21 Aug Bullying No Way Week
Mon 17 Aug Yr 5 Museum
Tues 18 Aug Foundation CERES
Mon 24-Tues 25 Aug NAIDOC Activities
Wed 26 Aug Yr 2 CERES
Fri 28 Aug Book Week Parade 8.45am
Thur 3 Sept Father's Day Stall
Mon 8 Sept Yr 6 Museum
Fri 18 Sept 1.00 End of Term

2026 Professional Development Days for Staff

TERM 3
Mon 10 & Tues 11 August - 2 Day Faith Conference 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 3 - Fri 18 September
Term 4 - Tues 15 December (last day of the 2026 school year for students).

SACRAMENT DATES FOR 2026

Year 6 Confirmation
Friday 31 July at 7.00pm

Dear Parents and Families,

Thank you to the many family members who join us each morning, particularly those who gather with us at the beginning of each week for **Community Connect**. It is always wonderful to see parents, grandparents and carers joining us in prayer as we begin the week together.

This week, our Community Connect focus was on the simple but powerful act of greeting one another. We encouraged everyone to take the time to say "good morning" and offer a warm hello. It was heart-warming to see so many smiling faces as students, staff and families welcomed each other. Beginning each day with kindness, a smile and a sense of belonging is one of the many things that makes our school community so special.



All parents and family members are warmly invited to join us each Monday morning for Community Connect. It is a wonderful opportunity to pray together, celebrate our community and stay informed about the week's events and happenings.

Sacrament of Confirmation – Friday 31 July

Please keep our Year 6 students in your prayers as they receive the Sacrament of Confirmation this evening.

We are blessed to welcome Bishop Martin Ashe, who will celebrate the sacrament alongside our Parish Priests: Fr Peter Damien McKinley, Fr Peter Zin, Fr Peter Hoang and Fr Hien Vu.

We are grateful for the strong partnership we share with our Parish as we journey alongside our students in preparing for this important milestone in their faith. We pray that the Holy Spirit will continue to guide each of our Confirmation candidates, strengthening them through the gifts and fruits of the Holy Spirit as they continue their faith journey.

Congratulations to all of our candidates and their families. May this be a joyful and memorable occasion for you all.



Confirmation Prayer

In Confirmation we receive the gifts of the Holy Spirit. We are strengthened for our faith journey.

Dear God, we come before you with our prayer. Soon we will be confirmed in our faith in you, Father, Son and Holy Spirit.

Through the gifts of the Holy Spirit, help us to walk your way of love and serve others in your name. May we live always as people of prayer who make good choices in our lives. As we prepare for the sacrament of confirmation, we ask your blessing on all of us. Lord, we ask you to hear our prayers and those we hold in our hearts. Amen



Electronics and Toys at School

We have recently noticed an increase in the number of students bringing expensive personal items and toys to school. Unfortunately, these items can easily become lost, damaged or broken, often leading to unnecessary disappointment and playground disputes.

We appreciate your support in ensuring that toys and valuable personal belongings remain at home unless they have been specifically requested for a classroom activity.

We have also noticed an increasing number of students bringing mobile phones to school in their bags or wearing smart watches that have messaging, calling, recording or photography capabilities.



As previously communicated before, all devices with communication, recording or photography functions must be handed into the school office at the beginning of the day and collected at dismissal. These devices will be stored securely in the office throughout the school day.

Thank you for your partnership in helping us maintain a safe, focused and positive learning environment for all students.

Hygiene and Practicality

As part of our school expectations, we ask that students with hair that extends beyond shoulder length have it tied back while at school.



There are several important reasons for this expectation:

- **Supporting learning:** Loose hair can fall across a student's face while they are reading, writing or working, making it difficult to concentrate and obstructing their view of the board or their work.
- **Health and hygiene:** Like all schools, we occasionally experience cases of head lice throughout the year. Keeping long hair tied back helps reduce hair-to-hair contact and lowers the risk of spreading head lice within the school community.

Many parents know firsthand how time-consuming and challenging treating head lice can be. By working together and encouraging students to keep long hair tied back each day, we can help minimise the risk for everyone.

Thank you for your continued partnership and support. Together, we continue to build a welcoming, faith-filled community where every child is known, valued and encouraged to flourish.

God bless,



Warm regards,

Caroline Madigan

Mrs Caroline Madigan
Principal

principal@olsunshine.catholic.edu.au

Year 6 Confirmation Reflection Day





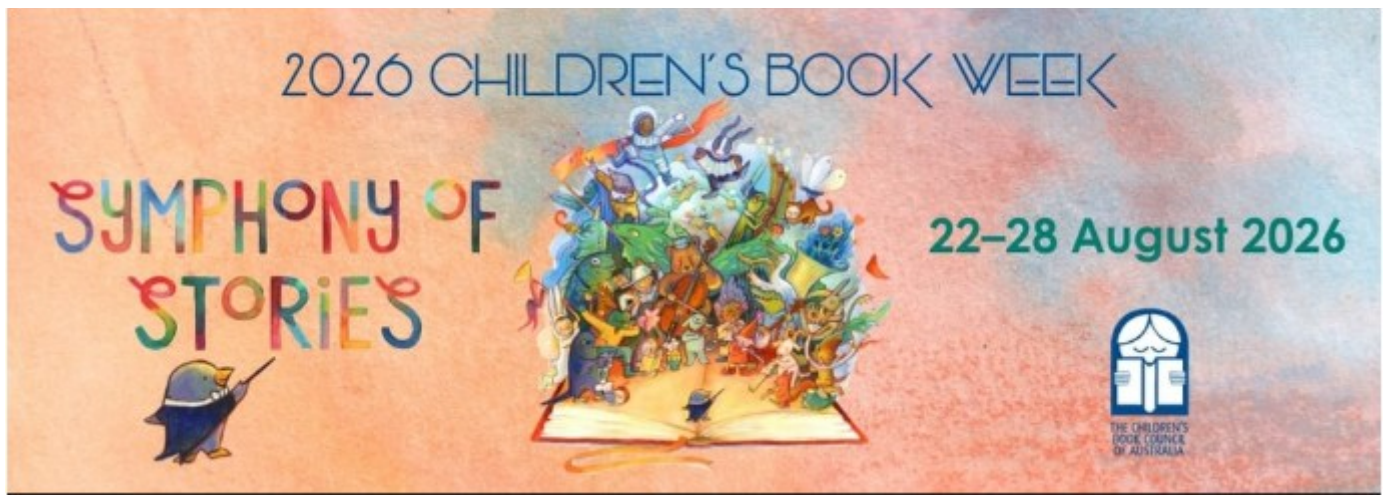
Team Colours Day





Team Colours
Day





Mark Your Calendars: Book Week Character Parade!

Students are invited to dress up as a favourite book character for our Book Week Character Parade. There is no expectation that families purchase a costume. Children may like to use clothing they already own or add a simple prop to represent a character they have enjoyed reading about. The focus is on celebrating books and a love of reading.

Date: Friday, 28th August

Time: 8.45 am

Who: All parents, carers and family members are warmly welcome to join us.

Further information will be available closer to the date.

Kind regards,
Lisa Piperno
Literacy Leader

FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the *Disability Discrimination Act 1992*.

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.



Child Safe Standard 5

Equity is upheld and diverse needs respected in policy and practice.

As Catholic educators, we have a moral, mission-driven and legal responsibility to uphold and actively promote the wellbeing and safety of every student entrusted in our care. Our commitment to the protection of children and young people is grounded in fairness, inclusion, and respect for diversity, ensuring every child is treated with dignity and care. Our Catholic communities strive to create welcoming and inclusive environments where diversity is honoured, equity is embedded, and the unique needs of every child and young person are respected.

This newsletter series provides an overview of what the Child Safe Standards are, how they are designed to help keep children and young people safe and what school governed by Melbourne Archdiocese Catholic Schools (MACS) are doing to prioritise and achieve this.

Overview of Child Safe Standard 4:

To be aligned, schools must support the following:

- Families participate in decisions affecting their child
- The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.
- Families and communities have a say in the development and review of the organisation's policies and practices.
- Families, carers and the community are informed about the organisation's operations and governance.

The Child Safe Standards

The Child Safe Standards are a set of guidelines that help organisations create safe environments for children and young people.

They make sure that children are protected from harm, listened to, and respected. These standards require organisations to have strong leadership, clear policies, and a culture that puts children first.

As a parent or carer, you can expect organisations to involve families, empower children, train staff properly, and respond to concerns quickly and respectfully.



"There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus."

(Galatians 3:28)

How do our schools ensure every child is treated fairly and their unique needs are respected?

- In our schools, we believe that every child has the right to be treated fairly, included, and supported according to their individual needs and background. These three principles are part of **Child Safe Standard 5**, which focuses on equity and diversity.
- **Equity** is about fairness, recognising that children may need different levels of support to participate fully in learning, activities, and school life.
- **Inclusion** means creating environments where all children, regardless of culture, ability, language, or background, feel valued, respected, and welcomed.
- **Respect for diversity** is about honouring and celebrating the unique identity of every child, ensuring that differences are recognised as strengths and that everyone's rights and dignity are upheld.

How Parents, Carers and Guardians can get involved!

Child Safe Standard 4 is about making sure schools, families, carers and the wider community work together to keep children safe. Here are some simple ways families can help:

- **Talk about inclusion and fairness:** Discuss diversity, equity, and respect with your child, and encourage them to appreciate differences in others.
- **Share insights about your child:** Let staff know if your child has specific needs or cultural practices that should be considered in school activities.
- **Participate in school programs and events:** Support initiatives that celebrate diversity and inclusion, such as cultural festivals, learning programs, or wellbeing initiatives.
- **Provide feedback:** Take part in surveys or discussions about school policies and practices, ensuring the school considers diverse perspectives.
- **Model respect and inclusion:** Demonstrate equitable, respectful, and inclusive behaviour at home and in community activities, children learn these values through example.



Want to know more?

If you have any questions or would like to learn more about how we're supporting child safety, please get in touch.

More information on the Child Safe Standards can be found via the [Commission for Children and Young People \(CCYP\) website](#).

Check out these additional resources from below to learn more:

National Catholic Education Commission (NCEC) Resource Centre: [Explore NCEC Resource Centre \(inclusive education & wellbeing\)](#)

Catholic School Parents Australia (CSPA): [Visit Catholic School Parents Australia \(family support & engagement\)](#)

Parents & Families - Catholic School Parents: [Family Resources for Supporting Diverse Learning \(Catholic School Parents ACT/NSW\)](#)

Australian Catholics Magazine & Education Hub: [Read Australian Catholics \(family & faith resources\)](#)

Inclusive School Communities Toolkit (Australian education resource): [Access Inclusive School Communities Toolkit \(parent & school collaboration\)](#)





Newsletter

Child Safe Standard 6

"People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice."

As Catholic educators, we have a moral, mission-driven and legal responsibility to uphold and actively promote the wellbeing and safety of every student entrusted in our care. Our commitment to the protection of students involves ensuring families and community members actively participate in promoting and upholding child safety and wellbeing. Our Catholic communities develop, review and uphold robust systems, processes, and policies that support staff and volunteers to act with professionalism, integrity, and care; ensuring child safety and wellbeing are embedded in all aspects of school life.

This newsletter series provides an overview of what the Child Safe Standards are, how they are designed to help keep children and young people safe and what schools governed by Melbourne Archdiocese Catholic Schools (MACS) are doing to prioritise and achieve this.

Why is it important that all adults who work with children are suitable and supported?

Everyone who works with or around children has a responsibility to act with integrity, care, and accountability. When staff, volunteers, leaders, and contractors are suitable, supported, and well-informed about child safety, **children feel safe, valued, and able to thrive.**

Schools can uphold high standards of safety and wellbeing when all adults understand their roles, follow clear expectations, and receive ongoing guidance and supervision. This shared responsibility ensures that children experience **consistent, safe, and respectful interactions every day.**



Child Safe Standard 6

Child Safe Standard 6 reminds us that everyone who works with children has a responsibility to act with integrity, care, and trustworthiness.

As 1 Corinthians 4:2 teaches, "Now it is required that those who have been given a trust must prove faithful." This scripture highlights that safeguarding children is a sacred trust, and we are called to be faithful stewards of their wellbeing.

By ensuring that all staff, volunteers, and leaders are suitable, supported, and accountable, the standard helps us live out this trust every day.

creating a safe, nurturing environment where children can thrive.

Child Safe Standard 6 focuses on ensuring that adults are carefully selected, appropriately trained, and are supported to maintain high standards of child safety. It recognises that safeguarding is not just about rules, but about everyday behaviours, professional conduct, and living out our shared responsibility to protect children.

What does this look like in a school environment?

- **Recruiting safely:** We ensure all staff undergo thorough screening, including thorough background checks, reference checks, and interviews, to make sure they are suitable to work with children. As part of this, we ensure that all staff hold and maintain appropriate professional qualifications and registrations, including current Working with Children Check (WWCC) or Victorian Institute of Teaching (VIT) registration, in line with the Workforce Screening and Accreditation Policy.
- **Providing clear expectations:** Everyone is informed about the school's child safety policies and procedures, professional standards, code of conduct, and reporting responsibilities.
- **Ongoing support and guidance:** Staff and volunteers receive annual induction, professional learning, mentoring, and supervision to help them maintain safe and respectful practices.
- **Accountability in practice:** We encourage adults to speak up if they have concerns, follow clear reporting pathways, and model behaviours that prioritise children's wellbeing. We also ensure that professional qualifications and registrations are maintained.

How Parents, Carers and Guardians can get involved!

Child Safe Standard 6 ensures that all adults are carefully selected, appropriately trained, and supported in keeping children safe.

Families can help by:

- **Knowing who works with your child:** Be aware of the staff, volunteers, and other adults involved in your child's learning and care
- **Asking questions:** Check that adults in your child's life have the training and support to maintain child safety standards
- **Staying informed:** Read updates from the school about professional learning and child safety initiatives
- **Partnering with the school:** Share observations, concerns, or ideas that might help all in our community ensure interactions are safe and supportive.

Want to know more?

If you have any questions or would like to learn more about how we're supporting child safety, please get in touch.

More information on the Child Safe Standards can be found via the [Commission for Children and Young People \(CCYP\) website](#).

The Victorian Government has clear guidance around ensuring Child Safe Standard 6 is enacted in all schools, further information about how this standard is upheld and reviewed for every school can be found [here](#).

The Federal Government developed a [Child Safe Framework policy](#) and in May 2024 the Federal Government's Department of Education released its updated [Child Safe policy](#).

Working together for Child Safety





Melbourne Archdiocese
Catholic Schools



CAROLINE
CHISHOLM
COLLEGE

Enrolments Closing Soon YEAR 7 2028

**Enrolment applications for current Grade 5 students close on August 14, 2026.
Don't miss your chance to apply for Year 7 2028!**

*I want my child to attend the College.
What do I do?*

- 1. Complete an enrolment application form.**
Visit www.cccc.vic.edu.au to access and complete our online application form.
- 2. Submit your completed application form.**
Ensure you provide all required documents with the application. A non-refundable application fee is required at the time of submission. **Applications close 14th August 2026.**
- 3. The College will conduct interviews of all applicants.**
Families will be invited to attend an enrolment interview with a senior staff member of the College in early September 2026.
- 4. Enrolment and waiting list offers will be sent to families.**
Families will be notified of any offer in mid-October 2026.
- 5. Book a College Tour**
If you would like to visit our College, please book a tour by visiting www.cccc.vic.edu.au, scanning the QR code or calling (03) 9296 5311

**Book
a Tour**





Calling all future Bulldogs!

Girls aged 4–12 are invited to join our AFLW All Girls Pre-Game Clinics at Mission Whitten Oval. Each clinic will take place **two hours before every Western Bulldogs AFLW home game.**  **Only \$55 for the pro-**

gram  **Perfect for girls of all skill levels!**



Auskick (Ages 4–7) – Learn the basics through fun games and activities.



Superkick (Ages 7–12) – Build skills and confidence in a game-based environment.



Location: Mission Whitten Oval



Clinic Dates:

Saturday 22 August vs Richmond, Saturday 5 September vs Sydney, Saturday 3 October vs St Kilda
Friday 9 October vs Essendon



Special Offer: Use promo code **FCB008C6** at checkout to receive **\$20 off** registration.



Register now:

Auskick (Ages 4–7): [https://](https://www.playhq.com/afl/register/9dd463)

www.playhq.com/afl/register/9dd463

Superkick (Ages 7–12): [https://](https://www.playhq.com/afl/register/251cd8)

www.playhq.com/afl/register/251cd8



The poster features a blue background with a large red 'B' shape on the left. At the top, it displays the Western Bulldogs, AFL Victoria, and AFL Play logos. The main title 'AFLW ALL-GIRLS PRE-GAME CLINIC' is in large, bold, white and blue letters. Below this, 'MISSION WHITTEN OVAL' is written in a white box. The 'DATES' section lists: SAT 22 AUG V RICHMOND, SAT 5 SEP V SYDNEY, SAT 3 OCT V ST KILDA, and FRI 9 OCT V ESSENDON. Two QR codes are shown at the bottom, labeled 'AUSKICK' and 'SUPERKICK'. A red starburst graphic on the right says 'AGE 4-12' and '\$55'. A photo of two girls playing football is on the right side. A red starburst at the bottom right says 'GO DOGGIES'.

AFLW
ALL-GIRLS
PRE-GAME
CLINIC

MISSION WHITTEN OVAL

DATES

SAT 22 AUG V RICHMOND
SAT 5 SEP V SYDNEY
SAT 3 OCT V ST KILDA
FRI 9 OCT V ESSENDON

AUSKICK **SUPERKICK**

GO DOGGIES

AGE 4-12 **\$55**

TERM 3 WITH EXTEND!

Enquiries 1300 366 437



extend.com.au



Book Now!



WHAT CAN YOU EXPECT?



We are looking forward to welcoming you and your children back for a fun-filled Term 3, with plenty of opportunities for your children to connect, create, explore, and continue building friendships within our Extend community.

LOTS OF FUN ACTIVITIES!

This term, your children can look forward to a variety of activities designed around their interests, ideas, and creativity.

Our program will include opportunities for:



Art



Games



Cooking



Writing



Science



Outdoor Play

extend.com.au

SUPPORTING YOUR CHILD'S GROWTH

Our OSHC program focuses on creating a safe, inclusive, and welcoming environment where every child feels valued.



Throughout Term 3, our educators will continue supporting your children to develop:

- Confidence and independence
- Positive friendships and social skills
- Problem-solving and teamwork skills
- Creativity and curiosity
- Respect for themselves, others, and their environment

Book Now For Term 3

SCAN THE QR
CODE TO ENROL
& BOOK NOW



What Doping Athletes Can Teach Your Kids About Success

By Dr Justin Coulson

On May 24, 2026, the first [Enhanced Games](#) took place in Las Vegas. The media [controversy](#) surrounding the games was enormous – as was the [hype](#).

According to organisers, the games are ushering in “a new era in athletic competition that embraces scientific advancements to push the boundaries of human performance.” That’s PR-speak for “our athletes are doping to the extreme – and we’re encouraging it.” It’s the Olympics for cheats.

The promise: world records, astonishing performances, and a whole new world of limitless potential.

The reality: a whole lot of drugs. A woeful competitive spectacle. And essentially zero enhancement of anything. Athletes filled their systems with steroids, sold their souls for scraps, and walked away with their reputations in ruins and no records to celebrate.

What does this have to do with parenting?

More than you might think. But first, back to the games for another moment.

I was surprised at the woeful results. The East Germans of the 80s and the Chinese athletes of the 90s doped far more successfully with their illicit doping campaigns.

But then I thought about it a little deeper.

Let’s start with the swimming. One world record was [beaten](#), and it’s likely that this was less to do with banned substances (steroids) and more to do with the super suits that were banned in 2010 that give a boost of +5% to performance.

On the athletics track, results were [shabbier](#) than the failures in the pool. The men’s times were closer to the female world records than any men’s records. And for both male and female athletes, their times were off so much that the athletes were not even in the top 1000 best times this year. There are high-schoolers running faster.

The problem is this: the organisers believed that if they could rope in some of the best athletes in the world and fill them with steroids, they’d become Superman (or Captain America). But that’s not how it works.

It’s true that steroids enhance performance. And so do a range of other things like sauna and cold plunges, magnesium, peptides, and every other fad that’s out there (except for those power-bands people wore around their wrists).

But it’s the cult of optimisation that we – and especially our boys – keep falling for. The quick-fix. The short-cut.

Do you really think the athletes trained as hard for these contests as they did when they were competing – clean – at the Olympics and world championships? Of course not. They only had a handful of months to prepare. And most of them are no longer full-time athletes.

The quick-fix is not real

James Clear is the author of the 20-million-copy bestseller, *Atomic Habits*. In the book, Clear describes an interaction he had with an elite weightlifting coach who visited the gym in which Clear was training - a coach who had worked with thousands of athletes during his long career, including a few Olympians.

Clear asked him: "What's the difference between the best athletes and everyone else? What do the really successful people do that most don't?" The coach mentioned genetics, luck, and talent. He then added the unexpected:

"At some point it comes down to who can handle the boredom of training every day, doing the same lifts over and over and over." According to Clear, "The only way to become excellent is to be endlessly fascinated by doing the same thing over and over. You have to fall in love with boredom."

Every study of astonishing, world-class success, points to the same thing, best outlined by Mary Meagher, a three-time Olympic gold medallist at the 1984 LA Olympics:

"People don't know how ordinary success is."

Everyone wants the secret – the shortcut. We want it. Our kids want it. The hacks fill our feeds. And there are countless grifters who'll sell you the promise of an easy answer to help you feel less insecure, more optimised, and shift you towards your dream. Whether it's us falling for the latest fad or our kids clamouring for clout, human nature drags us into thinking there is a pill, a course, or a solution that gets us "there" faster.

Today Androgenic and Clavicular will tell your son to pump himself full of testosterone, peptides, and toxins to lookmaxx. Andrew Tate, Myron Gaines, and other self-help sewage peddlers will offer shortcuts to wealth and status via their crypto scams, "leadership" programmes, and hustler universities.

The Enhanced Games promised superhuman results through chemical shortcuts. They delivered embarrassment. The real lesson for us and our children is this: the shortcut may or may not get you there faster. But the shortcut will hollow out - or even erase - the only thing that matters: the person you become on the way.

The value is not in the medals, the glory, the likes and shares, or the status. The value is in what ordinary, unglamorous, relentless effort actually produces. That's enhancement worth pursuing.

In *How to Live*, Derek Sivers tells us that

"Mastery is the best goal because the rich can't buy it, the impatient can't rush it, the privileged can't inherit it, and nobody can steal it. You can only earn it through hard work. Mastery is the ultimate status."

When our kids understand that principle, their lives will be harder, but vastly richer.



Dr Justin Coulson is a dad to 6 daughters and grandfather to 1 granddaughter. Justin travels all around the country, speaking at schools to students, educators and parents about wellbeing and relationships. He is also 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. Justin has written 11 books about families and parenting - with the latest about [raising boys](#) out now! For further details visit happyfamilies.com.au.



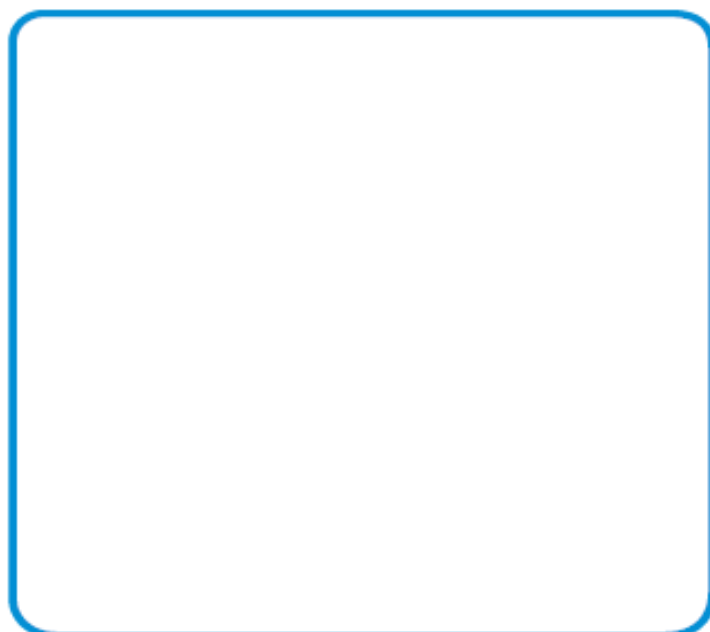
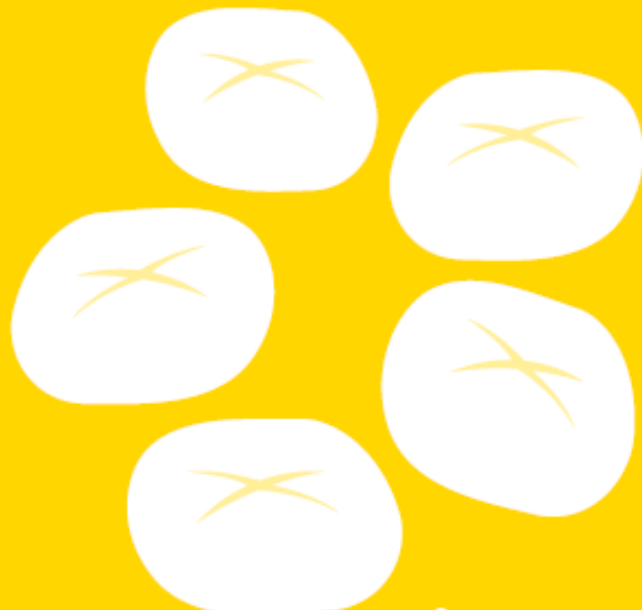
Everyone had plenty to eat

18th Sunday in Ordinary Time, Year A

Jesus fed the crowd of more than 5,000 people because they were hungry and needed food. In each loaf write down something else that people need and are "hungry" for.



Jesus asked his disciples to help feed the hungry people. Likewise, Jesus wants us to share what we have with people in need. Draw a picture of yourself sharing with others.



LOAVES AND FISH

How many words can you make from the letters in LOAVES AND FISH?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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Gospel

Matthew 14:13-21

When Jesus received the news of John the Baptist's death he withdrew by boat to a lonely place where they could be by themselves. But the people heard of this and, leaving the towns, went after him on foot. So as he stepped ashore he saw a large crowd; and he took pity on them and healed their sick.

When evening came, the disciples went to him and said, 'This is a lonely place, and the time has slipped by; so send the people away, and they can go to the villages to buy themselves some food.' Jesus replied, 'There is no need for them to go: give them something to eat yourselves.' But they answered, 'All we have with us is five loaves and two fish.' 'Bring them here to me,' he said. He gave orders that the people were to sit down on the grass; then he took the five loaves and the two fish, raised his eyes to heaven and said the blessing. And breaking the loaves he handed them to his disciples who gave them to the crowds. They all ate as much as they wanted, and they collected the scraps remaining, twelve baskets full. Those who ate numbered about five thousand men, to say nothing of women and children.