MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

14th June 2022

"I see Jesus in every human being. I say to myself, this is hungry Jesus, I must feed him. This is sick Jesus. This one has leprosy or gangrene; I must wash him and tend to him. I serve because I love Jesus." Mother Teresa

 T_o All In Our Learning Community,

"Were not our hearts burning within us while he talked with us on the road and opened the Scriptures to us?" Luke 24:32

The recognition of Jesus, by the disciples, as they reflected on their experience on the road to Emmaus and the breaking of bread and wine at the inn, with their travel companion, was a profound experience of the risen Jesus for the disciples. It was through reflection on the word and the sharing of bread which they blessed, broke and shared - that revealed the presence of Jesus in the lives of these two disciples, who up until this point had packed up and headed for Emmaus confused and disheartened by the experience of Jesus' death.

A renewed enthusiasm at the knowledge of Jesus' presence with and among them led the disciples to return to Jerusalem to tell the other disciples and begin to tell others of this experience. The early disciples we know continued to listen to the word and to share in the celebration of breaking bread ~ the celebration of Eucharist. In the Eucharist the presence of Jesus is made real through the breaking of bread and sharing of wine, which becomes for us the body and blood of Jesus.

This coming Sunday like the disciples and followers of Jesus long ago, a number of our Year 4 students will fully participate in the Eucharist receiving the body and blood of Christ for the first time. Through this full and active participation in the Eucharist it is the hope of our community that they continue to be nourished in their lives by the word of God and participation in the Eucharist.

Congratulations to all First Eucharist children and their families.

Kind regards

Chris

This Week's Happenings

Monday 13th June Queen's Birthday Public Holiday

Tuesday 14th June

F- 2 Traffic School excursion

F- 2 Beach excursion Kite Flying

Yr. 3/4 Sustainability Excursion

Professional Learning – Learning Diversity Team Teach

Wednesday 15^h June PSG meetings as timetabled

Thursday 16th June

Friday 17th June

Yr. 5/6 Sustainability Excursion

Yr. 3/4 Online Incursion

First Eucharist Celebration

We look forward to celebrating First Eucharist with a number of our Year 4 children this coming Sunday 19th June at Our Lady's Craigieburn.

Be on Time for School ~ 8.50am

School begins at 8.50am each day. Over the past weeks up to 34 children have been collecting late passes! Children are able to enter the learning space at 8.30am and begin to prepare for an 8.50am start.

Student Absences

If you are recording a child's absence from school please remember to do so by using our Skoobag App or contacting the school on 7303 1200.

Parent/Child/ Teacher Conversations ~ Term 3

Parent/Child/ Teacher Conversations will take place in Term 3 on Thursday 21st July. **Children will be dismissed at 1pm on Thursday 21st July.** Booking forms will be forwarded at the beginning of Term 3.

School Closure Day ~ Friday July 29th

Staff will be engaged in a professional learning opportunity focussed on Wellbeing and Behaviour Management on Friday July 29th. **There is no school for children on Friday July 29th.**

End of Term 2 & Beginning of Term 3

Our term concludes on Friday 24th June at 3.30pm. Term 3 commences on Monday 11th July at 8.50am

Learning Diversity

Nationally Consistent Collection of Data (NCCD)

Schools are currently collecting data related to students with a disability. This data indicates the range of adjustments that are made to assist children to access the curriculum. Please refer to the collection details including definitions and understandings which is provided at the base of today's newsletter.

Melbourne Source Kids Disability Expo

"All kids need is a little help, a little hope, and someone who believes in them"

When: 18-19 June 2022 – 10am to 4pm Saturday & 10am to 3.30pm Sunday

Where: Melbourne Convention & Exhibition Centre

Cost: FREE to attend, tickets essential Register for this event

Child Safe

The learning community of Mother Teresa PS is committed to the wellbeing and safety of all children. Our interactions with all in our community is founded on respect for each person. Within a Catholic community this respect of each individual is rooted in the belief that each person is made in the image and likeness of God.

In the coming weeks each of the Child Safe Standards will be highlighted with examples of how the learning community of Mother Teresa Primary School promotes a culture of child safety.

Child Safe Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

Through our Faith and Life Inquiry learning students are empowered to consider what it means to be safe and ways that they can seek help or report when they feel unsafe. In particular the Faith and Life Inquiry learning that focuses on 'Learning to Learn' highlights how we can remain at school and seek student voice in developing agreed ways of living and learning at Mother Teresa Catholic Primary School. Our Faith and Life Inquiry learning related to health and human sexuality further assist parents and children to engage in dialogue about human development. This learning within school supports

parents in this role. Through accessing various external experts such as Kid Helpline children from Foundation to Year 6 are assisted to consider their voice and positive relationships with others.

CoVIDSafe Practices

Minimising the transition of COVID-19 means we are committed to the 'Three Vs of, Vaccination, Ventilation and Vital COVIDSafe Steps, these include:

- ensuring any workers and visitors on site meet the current vaccination requirements;
- taking all steps possible to maximise external air flow and good ventilation including the use of purifiers;
- maintaining strong hygiene practice (Melbourne Archdiocese Catholic Schools Ltd)

Sick Children

While it is expected that children attend school daily if they are sick they are best kept home until they are well.

Parents & Friends News

The Parents and Friends group supports the building of our learning community through numerous social and fundraising events.

Thank you

Thank you to our Parents and Friends for funds to purchase additional recess and lunch time equipment. Please refer to the Physical Education section to find our more.

Upcoming Events

Hot Dog Day ~ Friday 24th June

Parents helpers will be sought to assist with preparing, cooking and serving hotdogs. If you would like to assist with any of the events listed below please let reception staff know and your details will be passed on to our Parents and Friends.

What's Happening in the Learning Spaces

"Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school". John Hattie, 2009

Foundation - Year 2 Learning Spaces

As researchers, we will find out more about the Jesus presence to his disciple after the resurrection looking at our Emmaus statues and listening to the audio post - Road to Emmaus. We will make connections to the Scripture of the 'Empty Tomb' and reflect critically on the hermeneutical prompt, 'The mystery of God'. We will think about what 'mystery' might mean through a religious lens. Through the thinking routine Think-Pair-Share we will make our thinking and wonderings visible. How did the disciple recognise the presence of Jesus with them in this story of Emmaus? How might we recognise Jesus' presence with us today?



As scientists, some of us learning about how the earth, sun, and moon move, engaged in our excursion to Swinburne University. We engaged in the AstroTours experience with Juan who is an astrophysicist. We engaged in a 3D viewing experience of our solar system. As researchers, we asked our expert Juan questions to find out new information about our solar system and how gravity impacts the movement of moons, stars, and planets. Afterwards, we engaged in an experiment into how gravity makes different objects move in different ways. We dropped two different

objects from the same height at the same time and made predictions about which one we though would land first. We documented our discoveries.





As thinkers, we are revisiting our compelling question, 'What makes it move?' by documenting our theories about what makes different things move. We will use the split screen strategy to identify how we are developing the skill of the learning asset Communicator - I can communicate my thinking and teach someone - and what makes objects move.

As mathematicians, we are tuning in about the mathematical concept of addition and subtraction. We are finding out about and using a range of strategies to help us problem solve. These strategies include, counting all, counting on, counting back, and using doubles, fact families and commutativity. We will use a range of materials to help us build a conceptual understanding of addition and subtraction.

As **readers**, we are continuing to practice and consolidate our reading strategies so we can become confident readers. Some readers will focus on using onset and rime to segment words into smaller sound groups. Others will focus on identifying digraph sounds and others will focus on the comprehension strategy '**Read and Retell**.'

As writers, we will continue to engage in Writer's Notebook and writing conferences. We will use different thinking routines to help us unpack seeds and practice shaping this thinking into a purpose. We will apply what we have learned in our writing conferences in our independent writing.

Bridging Centre

Year 3/4 Learning Spaces

'From the Eucharist comes strength to live the Christian life and zeal to share it with others' Pope John Paul 2nd

As members of a Catholic faith community we continue to reflect on the significance of the Sacrament of Eucharist through the process of critically reflecting on the scripture Luke 9: 12-17 about the feeding of the five thousand. In collaboration, all learning spaces in the Bridging Centre listened to multiple readings of the Gospel in stillness and silence. A process known as Lectio Divina. The students identified a word or phrase they made a connection too, they documenting their thinking and considered how the scripture made them think about the world today considering the sentence stem, This text talks to me of a world in which...' The children were then invited to create a mandala including colour, patterns and symbols that represented their thinking. The mandala created by the students celebrating their First Eucharist will be present in this Sacramental celebration.

We have begun to **investigate** the **concept** of **chance** and **probability** in our mathematical learning opportunities. We will continue to **investigate** they **key vocabulary** of this concept **identifying** real life and fictitious examples of events being certain, likely, even chance, unlikely and impossible to occur.

To help **consolidate** our students **understanding** it would be beneficial for parent and caregivers to **incorporate** this language into daily dialogue with their students.



As part of our Faith and Life inquiry into 'How does science influence our connection to food?' we have been conducting some experiments. This week we focused on the skills of designing a fair test and documenting our observations accurately during our ice melting experiment. To help understand that 'A change of state can be caused by various actions including adding or removing heat' we explored how to melt an ice cube the quickest, without using an external heat source. After we considered how to make it a fair test, and number of strategies were considered, then our predictions were documented through our hypothesises. We then performed the experiments, documented our observations (breaking it up was

the fastest, by a long way) and generated a theory to explain the outcomes.

Leadership Centre Year 5/6 Learning Spaces

"If we use Making Thinking Visible practices to actively engage our students with each other, with ideas, and in action, then students will experience deep learning, be more engaged in their learning, assume more active roles in their learning, develop as thinkers and learners, and improve in learning outcomes."

Ritchhart & Church 2020

As a Catholic learning community, as part of our Faith and Life Inquiry, we will be finding out about Laudato Si' 7 Goals to care for our common home. Students will be finding out by identifying new ideas and building explanations by viewing video clips and reading text about the 7 Goals from the encyclical. When finding out about these goals we will be engaging hermeneutically when viewing the clips to reflect on the prompts; 'Enabling all students, Catholics as well as other believers, to discover meaning in their lives and to deepen their humanity in dialogue with the Christian story' and 'Dialogue with others'. They will also be 'Interpreting text and symbols' when reading and interpreting the text.

Continuously searching, questioning, inquiring, imagining & re-imagining tive thinkers and its will be decreate possible dients will be

After finding out about the Laudato Si' Goals, we will be reflective thinkers and learners on by using the learning asset as a contributor. Students will be reflecting using the sentence starter, As a contributor I design and create possible solutions to challenges by... When reflecting on this learning students will be 'reflecting critically' by 'Continuously searching, questioning, inquiring, imagining & re-imagining'.

On **Friday**, we will be attending an excursion at **Edenvale Farm**, this is where we be making connections to the **environment** and make **practical solutions** to real **environmental problems** we will be **finding out** in interactive learning opportunities where we will be able to make connections with the **Laudato Si' Goals** and our **findings** within our **current faith and life inquiry understandings**.

Digital Technologies

Students become confident, life-long learners through unlimited possibilities for hands-on, playful STEAM learning. (www.education.lego.com)



In years Foundation - 2 we will be exploring the Lego WeDo sets and make connections to our compelling question 'What makes it move?' We will be exploring 3 different creations over the coming weeks and discover what makes them move. The second creation we will be looking at is the Roaring Lion. We will be thinkers as we try to answer "How does the Roaring Lion move?"

"It moves with its gears" Kellan
"I think the gears and wires make it move" Massimo
"It's moving with the 'A' key." John Paul

Olivia, Saanvi, Kellan and Massimo exploring the Roaring Lion



In year 3/4 we will be continuing to find out about Makey-Makey. We start using an app called Scratch and use it to make some simple codes that can react to input from the Makey-Makey. We will use multiple buttons to make objects on the screen react in different ways by using code.

Krish exploring the Makey-Makey

In year 5/6 some of us will be exploring different robots created with Lego Mindstorms and reflect on how we could use the design of these robots in our own designs that we've collaborated on for the Lego Spike Challenge. Another robot we will be looking at is the Puppy. We will discover how this robot can use the colour sensor to react to different colours on a Lego bone. We will also find out how it can use the touch sensor to react to being pat on the back.

You can find out more about the **Lego Spike Challenge** at this website: https://www.robocupjunior.org.au/spike-challenge/

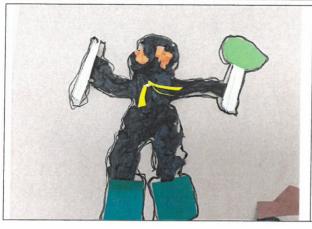
Visual Arts Learning

"I paint ideas, not things," George Frederick Watts

As **artists** we **express** our ideas and understandings through our collages. We **explore** the use of symbolism, technique and the elements of art to convey **meaning** through our art.

Carmelo "In my collage I have created a monster which symbolises all the rubbish on our earth that is destroying the ecosystem. Landfill takes up so much space that could be used for animal habitats instead."

Jonathan "My collage shows smoke coming from a factory. The smoke is causing air pollution and global warming. If we don't stop this it will have a big effect on humans and animals because the air we breathe will be dirty.





Kaleesi "My collage talks about the pollution in the ocean. People throw their rubbish in the street and it gets into the ocean. This is a problem because the fish get caught in the rubbish and die. People need to make sure they put their waste into the correct bins so we can protect our oceans and animals that live in them.

Benjamin "My collage tells the story of a virus that has been around for a few years. People are trying to fight back against the virus because they want the virus gone. In my collage the earth is holding a big yellow sword fighting the virus.





Performing Arts – Music

One's potential to learn is never greater than at the moment of birth. The early years of life are crucial for establishing a foundation for lifelong music development. A child's musical experiences from birth to age five have a particularly profound impact on the extent to which she will be able to understand, appreciate, and achieve in music as an adult."

- Gordon Institute for Music Learning

Foundation – Year 2 will take turns to listen to short musical phrases and copy them back. We will be *curious* as we continue to make connections between the note C, the colour red and the solfege name Do. We will *collaborate* to perform the song Hello C.



Year 3/4 musicians will consider that with practice we can continually improve and we will need to be *persistent* as we practice the notes E, G and A. We will continue to make connections between the notes E, G and A and the solfege names for these notes Mi, Sol and La.

Year 5/6 will collaborate with one another through sharing musical instruments to play and practice the musical notes that make up the C major scale. We will consolidate our

understanding of all eight notes and how to read them on the treble clef as we perform the song Hello Bells

Japanese Learning

We do not learn from experience...we learn from reflecting on experience. John Dewey

As thinkers, students in Foundation, Year 1 and Year 2 have engaged in writing a reflection about words for greetings and our Mother's Day card creations. We have used the reflection stems, "As a thinker, I was curious about", "I learned..." and "Something I can do now is..." to make our thinking visible. The following are a selection of reflections from students:

As a thinker, I was curious about what the word 'mother' is in Japanese. Emilia I learned that it is 'okaasan'. Savvas

Something I can do now is write the word 'mother' in Japanese. Catalina

As a thinker, I was curious about what the word 'thank you' is in Japanese. Alina

I learned that it is 'arigato'. Ashton

Something I can do now is sound out the word 'thank you' in Japanese. Jayson

As thinkers, students in Year 3 and Year 4 have engaged in writing a reflection about our learning foci for Term 1 and Term 2 in Japanese lessons. We have focused on making connections with the learning dispositions 'Curious', 'Persistent' and 'Resourceful' when making our thinking visible. The following are a selection of reflections from students:

As a thinker, I was curious about learning Japanese. What makes me say that is I learnt words for family members and the end (of the words) for older people like your parents is 'san'. Elvia

As a thinker and communicator, I was persistent in learning Japanese.

I was persistent when I had to say the sentence that said 'Onamae wa nan desu ka'. What makes me say that is there was another way of saying it in a short way. It said 'Onamae wa?' And I said the long way. The long way is 'What is your name?' And the short way is 'What's your name?' Sienna

As a self-manager and researcher, I was resourceful when learning Japanese. What makes me say that is I used the stroke order chart to help me write the hiragana. Karla What makes me say that is I was persistent by keeping on trying to trace the correct Japanese letter. Chance

As thinkers, students in Year 5 and Year 6 have engaged in writing a reflection about our learning foci for Term 1 and Term 2 in Japanese lessons. We have focused on making connections with the learning dispositions 'Curious', 'Persistent' and 'Resourceful' when making our thinking visible. Students who were part of the brush calligraphy focus groups also reflected upon this learning opportunity. The following are a selection of reflections from students:

I was respectful when we were doing the 'nicchoku' (morning routine for class) and what makes me say that is because we do it every day to be respectful to each other. I have been curious and what makes me say that is because I have been doing 'kiritsu' (stand) and the 'rei' (bow), as well as 'chakuseki' (sit), respectfully. Ava Kellet

I demonstrated the learning disposition 'Persistent' when I went to Japanese calligraphy focus group and tried not to slip or mess up. What makes me say that is I was really nervous when I was holding the brush. Something I can do now that I couldn't do before is writing in hiragana with bokuteki which is ink. Mynesh

Something I did well in this was know how many strokes make the number (kanji number). What makes me say that is because one is one stroke and two is two strokes and so on. Dacia

Sustainability Learning

Our Foundation to Year 2 students reflected on their time during Sustainability this semester. There were four main components revisited:

Gardening/Weeding – "I can dig the weeds out of the dirt to help our plants grow." Madeleine Compost/Worm Farms – "I can cut the fruit scraps into small pieces to feed the worms in our worm farms." Melina

<u>Clean Up School Day</u> – "I can wear gloves and collect packaging from around our school with my buddy to do my part to help the environment." Alvin

Recycling -"I can recycle plastic by putting it in the yellow lid bin for it to be made into something new." Riley

Some of our Year 3/4 students had an opportunity to reflect on their semester by drawing a mind map with different headings of all their activities and learning. It included their harvests, research of vegetables, cooking experience, worm farms and composting, resources and tools, gardening, watering and weeding, disposing of waste thoughtfully and collaborating with buddies from different year levels. Some Year 5/6 students also reflected on their Sustainability learning this semester by noting dot points of their experiences then engaged in the thinking routine Connect / Extend / Challenge.

The remainder of our Year 3 - Year 6 students observed photos taken of our Swale on our school ground. Students shared what they could see and their first thinking. Following reading an information

ground. Students shared what they could see and their first thinking. Following reading an information text about Swales and Berms as well as a walk to our Swale, students shared their wonderings, discoveries and connections with a partner before documenting their thinking.







This week we will be visiting Edendale Farm for Sustainability with our Year 3 /4 students on Tuesday 14th June (Water focus) and with our Year 5 /6 students on Friday 17th June (Energy focus). This learning will assist us with our two modules due for renewal this year, Energy and Water as well as maintain our 5 Star rating for our school.

Please ensure your child(ren) have returned their permission slip, wear their winter sports uniform, bring a backpack with lunch and water as well as their raincoats for outdoor activities. Please Note-**All outdoor learning activities are undercover**

Stephanie Alexander Kitchen Garden Program (SAKG)

Our chefs prepared and cooked a fragrant Tomato and Basil Risotto and for something sweet afterwards, baked delicious Raspberry Jam Drops biscuits.







Cyber Safety

"As the world is increasingly interconnected, everyone shares the responsibility of securing cyberspace" Newton Lee

Foundation - Year 2 students will be continuing to engage in learning about who we can trust online as well as identifying photos that can be shared online and who they can be shared with. Below are some of the students thinking and what they have learnt:

- I know I can trust a person when I have met them and I them well
- I know I can trust a person when you know them and can tell them you need help
- I know I can trust a person if they are my friend

Using the eSafety program **Keep It Sweet Online Year 3/4** students will be further looking into sharing appropriate information online, what to do in the event of receiving unwanted contact and a look at cyberbullying. Some of the students have shared their thinking below:

- A digital footprint is like IP tracing
- A risk of sharing information online is that our internet can get hacked and go down
- If I am bullied or cyberbullied I can talk to my Mum, my Dad, my brother or my cousins

In Year 5/6 we will be further examining cyberbullying, how it can occur and how we can assist those who have experienced cyberbullying using the Office of the eSafety Commissioner programs #GAMEON, Cybersmart Forever and Cybersmart Hero. Below is some of the students thinking about cyberbullying

- Cyberbullying is sending mean messages and pictures to other people
- Cyberbullying is sending disrespectful or offensive messages
- Cyberbullying is posting embarrassing pictures and being mean online

Useful Websites

eSafety's Parent Guide to Popular Apps
https://www.esafety.gov.au/key-issues/esafety-guide (The eSafety Guide)
eSafety's Parent Checklist
Common Sense Media
Office of the eSafety Commissioner

There is still one free Parent Webinar on **Safer Online Gaming** being run through the office of the eSafety Commissioner.

Webinar	Date and Time	Registration Link
eSafety's Guide to Safer Online Gaming - Help kids stay safe by learning about the benefits and risks of online gaming Designed for parents and carers of young people aged 8 to 13.	Friday 17 June 12.30 pm – 1.30 pm Tuesday 21 June 7.30 – 8.30 pm	https://register.gotowe binar.com/rt/49345855 14215344653

Physical Education

"Victory is in having done your best. If you've done your best, you've won" - Bill Bowerman

Foundation to year two students will be practising their object control skills, with a focus on kicking through a play based kicking circuit. Students will focus on the correct movement sequence when kicking for distance. The skill will be broken down into smaller components of the kick as the students learn this sometimes difficult skill.

Year three and four students will be introduced to a new category of sports known as **Target sports and games**. Target games and sports are activities in which players send an object towards a target, trying to avoid obstacles. To win in these games your object must be the closest to the target. Students will play small target games and learn about strategies they can apply in this style of sport and games.

Year five and six students will continue learning about the game of Basketball, students will play small sided games of Basketball using all the key concepts of invasion style sports that students have previously learnt about this term. Students will also play small games which focus on their basketball shooting skills

Wonder Recycling Rewards for schools!

Thank you to all students for your support in bringing empty bread bags and bread tags to school as part of the Wonder Recycling Rewards for schools. We have had a great response to this initiative throughout our learning community, this will continue to run for quite some time. A reminder that any brand of bread can be recycled in this program. Keep up the great recycling!

Thank you Parents and Friends and Year 6 students

A special thank you to our Parents and Friends for providing funds to our school for some new recess and lunch time sports equipment.

As **researchers**, some of our Year 6 leaders (Honor, Freya, Ben and Henry) investigated what equipment was needed to top up our recess and lunch time equipment bins for our students to play with. Their research found that we needed more large basketballs, small basketballs, soccer balls and footballs. These students also made **connections** with their peers' passion of chess and sourced a new giant chess mat and trolley to store the giant chess pieces in which will be available to play with at play times.

Students sourced out the costs of the equipment and wrote a proposal letter to the Parents and Friends. The students then ordered the equipment, unpacked the orders and built and inflate the equipment for all students to use at play times.











Term Two Dates 2022

Sunday 19th June Friday 24th June

Monday 11th July Thursday 21st July

Friday 29th July

Saturday 13th August Sunday 14th August Monday 15th August Thursday 25th August Saturday 27th August Thursday 1st September Friday 2nd September Sunday 4th September Monday 5th September Friday 16th September First Eucharist 1.00pm Our Lady's Church, Craigieburn Term Two concludes

Term Three Dates 2022

Term Three begins at 8.50am
Parent/ Child/ Teacher conversations
Children dismissed at 1pm
Staff Professional Learning – Closure day
No School for children today
Confirmation Sign Up Weekend

Confirmation child/parent workshop 7pm Bishop Terry Curtin to visit TBC Confirmation Celebration Father's Day Stall Father's Day open morning Father's Day Mother Teresa Feast Day Term 3 Concludes

The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings particularly in light of COVID-19 health advice.



Our school is taking part in the Wonder Recycling Rewards campaign this term.

Help us collect bread bags so we can earn points to redeem on new RHSports equipment.

It's simple! All you need to do is keep your empty bread bags and send them to school with your kids! We will then place them in Wonder's pink collection box and post them off to be recycled. The more we collect the more points our school earns!

Collections close 9th September.

Tip for collecting:

Use one empty bread bag to collect a bunch of other bags.

Did you know?

Our school is now in the draw to WIN an exercise circuit made from the soft plastic we collect!

LET'S GET COLLECTING!

* Includes early learning centres and pre-schools.

Tag **@wonder.australia #wonderrecyclingrewards**to share all your recycling champion stories!







Years 4 to 6 Girls Holiday Program

If you love to read, write and perform, come along to our Creative Workshop and ignite your passion for Literacy and The Arts!

10.00am - 3.00pm Monday 27 June 2022 First Monday of Term 2 Holidays

Mercy College
760 Sydney Road, Coburg 3058
Morning Tea and Lunch will be provided

Register online at https://www.trybooking.com/BZVRB
Cost \$20

If you require any further information please contact the College on 9319 9299



NCCD Information Sheet for Parents, Carers and Guardians

Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or "help" at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

- 1. Is the student getting help at school so that they can take part in education on the same basis as other students?
- 2. Is the help given because of a disability? The word 'disability' comes from the <u>Disability</u> <u>Discrimination Act 1992</u> (DDA) and it can include many students.
- 3. Has the school talked to you or your child about the help that they provide?
- 4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student's learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word 'disability' mean in the NCCD?

In the NCCD the word 'disability' comes from the <u>Disability Discrimination Act 1992</u> (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the student's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child's work and learning plans) helps the school to understand and meet your child's needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the <u>Australian Education Act 2013</u> and <u>Australian Education Regulation</u> <u>2013</u>). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

Please contact your child's school if you have further questions about the NCCD and/or refer to the national NCCD Portal.