

NEWSLETTER NO.23
FRIDAY, 3RD AUGUST 2018

Centred By **Faith**
In Partnership with **Community**
We Provide Excellence in **Learning**

Dear Parents, Students and Friends of St Ambrose,
At the back of this newsletter you will find information regarding the **National Consistent Collection Data on Students with Disability**. The process involved in collecting data and providing evidence as to the strategies and actions undertaken to respond to the learning diversity of all our students has been quite comprehensive and extensive. This process has given us greater insight into just what our teachers do to ensure that our students learning needs are attended to in a rich and meaningful way.

The data collection undertaken in the last six months through teacher observation, subject testing along with continual observations, allows us to triangulate data to ensure that we have as best as possible, an understanding as to the effectiveness of our learners and our teaching. It's one thing to say that a child is progressing well or is finding something very challenging, and another when you actually have evidence that backs up what you're saying.

I can appreciate that some will say that data isn't everything, and I must agree with you, because knowing your child, your student through daily interaction ensures that the child is not just a number or an effect size. But data does help us to target our teaching and the learning in a far more effective way. It ensures consistency of effort and knowledge of progress.

Our students spend seven years at primary school. We want every one of our students to get the best of what we can provide in that time, and hopefully, together with our, and their determination to learn, we can together achieve great things. Please keep up the conversations with your child's teacher. It does make a difference.

UPCOMING EVENTS

Week 3

Saturday: 04.08

- **Family Mass hosted by Grade 4/5F – 6.00pm**

Sunday: 05.08

- **18th Sunday of Ordinary Time**

Week 4

Monday: 06.08

- Staff Prayer & Briefing 8.15am
- School Assembly 2.55pm

Tuesday: 07.08

- **NED Kindness Show 2.30 – 3.15pm**
- **COBAW District Basketball**
- ONWZ Principal Conference

Wednesday: 08.08

- St Mary of the Cross
- ONWZ Principal Conference

Thursday: 09.08

- Staff Meeting 3.45pm:
- ONWZ Principal Conference

Friday: 10.08

- ONWZ Principal Conference

Sunday: 12.08

- **19th Sunday of Ordinary Time**

2018 School Improvement Survey – The School Improvement Framework (SIF) was established to give schools in the Archdiocese of Melbourne a shared language and process for evidence based self-review in order to improve school effectiveness.

Once again we are seeking feedback through our annual school survey. The School Improvement Surveys have been designed to provide you, as a parent, an opportunity to give feedback that will allow us to implement improvement in areas that will make a difference to our students' learning, social, physical and wellbeing outcomes.

Strategic actions such as the professional development of the teaching staff in regard to Visible Learning, Student Voice, Learning Diversity, to name a few, are examples of how your feedback assists us in ensuring that our students remain the primary focus of our mission and vocation.

As a school, we greatly encourage you to participate in this annual review that allows us to make what has become better, become best.

Change to Dates - Following a review in regard to finishing times at the end of the term we wish to inform families that the **dismissal time for Friday 29th September, will be 1.30pm**. The whole school Mass on this day will commence at 12.00pm.

Developing a School Masterplan- Last Monday, staff from Catholic Education Melbourne attended the school for a meeting to discuss future school growth and the need for funding to ensure that our facilities are able to cater for the growing demand of placements at St Ambrose.

Currently, it is our intention to cap the school to 10 classrooms from 2019 with a maximum student population of 275. We are currently at 240 students with an expected 260 students for next year.

With a cap in place, our future enrolment intake will depend greatly on the number of students exiting at the end of Grade 6.

Clarke Hopkins Clarke Architects, having been instrumental in developing and overseeing the construction of new facilities at the school in 2009, have been asked to provide a conceptual refurbishment & rationalization master plan that reconfigures existing facilities at St Ambrose School.

Since 2009, St Ambrose Primary School has grown from a student population of 214 to 240 with an expected 265 students for 2019. What we are seeking from Clarke Hopkins Clarke is a master plan that will allow us to best utilise and refurbish the current facilities we have, at minimal cost, allowing us to achieve the following:

- 10 General Learning Areas (Classrooms)
- Teacher Resource and Planning Room.
- Visual Arts Learning Centre
- Performing Arts Learning Centre
- Visible Administration Centre
- Learning Resource Centre (Library)
- Adequate meeting rooms
- Administration centre

It is our intention to submit these plans for the purpose of being able to access capital grant funding that will allow us to achieve the above with as little financial impact on our families.

Once conceptual plans have been received, consultation will be sought from the community for further input and consideration.

Staff News – I am saddened to convey to the community that we will be losing an amazing staff member at the end of Book Week. Our lovely Annie has been very fortunate in being employed by the Youth Affairs Council of Victoria and I feel that her words, written to me last week, express so well her achievements whilst a member of the teaching staff of St Ambrose. So the following words are Annie's:

"My time at St Ambrose has been such an important time for me personally, I have enjoyed every aspect of the job, the staff, the parents and especially the students. The Library is a lovely environment, filled with rich and important resources for the children to benefit from, I've really enjoyed building up the book choices with the help of the FOSAL Team. Getting the website where it's at has been great too, it's a great tool for St Ambrose to put its best foot forward publicly. So thank you very much for these opportunities

(amongst many others). I'll miss the school environment and everyone in it very much.

I'm not completely convinced I'm making the right move but I know it's something I really want to try. The Youth Affairs Council of Victoria are an important part of the well-being picture for young people - I am hoping to be able to influence better outcomes for the young people in our community (and the broader community) from that top end for a while, I'm not sure what difference it will make but I'm optimistic and hopeful.

As a community, I ask that, if over the coming weeks, for those who have been so positively influenced through the gift and wisdom of Annie, that you let her know. She is truly one in a million!

Car Park Talk- The Positives and Negatives

Conversations outside of school about the school can be wonderfully positive in how it strengthens the sense of community and reiterates the vision that we strive to achieve at St Ambrose. Such positive conversations can also reflect the positivity of the person, their character and outlook on life. However, sometimes things do go wrong, or not the way you thought it should be. This can happen not only within a large organization but even within the home.

Schools are very busy places - there are lots of things that happen, and there are many decisions made every day. At the same time, the community is quite diverse, with many individuals or groups having vastly different opinions on how things should be done.

It is inevitable, therefore, that at times concerns will arise when some parents agree with the school's actions while others disagree. It is at this time that we really appreciate parents coming forward with such concerns. It allows us, together with the parent to deal with their concern speedily and try to resolve it to the satisfaction of all concerned.

It is worth noting that both concerns and complaints, after all, are not a negative experience – so long as they are dealt with positively by everybody.

Located in the newsletter is a process for presenting and managing community complaints or concerns.

We believe it works well, and it is the way we manage such concerns and complaints at our school.

Review of Enrolment Policy – At last night's School Advisory Meeting, we took the opportunity to review our enrolment policy in light of continued demand for placements and to ensure that the implementation of the policy is inclusive, pastoral and enhances our school's vision of Faith, Community & Learning. The policy has been published in this newsletter.

Thank you again for the many wonderful emails received this week in regard to Grandparent's Day. Your kind words have certainly warmed these last very cold winter days.

Wishing you a wonderful weekend.

Des Noack
Principal

Term 3, 2018

Week 5

Monday: 13.08

- Staff Prayer & Briefing 8.15am

Wednesday: 15.08

- The Assumption of the Blessed Virgin Mary

Thursday: 16.08

- Learning & Teaching Network
- Staff Meeting 3.45pm:

Sunday: 19.08

- **20th Sunday of Ordinary Time**

Week 6

Monday: 20.08

- Staff Prayer & Briefing 8.15am
- School Assembly 2.55pm

Tuesday: 21.08

- St Pius X

Thursday: 23.08

- Staff Meeting 3.45pm:
- Professional Learning Team Focus: Literacy

Friday: 24.08

- St Bartholomew
- Professional Learning Team Focus: Literacy

Sunday: 26.08

- **21st Sunday of Ordinary Time**

Week 7

Monday: 27.08

- St Monica
- Staff Prayer & Briefing 8.15am
- **Book Fair Visits – Book Parade 9:15am**

Tuesday: 28.08

- Saint Augustine
- **Book Fair**

Wednesday: 29.08

- **School Mass – 9.30am: P/1L**
- **Book Fair**

Thursday: 30.08

- **Book Fair**
- Professional Learning Team Focus: Learning & Teaching
- Staff Meeting 3.45pm:
- School Advisory Meeting 7.00pm

Friday: 31.08

- **Father's Day Breakfast & Stall**
- **Footy Colours Day**
- Professional Learning Team Focus: Learning & Teaching

Sunday: 02.09

- **22nd Sunday of Ordinary Time**
- **Father's Day**

Week 8

Monday: 03.09

- Saint Gregory The Great
- Staff Prayer & Briefing 8.15am
- School Assembly 2.55pm

Tuesday: 04.09

- **Day Set Aside For Excursions**

Wednesday: 05.09

- **School Mass – 9.30am: Gr 5/6E**
- Wellbeing Network Meeting
- Northern Region Principals Reference Meeting

- Numeracy Professional Learning Team
- **Confirmation Workshop with Bishop Terry 7.00pm**

Thursday: 06.09

- Professional Learning Team Focus: TBA
- Staff Meeting 3.45pm: Religious Education
- ONWZ Principal Network (Evening)

Friday: 07.09

- Professional Learning Team Focus:
- ONWZ Principal Network (Day)

Sunday: 09.09

- **23rd Sunday of Ordinary Time**

Week 9

Monday: 10.09

- Staff Prayer & Briefing 8.15am

Wednesday: 12.09

- **School Mass – 9.30am: Grade 5/6M**

Thursday: 13.09

- Professional Learning Team Focus: Forward Planning
- Staff Meeting 3.45pm:

Friday: 14.09

- Professional Learning Team Focus: Forward Planning

Sunday: 16.09

- **24th Sunday of Ordinary Time**

Week 10

Monday: 17.09

- Staff Prayer & Briefing 8.15am
- School Assembly 2.55pm

Thursday: 20.09

- Staff Meeting 3.45pm:

Friday: 21.09

- Student Dismissal 1.30pm

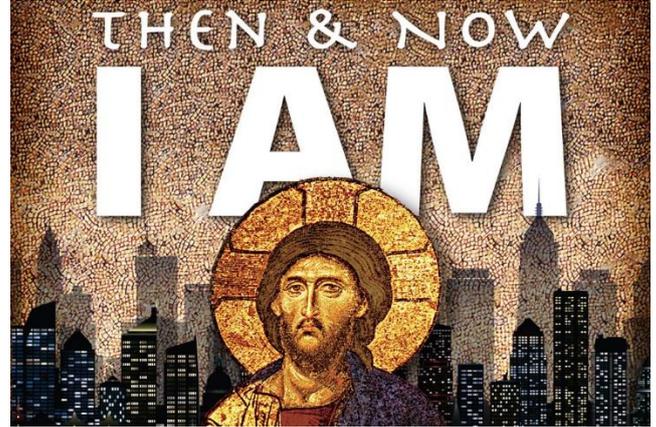
Sunday: 23.09

- **25th Sunday of Ordinary Time**





This Week's Gospel



Gospel **John 6:24-35**

A reading from the holy Gospel according to John
*Whoever comes to me will never be hungry;
whoever believes in me will never thirst.*

When the people saw that neither Jesus nor his disciples were there, they got into boats and crossed to Capernaum to look for Jesus. When they found him on the other side, they said to him, 'Rabbi, when did you come here?' Jesus answered: 'I tell you most solemnly, you are not looking for me because you have seen the signs but because you had all the bread you wanted to eat.

Do not work for food that cannot last, but work for food that endures to eternal life, the kind of food the Son of Man is offering you, for on him the Father, God himself, has set his seal.'

Then they said to him, 'What must we do if we are to do the works that God wants?' Jesus gave them this answer, 'This is working for God: you must believe in the one he has sent.' So they said, 'What sign will you give to show us that we should believe in you? What work will you do? Our fathers had manna to eat in the desert; as scripture says: He gave them bread from heaven to eat.'

Jesus answered:

'I tell you most solemnly, it was not Moses who gave you bread from heaven, it is my Father who gives you the bread from heaven, the true bread; for the bread of God is that which comes down from heaven and gives life to the world.'

'Sir,' they said 'give us that bread always.' Jesus answered:

'I am the bread of life.

He who comes to me will never be hungry; he who believes in me will never thirst.'

Gospel Reflection –

I Am the Bread of Life: Food for the Struggle

I've stopped closing my eyes to pray after I receive Communion. Now I pray by watching everyone else come forward for the body and blood. And, boy, does it move me.

Every shape and size. Every skin colour. Young and old. Male and female. They come forward because they know something is missing. I know some are thinking about today's football game. But others are thinking about a dying relative. Each, I believe, even those people who are zoning out, is there because down deep they hunger for something the world will never offer.

"I am the bread of life," Jesus tells the crowd this week. Come to me and never be hungry.

Many people in our world work hard to convince us that we are hungry for everything – possessions, wealth, power, alcohol, beauty – everything but Jesus. But down, deep, aren't we just hungry for love we can count on and a chance to impact the world? Jesus is that love. Jesus offers that chance. And Mass is where we take all he offers and *physically* make his promises, hope, and life part of us.

I stopped going to Mass for a few years. Now I see what I've missed. It's a time for healing when I hurt. It's a time to remember who loves me when I'm lonely. It's a time to renew my confidence when I doubt that I can make a difference.

Mass offers food for life's struggles – real food that satisfies – as opposed to "junk food," like power, wealth, and alcohol, that always leaves you hungry. This week at Mass, remember your deepest hungers. Watch as hunger brings so many others forward during Communion. Be nourished.

When have you been the recipient of someone's generosity in sharing time, warmth, or food with you? How can you share those things with those in need, near or far? Copyright © 2014 GPBS



Physical Education Expertise



Over the past 2 weeks, we were lucky enough to have an expert basketball player, Kojo Afari, come along to St Ambrose and run some clinics for some senior classes. Kojo is an import from the Canadian Basketball League, and has been in Australia playing for Wallan Basketball Club as an import. The students all enjoyed learning some new basketball skills from Kojo, and got a lot out of these sessions.

If only we were all tall enough to do a slam dunk like him!

Lisa Pollard
PE Teacher





Book Week 2018

Have you got your Book Week Costume sorted yet?

You might like to consider the Book Week Theme for this year which is "Find My Treasure" or perhaps focus on a character from your favourite book or even think about the Book your classroom has been allocated that is being celebrated this year for Book Week. There are a lot of costume ideas here:

<http://childrensbooksdaily.com/top-30-book-week-costumes-for-find-your-treasure/>

Children are invited on **Monday 27th August** to come dressed as something or someone reflected in a book they are familiar with, they might like to consider something that comes from the book their class has been celebrating.

Our annual **Book Parade** will happen at **9:15am** – you are all warmly invited to attend.

Each class will be allocated a time to come and make purchases during class time. If you wish, you may send some spending money along with your child or alternatively you might like to support your child to make a purchase before or after school.

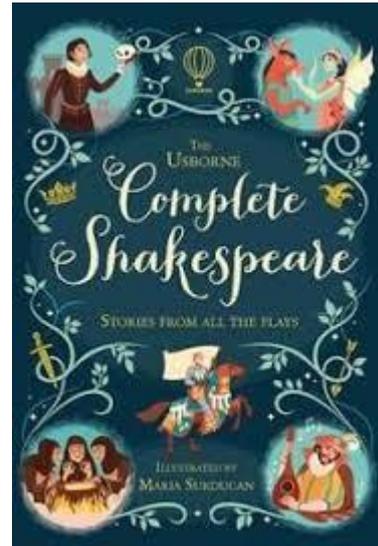
Book Fair Sales Time:

Monday 27th	after school until 4:30pm
Tuesday 28th	after school until 4:30pm
Wednesday 29th	before school 8:30am & after school until 4:30pm
Thursday 30th	before school 8:30am

The Book Fair is a major fundraiser for the Library – for every dollar spent we are allocated Scholastic Reward Points, it is with these Reward Points that we are able to have such a wonderfully robust selection of books in our Library for the children to enjoy. Having said all of this please be reassured that purchasing books is completely optional. Brochures promoting the Book Fair have been sent home this week and there is more info on the school website.

Thanks for your continued support.
Annie Rowland

The Usborne Complete Shakespeare



The Usborne Complete Shakespeare is a child-friendly (though still recommended for older audiences, such as 5/6's) collection of Shakespeare's stories, from the whimsical 'The Merry Wives of Windsor' to the melodramatic 'Hamlet.'

All the stories are in language children can understand, with handy guides as to whether the story is a comedy, tragedy or history-based. With a delightful cover and wonderful colour illustrations it is a must read for all. This book also has a chapter called 'William Shakespeare, Life and Times,' which is short biography of his life. There is also a chapter called stories told in brief. It tells some of his stories in a paragraph or two, perfect for some quick reading late at night. Here are some of the most famous stories featured in this book...

- A Midsummer Night's Dream
- As You Like It
- Othello
- Macbeth
- The Taming of the Shrew
- Richard III

This book was one of the books I selected to purchase for the school library with our Scholastic Reward Points.

By Charlotte S 5/6M (FOSAL)



St Ambrose has invited Ned's Kindness Adventure back again this year. In a special Assembly planned for 7 August 2018, Ned and his sidekick will entertain and teach us, through storytelling, music and interactive videos, everyone will discover that it is, in fact our differences that make experiences and new friendships so great.

The Kindness Adventure supports our school's commitment to maintain and grow a positive and caring school climate, a proactive approach aims to prevent many forms of mistreatment, including bullying. This show showcases the sense of satisfaction that takes place when a child chooses to show kindness, respect and acceptance. We are really looking forward to this special day.

KEY Themes:

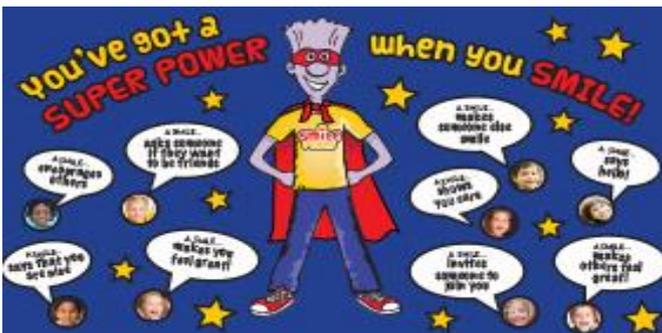
caring is cool

include others

I can make friends anywhere

each person matters a lot

Different can be good



Complaints & Concerns Process

WHY DO CONCERNS ARISE?

- Schools are very busy places - there are lots of things that happen, and there are many decisions made every day.
- At the same time, the community is quite diverse, with many individuals or groups having vastly different opinions on how things should be done.
- It is inevitable, therefore, that at times concerns will arise when some parents agree with the school's actions while others disagree and wish to discuss the matter with the school.
- We welcome such discussions, and encourage parents to raise issues so that they may be dealt with speedily and resolved to the satisfaction of all concerned.
- Both concerns and complaints, after all, are not a negative experience – so long as they are dealt with positively by everybody.
- The following process for presenting and managing community complaints or concerns has been developed by the School Advisory Committee in consultation with the community.
- We believe it works well, and it is the way we will manage all complaints at our school.

THINGS TO ALWAYS REMEMBER

- Problems are best resolved using a positive attitude. Anger is usually counter-productive to solving problems.
- People need time to investigate and resolve many problems; a quick fix is not always possible or desirable.
- Schools are large and complex – very few decisions will suit everybody.
- There are always at least 2 sides to every story – with students there are often as many stories as there are children.
- Not all disagreements can be resolved – sometimes we simply have to agree to disagree.
- Opinions vary widely – disagreement is a natural part of life.
- Everybody is doing what they believe is right, even if it's different to what we think.

AGREED COMPLAINTS PROCESS

The following procedures are to be used to resolve complaints or concerns at our school.

STEP 1

Try and find out the facts. This may require you talking to your child's teacher. Many concerns are quickly resolved once the parent is aware of all the facts.

STEP 2

Let the school know via letter, telephone or in person that you have a concern, providing details of the issue.

STEP 3

The school WILL investigate the concern and the most appropriate person will contact you to discuss the matter, or to organize a meeting. Almost 100% of problems are resolved by this point

STEP 4

If, however, the matter remains unresolved, make a formal appointment to discuss the issue with the Principal.

STEP 5

The Regional Office can be contacted to help solve problems. The principal can provide contact details.

Evaluation:

This procedure will be reviewed as part of the school's review cycle.

St Ambrose Parish School Enrolment Policy

1. Preamble

1.1 Catholic education is intrinsic to the mission of the Church. It is one means by which the Church fulfils its role in assisting people to discover and embrace the fullness of life in Christ. Catholic schools offer a broad, comprehensive curriculum imbued with an authentic Catholic understanding of Christ and his teaching, as well as a lived appreciation of membership of the Catholic Church.

1.2 Parents and guardians, as the first educators of their children, enter into a partnership with the Catholic school to promote and support their child's education. Parents and guardians must assume a responsibility for maintaining this partnership with the school by supporting the school in furthering the spiritual and academic life of their children.

2. Enrolment

2.1 You are required to provide particular information about your child during the enrolment process, both at the application stage and if the school offers your child a place. Please note that lodgment of the enrolment form does not guarantee enrolment at the school.

2.2 To meet school and government requirements, you will need to provide the school with a completed and signed enrolment form.

2.3 After lodgment of this form, school staff may need to request further information from you, for example in relation to any parenting orders, medical conditions or additional learning needs that you have noted on the enrolment form. In addition, it is often useful for parents/guardians to attend a meeting with school staff prior to enrolment to discuss any special needs your child may have. An interpreter may be organised, if you require it.

2.4 Subject to any special exercise of discretion by the Parish Priest and or Principal, the following list provides an agreed order of priority for enrolment in our school, which is consistent with the enrolment policy for all Catholic primary schools. The order of priority is:

- a) Children from families who have siblings enrolled in the school;
- b) Catholic children who reside within the parish;
- c) Catholic children who do not reside in the parish but are recognised as parishioners by the Parish Priest;
- d) Catholic children from other parishes with a letter of endorsement from the Parish Priest of that Parish or for pastoral reasons;
- e) Children from non-Catholic Eastern churches who reside in the parish;
- f) Children from non-Catholic Eastern churches who reside outside the parish;
- g) Other Christian children who reside in the parish;
- h) Other Christian children who reside outside the parish;
- i) Non-Christian children who reside in the parish; and
- j) Non-Christian children who reside outside the parish.

2.5 Where the number of Catholics enrolments exceeds the school's enrolment quota, the following

additional criteria may be applied:-

- a) Catholic families who demonstrate a belonging to the parish community: eg: Mass attendance, involvement with affiliated parish groups, etc;
- b) Date and place of child's baptism;
- c) Parents who were past pupils of the school;
- d) Parents who celebrated the Sacrament of Marriage in a Catholic church;
- e) Schools attended by parents and where applicable, other siblings;
- f) Religious denomination of both parents;
- g) Parents who demonstrate historical links to the parish community;
- h) Commitment to paying school fees within capacity; and
- i) At the discretion of the Principal or Parish Priest.

- 2.6 Where existing families have moved residence outside of the parish between original enrolment and sibling enrolment, priority will be given to new catholic families residing in the parish, unless the family can demonstrate that they have maintained their belonging and commitment to the parish.

3. School Fees and Levies

- 3.1 The setting of fee levels and other compulsory charges in Catholic primary schools is the responsibility of the school, taking into account the allocation of government funds. The school offers a number of methods for paying fees to reduce any financial burden and to assist financial planning. If you have difficulty in meeting the required fee payment, you are welcome to discuss this with the Principal of the school.

4. Enrolment under minimum school entry age

- 4.1 The minimum starting age for a child to be enrolled in a Victorian school is four years and eight months, ie. a child must turn five by 30 April in the year of starting school. The school will make an assessment of a child's readiness for school when considering the enrolment of a child under the minimum age, but in principle the school does not support it.

- 4.2 In the rare situations where:

- a) a parent/guardian seeks enrolment of a child under the minimum starting age; and
- b) the Principal supports the enrolment of that child at the school if approval were granted, the approval of the Director of Catholic Education is required before enrolment under the minimum starting age can occur.
- c) Approval for early age enrolment will only be granted in exceptional circumstances.

5. Terms of enrolment regarding acceptable behaviour

- 5.1 Our school is a community that exemplifies the Gospel values of love, forgiveness, justice and truth. The school community recognises that everyone has the right to be respected, to feel safe and be safe; and in this regard, understands their rights and acknowledges their obligation to behave responsibly.
- 5.2 Every person at the school has a right to feel safe, to be happy and to learn, therefore we aim:

- a) to promote the values of honesty, fairness and respect for others;
- b) to acknowledge the worth of all members of the community and their right to work and learn in a positive environment;
- c) to maintain good order and harmony;
- d) to affirm cooperation as well as responsible independence in learning; and
- e) to foster self-discipline and to develop responsibility for one's own behavior.

- 5.3 The school administration, in consultation with the school community wherever appropriate, will prescribe standards of dress, appearance and behavior for the student body. In terms of your child's enrolment, parents and guardians are expected to comply with the school's behavioral aims and the school's Code of Conduct, and to support the school in upholding prescribed standards of dress, appearance and behavior.

- 5.4 Unacceptable behavior by a child, or repeated behavior by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school, may result in suspension or termination of the child's enrolment.

6. Terms of enrolment regarding provision of accurate information

- 6.1 It is vitally important that the school is made aware of each child's individual circumstances insofar as these may impact upon his or her physical, functional, emotional or educational needs, particularly where the school is required to provide additional support to the child.

- 6.2 Parents and guardians must provide accurate information when completing an enrolment form and must supply the school, prior to enrolment, any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements. Provision of requested documentation is regarded as a condition of enrolment, and enrolment may be refused where a parent/guardian has unreasonably refused to provide requested information or knowingly withheld relevant information from the school.

- 6.3 Where, during the course of a child's enrolment, new information becomes available that is material to the child's educational and/or safety/wellbeing needs, it is a term of the child's continuing enrolment that such information is provided to the school promptly.

- 6.4 The provision of an inaccurate residential address, or failure to provide an updated residential address for the child will also be treated as a breach of the terms of enrolment.

7. Enrolment for children with special needs

7.1 The school welcomes parents/guardians who wish to enrol a child with special needs and will do everything possible to accommodate the child's needs, provided that an understanding has been reached between the school and parents/guardians prior to enrolment regarding:

- a) the nature of any diagnosed or suspected medical condition/disability, or any other circumstances that are relevant to the child's additional learning needs (for example, giftedness or an experience of trauma);
- b) the nature of any additional assistance that is recommended/appropriate to be provided to the child (for example, medical or specialist equipment, specialist referrals; specific welfare support; modifications to the classroom environment or curriculum, aide assistance, individualised educational programs, behaviour support plans or other educational interventions as may be relevant);
- c) the individual physical, functional, emotional or educational goals that are appropriate to the child, and how the parents/guardians and the school will work in partnership to achieve these goals;
- d) and any limitations on the school's ability to provide the additional assistance requested.

7.2 The process for enrolling students with special needs is otherwise the same as for enrolling any student.

7.3 As every child's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the child, in consultation with parents/guardians and the child's treating medical/allied health professionals, in order to assess:

- a) whether the additional assistance remains necessary and/or appropriate to the child's needs;
- b) whether the additional assistance is having the anticipated positive effect on the child's individual physical, functional, emotional or educational goals; and
- c) whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

8. Assessment and updates

8.1 Various opportunities are provided during the year to let you know your child's progress. You will receive two comprehensive written reports each year, and arrangements will be made for at least one interview where you can discuss your child's progress with the teacher. In addition, you can always contact the school to arrange a meeting with the teacher if you have concerns or wish to have an update on progress.

9. Privacy – Release of Information

9.1 The School collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable the School to provide schooling to the pupil and to enable them to take part in all the activities of the School.

9.2 Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.

9.3 Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts, and Public Health and Child Protection laws.

9.4 Health information about pupils is sensitive information within the terms of the Australian Privacy Principles under the Privacy Act. We may ask you to provide medical reports about pupils from time to time.

9.5 The School from time to time discloses personal and sensitive information to others for administrative and educational purposes, including to facilitate the transfer of a pupil to another school. This includes to other schools, government departments, Catholic Education Office, the Catholic Education Commission, the School's local diocese and the parish, Schools within other Dioceses/other Dioceses, medical practitioners, and people providing services to the School, including specialist visiting teachers, sports coaches, volunteers and counsellors.

9.6 Personal information collected from pupils is regularly disclosed to their parents or guardians.

- 9.7 The School may store personal information in the 'cloud' which may mean that it resides on servers which are situated outside Australia.
- 9.8 The School's Privacy Policy sets out how parents or pupils may seek access to personal information collected about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the pupil, or where pupils have provided information in confidence.
- 9.9 The School Privacy Policy also sets out how you may complain about a breach of privacy and how the School will deal with such a complaint.
- 9.10 The School from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
- 9.11 On occasions information such as academic and sporting achievements, pupil activities and similar news is published in School newsletters and on our website. Photographs of pupil activities such as sporting events, school camps and school excursions may be taken for publication in School newsletters and on our intranet. The School obtains permissions from the pupils' parent or guardian prior to publication if we would like to include photographs or other identifying material in promotional material for the school.
- 9.12 If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose this information to third parties.

10. Enrolment Procedure

- a) Enrolments are advertised through the school newsletter, parish bulletin, and on kindergarten and childcare center notice boards
- b) Enrolment applications for the following year open on the first day of Term 1 and remain open until Week 8 of Term 2.
- c) New families will be interviewed by the Principal, and existing families will be given the opportunity of an interview with the Principal, after applications close.

- d) Following interviews, first round offers of a place will be sent out at the end of Term 2
- e) Acceptance of offers must be returned by the end of Week 1 of Term 3.
- f) Families not successful will be sent a letter of non-acceptance and where relevant an offer to be placed on a waiting list pending enrolment vacancies
- g) Change of surname from original birth certificate will only be accepted when appropriate legal documents are provided to the school

11. Support Documentation Required with your Enrolment Form

- a) Birth, Baptism and Sacramental Certificates (Eucharist, Reconciliation, Confirmation)
- b) School Entry Health Immunisation History Statement
- c) Previous School Report (If Applicable)
- d) Transfer Note From Previous School (If Applicable)
- e) Court Intervention Orders (If Applicable)
- f) Passport Details and Entry Date (If born overseas)
- g) Asthma/Anaphylaxis Management Plans (If Applicable)
- h) Catholic families seeking to enroll children from other parishes must present a letter of endorsement from their residential Parish Priest with their enrolment application
- i) Non-Catholic families must include a letter with their application stating the reasons why they wish to enroll their child in a Catholic school.
- j) A Working with Children Check is required for active parent participation in the school.

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

What is the Nationally Consistent Collection of Data?

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

Who is counted in the data collection?

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

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

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

What does word 'disability' mean in the NCCD?

In the NCCD the word 'disability' comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social–emotional and physical.

Many students who 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 child'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 in 2018?

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 student. 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 student and the help that they might need. Letters from doctors, psychologists, speech pathologists 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 the student'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?

Changes were made to the law ([Australian Education Act 2013](#) and [Australian Education Regulation 2013](#)). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

If you have questions, you can ask your child's school for help. You can find out more by looking at these links:

- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education and Training–NCCD](#)
- [2019 Students with Disabilities \(SWD\) Information Sheet for Schools, Parents, Carers and Guardians.](#)

CECV Students with Disabilities (SWD) Program

The Catholic Education Commission of Victoria Ltd (CECV) Students with Disabilities (SWD) Program aimed to improve the learning outcomes of educationally disadvantaged students, especially in reading and writing ability and numeracy. Each year, schools could submit SWD applications in either Round 1 (October) or Round 2 (February). Eligibility for the program was then decided by the CECV SWD Committee.

There were seven disability categories: physical disability, chronic health impairment, severe language disorder (including severe developmental verbal dyspraxia), intellectual disability (including global developmental delay), hearing impairment, vision impairment and social-emotional disorders (including autism spectrum disorder). Each disability category had criteria and documentation requirements that had to be met.

Disability funding for Victorian Catholic schools from Federal and State government sources was based on eligible SWD students flagged on the census.

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

The *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* is a process that all schools must do every year. It counts the number of students who receive extra adjustments or 'help' at school because of a disability, as defined by the [Disability Discrimination Act 1992](#) (DDA).

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

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

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

There are four disability categories: physical, cognitive, sensory and social-emotional. There are four levels of adjustments: quality differentiated teaching practice (QDTP), supplementary, substantial and extensive adjustments.

Changes to Funding

Both Federal and State governments have indicated that the NCCD will now be used to inform funding. From 2019 onwards, schools will receive funding based on students counted in the NCCD at supplementary, substantial and extensive adjustments levels. **Therefore, the CECV SWD Program will transition to the NCCD for the 2019 program year.**

What does this mean for students currently on the CECV SWD Program?

NCCD Eligibility

Specialist documentation (e.g. paediatrician, speech pathology, psychology, GP) that was used for the CECV SWD Program can be used as 'evidence' for NCCD. The NCCD **does not currently** have specific documentation requirements (e.g. documentation from specific specialists or date requirements). Where available, information and advice from specialists combined with school-based evidence will continue to provide rich information to inform educational programming (i.e. adjustments).

Evidence of the help given can be seen in documents such as teacher work plans, monitoring sheets, specialist support timetables, Program Support Group (PSG) minutes and Personalised Learning Plans (PLPs). It is highly likely that students on the CECV SWD Program have already been, and will continue to be counted in the school's NCCD.

Review Assessments

NCCD **does not currently** have specific documentation requirements. Where students may have needed updated review assessments for the CECV SWD Program, they are now not necessary for NCCD. Where available, information and advice from specialists combined with school-based evidence will continue to provide rich information to inform educational programming (i.e. adjustments).

NCCD Submissions

Schools must submit their NCCD in August every year and cannot change their NCCD after the due date. The Australian Government will apply post enumeration processes (census audit) to a random sample of the school's NCCD submission.

Parental Consent

Changes were made to the law ([Australian Education Act 2013](#) and [Australian Education Regulation 2013](#)). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I access more information?

Please contact your child's school if you have further questions about the NCCD. You may also find these links helpful:

- [CECV NCCD Information Sheet for Parents, Carers and Guardians](#)
- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education and Training–NCCD](#).