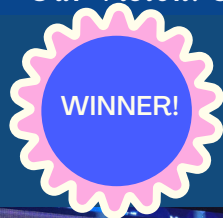




Term Two, Newsletter 13
Friday 9th June, 2023

St Ambrose Parish School

Our Vision: Centred by Faith, In Partnership with Community, We Provide Excellence in Learning.



We acknowledge the traditional owners
and custodians
of this land.

We pay our respect to elders past, present
and future.
They hold the story, hope and dreaming for
all.

We affirm the wisdom of this ancient
culture.

It reminds us that God's Word is part of
the whole of creation.

This message celebrates reconciliation
with God, creation and all people.

May we continue to walk the message of
love, joy, peace and reconciliation.
dured and pray for harmony.

Monday 12 June 2023	King's Birthday public holiday
Friday 16 June 2023	PFA Cake Stall donations due to the office
Saturday 17 June 2023	PFA Cake Stall (front of Woodend Newsagency) 8.30am-12.30pm
Sunday 18 June 2023	Sacrament of Confirmation – 1.00pm
Monday 19 June 2023	Division Mixed Football
Tuesday 20 June 2023	Junior classes Play in the Park 10-10.45am Water Safety Sessions at school 3/4L 11.45am, 1/2CM 12.15pm, 1/2R 12.45pm
Wednesday 21 June 2023	Whole school end of term Liturgy 7.30am (change of date)
Friday 23 June 2023	Junior classes – Movie, Pyjamas & Popcorn 11.45-2pm End of Term – students dismissed at 2.30pm School Disco (Woodend Tennis Club) Grade Prep, 1 & 2 4.00-5.30pm Grade 3-6 5.45-7.00pm
Monday 10 July 2023	Start of Term 3

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**END OF TERM - FRIDAY
23rd JUNE 2.30pm
dismissal**

Message from the Principal

Dear families, parishioners, and friends,

What a thrill it was to see one of our year three and four teachers Michael Lawlor take out the winning bursary in the 1% Club on Channel Seven this week! Michael is pictured on our cover looking elated (and relieved!) on the set as he learned that he had the prize earning him the position in the 1% of our population for his thinking and problem-solving skills.

Understandably his class is very proud of their teacher and we as a staff are too!

Congratulations Michael!

Now that we are approaching the middle of our school year your children's teachers have been conducting mid-year assessments and writing Semester 1 reports over the past weeks. It is often an exciting time for staff to see how much the children have progressed in their learning and then set targets for where we want each child to be by December. This is always a very individual task. Children not only begin the year at different starting points, but they also progress in their learning at different rates. Let us continue to strengthen our "Partnership of Learning" in the second half of the year, wanting the best for each of our children through encouragement and support. The teachers and school cannot do it alone. It has to be a team effort between home – child – school.

Currently, teachers are working hard to moderate their children's work to ensure that their reports are accurate and up to date with where their learning is positioned. I thank them for the energy, thoroughness, sincerity, and professionalism that they bring to their report writing.

The excitement is starting to build as we begin to fine-tune our preparations for our Musical Safari in just a few months' time. The children are working together to learn their parts so that they can showcase what they have been learning in their music & performing arts classes. Mrs. Byrne has many things to think about as she begins to harness all that positive creative energy for the big event! She is working closely with Ms. Shannon so the children can create part of their costumes and set in their visual arts classes.



Heavenly Father, we are humbled tonight at the enthusiasm in this community to serve our school as a parents and friends association.

We ask for your blessing upon us and our work. We ask for your guidance as we seek to create life giving opportunities for our school community. Give us rest from any worry, and peace to trust in the combined efforts of all. We ask this in the name of Jesus, Amen.

Our students are enjoying learning together and exploring sound, rhythm, and beat which are important elements of the music room today with improvisation and creativity all building towards a greater understanding of music & performing arts appreciation.

Our school production is an important school event looming on the calendar. Over one matinee on 5 September and two evenings on 6 & 7 September, our students will be able to show you what they are learning. It is an opportunity to perform for you and show you how their skills and talents grow from Foundation to Year 6. We are certainly looking forward to a terrific showcase in the coming months. Please make sure that you have your evening down in the diary so that you and the family can attend. Our young people need our encouragement.

Thanks to our Year 6 P.B.L Leaders for tallying up our Gotcha points each fortnight. Gotcha points are awarded when teachers see students showing one of our four school expectations in class and the schoolyard during recess and lunchtime.

Semester One Reports & Parent-Teacher Interviews

Our Semester One Parent Teacher Interviews will take place for all students early next term. Semester One school reports will be distributed to all families on Friday 23rd June via email. This will give families time to dissect, interpret and absorb their child's report, and bring discussion points to the Parent Teacher interview. Interviews are strictly for 10 minutes so please be on time as this will keep things flowing in the evening. You will soon receive an Operoo to book your interview time slots. Interviews are allocated on a 'first in, first served' basis with popular times going quickly. All 2023 Semester One Parent Teacher Meetings will be held here at school face-to-face unless you request an online meeting.

Visual Arts Exhibition

Your children's work in visual arts will be exhibited in our learning streets in week three and four of term three. We hope that you enjoy the talents of our students as you wait for your parent teacher interview.

Parents & Friends Association

It was terrific to meet with our Parents and Friends Association volunteers this week to collaborate and plan for future events that will give our families an opportunity to connect, socialise and do some fundraising all while we hope to have much enjoyment and fun!

It was also fantastic to witness the enthusiasm amongst our PFA where we talked about developing a St Ambrose culture where our families feel a strong sense of connectedness as a community and are keen to contribute to different facets of our school life and programs.

We are all pleased that we have moved through the restrictions of Covid 19 and now wish to focus on bringing our community together by rebuilding our connection and identity as a community through social events for students and parents. As you know we have a sub-committee already preparing for our student's glow disco.

Our PFA would also like to organise a social event for our parents which is currently being explored. Sophie Oldland and Amanda Lee have offered to co-ordinate a fete committee and invite anyone in our community to make contact with them if they would like to support organising a "good old fashioned school fete" for 2024.

Would You Like to join the 2024 Fete Committee?



Don't be shy! Our PFA is very keen to revive but reframe our school fair. They are working on enabling a good old-fashioned school fete in 2024 and we welcome your help! Together we can recreate a new and sustainable St Ambrose School fete. Please email Sophie and/or Amanda if you would like to be part of this. The more helpers we have the better! Sophie Lynch: sophielynch1981@gmail.com Amanda Lee: mands06@hotmail.com

Mobile Phone & Smart Watch Policy

We ask that you support all students in our school by reading our mobile phone and smart watch policy via the link below. In the interests of student and family privacy and to adhere also to our school code of conduct and privacy policies we ask parents to be aware of their children's online activity and support us in educating them about appropriate social media activity.

[POLICY](#)



Caring-Inspiring-Engaging-Transforming at St Ambrose Parish School, Woodend



St Ambrose Parish School Community welcomes you to join its rich, vibrant and nurturing learning environment. Book your tour with principal Bronwyn Phillips to see our new facilities and learn more about what we offer our children and families, and how we closely support our students' well-being and learning!

5427 1285 | office@sawoodend.catholic.edu.au

A School Information Evening will be held on July 19, 7pm in the library. All welcome!

School Advisory Council

We thank our school advisory council members who met with us this week.

Uniform amendments

We discussed two items that are of relevance to you now. The first item concerned our school uniform policy. It is in the interest of our students to learn to comply with community regulations and also to learn that some rules can be negotiated with them and others once set are non-negotiable and need to be complied with. Given the feedback we have received, we sought advice from our SAC on uniform options, particularly in the winter.

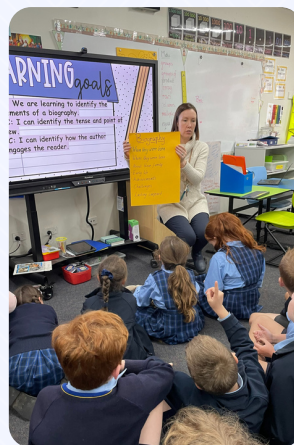
To give some context, in 2018 the school went through a very formal process to review and subsequently change the school uniform. The rationale was to simplify options and make the uniform smarter. Following my appointment as principal, and following further feedback, we have added a long and short-sleeved polo and navy coat/rain jacket. Socks changed so that all students wear navy socks with plain black school shoes or sneakers (un-branded).

To this point, the official winter uniform stipulates students wear long-sleeved shirts, the winter tunic or long navy trousers. A number of parents and students however would prefer to wear short-sleeved shirts and shorts all year round, including winter.



This was discussed, and it was unanimous that all students can wear shorts, the winter tunic, or long trousers and short-sleeved or long-sleeved shirts as long as items are part of the **correct school uniform**.

If students choose to wear short-sleeved shirts they will be expected to wear a jumper. navy coat or soft shell jacket when they leave the classroom to go outside on cold days. If the student gets hot running around outside, they can take their jacket/jumper off and bring it back in with them at the end of playtimes.



Hair wear should be navy unless it is the student's birthday when they can wear coloured hair wear. If a beanie is worn it should be the school beanie and socks should be navy. Necklaces and dangling earrings should not be worn as a safety precaution.

We do expect our students to wear the correct uniform and hope that these changes make more comfortable options for our students.



Camp

The SAC agreed that the camp model offered in this newsletter was a good alternative to the current model of a year 4 and year 6 camp and endorsed this model. If you have any feedback about future camps please email me directly as per the camp note further in this newsletter.

Our May SAC minutes have been ratified and can be accessed below. We will share our June meeting minutes after they are ratified at our next meeting in August. You can also access the Principal report if you are interested. This is a synopsis of school matters which have been communicated through the newsletters.

[MINUTES](#)

[PRINCIPAL'S REPORT](#)



Camps from 2024 Onwards

TIL requirements significantly increase the cost of camps which necessitates us to review our current camp programs. As communicated in earlier newsletters, we are currently reviewing camp models that are sustainable and affordable. We are currently exploring the most workable option which will mean that students will still have the opportunity to go on camp twice during their primary years at St Ambrose.

We are looking at running a two-day/one-night year three and four camp in term four which would be an adventure camp and a three-day/two-night year 5-6 camp in term one, probably at Philip Island.

The main areas of focus for the 3-4 students will be;

- -celebrating the year in a positive way.
- -building independence through being away from home.
- -building on new and existing relationships with peers.
- -teamwork and collaboration with peers.
- -school connectedness.

The Phillip Island Camp would be an environmental and teambuilding camp, where students would enjoy learning, exploring, and deepening their knowledge about natural habitats. They would participate in many activities including an exploration of coastal landscapes, paddle boarding led by experienced instructors, The Penguin Parade, Churchill Island, The Koala Conservation Reserve, and a number of fun-filled activities.

This will mean that students would go on camp either in years three and five or in years four and six.

The benefits of this model are:

- Larger numbers keep the costs lower.
- All students in the classes will go together allowing continuity of learning.
- Cost-effective as we do not need to engage CRT staff to work with the students back at school.

We discussed this model at our SAC meeting on Wednesday. If you have any feedback regarding the proposed model please email me directly on bronwyn.phillips@sawoodend.catholic.edu.au



2023 PUPIL FREE DAYS & TIME IN LIEU AQUITTAL DAYS

Term 3

Pupil Free Day number 3 - 28th July (School Improvement Planning)

1 Aquittal Day TBA - Moving

Term 4

2nd October 1 Day Aquittal for TIL

Pupil free day number 4 - 6th November Writing Moderation & Report Writing

From our Captains



Emmy and Matthew encourage you to wear something colourful on your birthday and to come and see them with your ideas. They are looking forward to meeting with our SRC.

Infection Control

In consideration of our school community, we ask that you abide by the recommendations above and keep your children at home if they are unwell. If you are living with a Covid positive person we ask that you wear a mask when in the school grounds.

Thank you.



EXCLUSION TABLE FOR ILLNESSES

Road Safety



With the wet and foggy weather, we need to continue to exercise caution on our roads. It does get busy at drop off and pick up times with students arriving in cars, by foot, on scooters as well as on bicycles. We want everyone to arrive and leave safely. To avoid accidents and near misses we ask that you remain vigilant.

Wet Day Program



We congratulate our students on adapting so creatively during recess and lunch breaks this week when we have needed to stay indoors. Pictured are our 5-6 students building towers while others played board games, made pom poms, drew pictures, danced, read or chatted with their friends.

It is great to observe our children cooperating together, communicating, enjoying their friendships and having wholesome fun!

We are here to experience life in the physical and to live life fully. We're not here to renounce the physical and live like we would on the other side. There would be no point in coming here if that was the case. That's why I implore you to relax, just relax, be who you are, allow your soul to express itself. You will fail. You will stumble. Love yourself through all of it.

Anita Moorjani



Bronwyn Phillips
Principal



Regional Cross Country St. Arnaud



On Tuesday 6th June, 12 students from our beautiful school qualified and competed in the regional cross country event at St. Arnaud.

This is the highest number of competitors we've ever had at this level.

All the children did an amazing job and should be very proud of their run and placings.

5 students have made it through to the State level competition on Thursday 13th July.

Congratulations to Harriet B, Elsie A, Ava R, Indie RH and Elke F.



Thanks to the parents who transported their children to the event and to Seona for accompanying myself and the children in the van.



State Finalist Runners





Student Initiatives



Pictured are Everly, Grace, Leah and Grace who plan to facilitate the making of pom poms to raise money for the homeless.



Pictured are our students who have chosen to join our Ukulele club which is facilitated by Mrs. Byrne. They have made impressive progress!

HAPPY BIRTHDAY

10 June Mary G
11 June James B
14 June Sofia X

Ukulele Club



[UKULELE CLUB CLIP](#)



SCHOOL EVENTS



BAKE SALE



*Raising funds
for the
St Ambrose School
Kids Disco and future
events*

**SATURDAY
17 JUNE**

WOODEND
NEWSAGENCY
8.30am-12.30pm



We are asking for donations of anything we can sell cakes, slices, cookies, brownies, meringues, cupcakes, home-made preserves etc. We'll take it all!

Anything you make please include a list of ingredients and have it wrapped for freshness.

We'd ask that you drop your donations to the school office on Friday 16th June, or bring to the stall early Saturday morning (preferably before 9am).

Thank you!



ST AMBROSE PARENTS & FRIENDS
ASSOCIATION PRESENTS THE

School

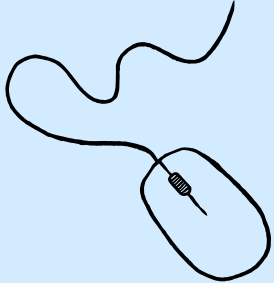
GLOW DISCO

Party!

FRIDAY 23 JUNE
AT THE WOODEND TENNIS CLUB

GRADE PREP, 1 & 2	GRADE 3, 4, 5 & 6
4 - 5:30PM	5:45 - 7PM

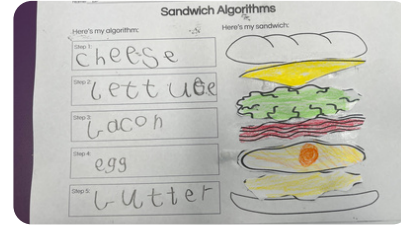
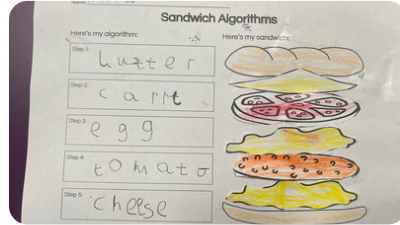
WEAR SOMETHING WHITE
SO YOU GLOW!



E-LEARNING FEATURE

TERM 2 - eLearning

Welcome to eLearning Term 2. There has been many wonderful discoveries made this Term and the students in all areas have thoroughly enjoyed the learning experiences presented to them.



Grade Prep

This term we have been exploring the wonderful whimsical world of Hello Ruby and her coding adventures! We were introduced to Ruby, a small girl with a huge imagination, and the determination to solve any puzzle. We went on a journey with Ruby, as she stomped around her world making new friends, including the Penguins, Messy Robots and the Wise Snow Leopard.

Through this story, the Prep students were introduced to the fundamentals of computational thinking and the basic concepts at the core of coding and programming.

We learnt how to break big problems into small ones, create step-by-step plans, algorithms and the importance of sequence and looking for patterns through storytelling and a variety of unplugged activities that encouraged exploration and creativity. We discovered that we can be like Ruby where anything is possible if you put your mind to it.

Grade One/Two

This Term we have been exploring the wonderful world of coding! Scratch Jr is a introductory programming language that enables young children (ages 5-8) to create their own interactive stories and games. The students have learnt how to snap together graphical programming blocks to make characters move, jump, dance, and sing. They modied characters in the paint editor, added their own voices and sounds, even insert, then used the programming blocks to make their characters come to life. Lots of fun was had creating many projects utilising these skills.



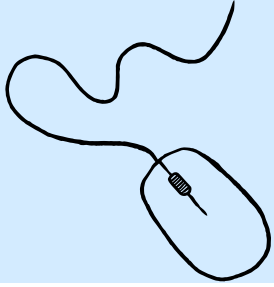
Grade Three/Four

This term students in the Three and Four area have begun their exploration of the Scratch programming platform. Scratch is a coding language with a simple visual interface that allows young people to create digital stories, games, and animations.

Scratch promotes computational thinking and problem solving skills; creative teaching and learning; self-expression and collaboration; and equity in computing.

Here we are creating our own original Name Poem project in Scratch. We planned the sequence of our programs with specific focus on what we as individuals care about and love about themselves. This then became our Sprites (characters) for our digital poems.





E-LEARNING FEATURE

Grade 5/6

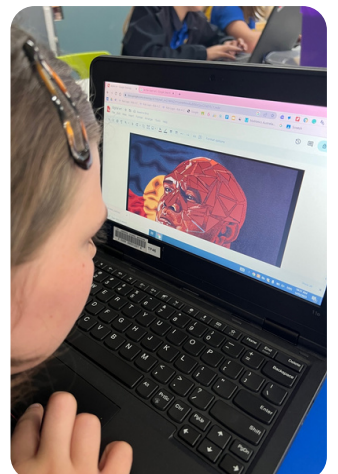
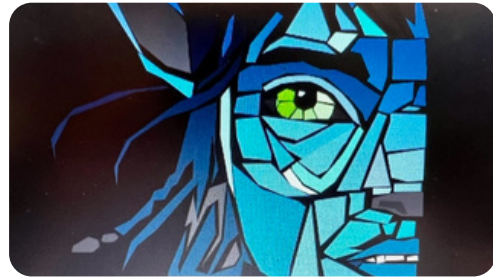
Lots of fabulous discoveries and pieces have come from the Grade 5/6 students this past semester. Throughout Term 1 and 2, students experimented with the free online design and presentation tool Canva. We learnt how to create infographics about people of inspiration and create a digital artifact demonstrating who we are what makes un unique.

We then used this topic of inspiration to create a virtual Google Slides gallery of a person we aspire to be. We learnt how to embed links within this visual gallery to our created infographics and Google Drawing mosaic digital art.

This Term we have been loving getting to know the wonderful digital device - a Makey Makey. A MaKey MaKey lets you transform everyday objects into computer interfaces.

It's a little USB device you plug into your computer, and you use it to make your own switches that act like keys on the keyboard: Make + Key = MaKey MaKey!

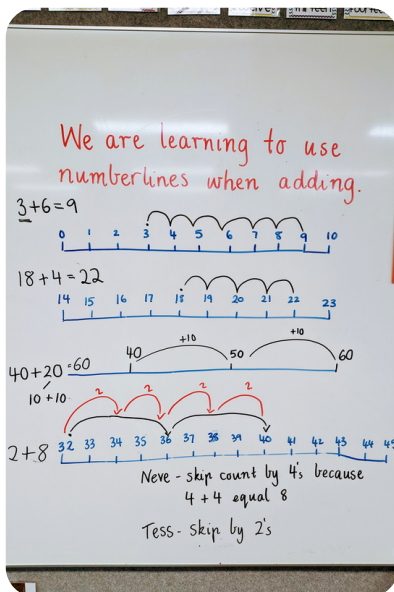
The Makey Makey has allowed us to make a game pad out of Play-Doh and spoons, a musical instrument out of bananas, potatoes, apples and carrots. The students are currently in the process of creating a musical piece using a Makey Makey sampler. They have recorded their own sounds and beats and creating a piece that is as individual as they are. We hope to share these soon on Seesaw.



AROUND THE SCHOOL



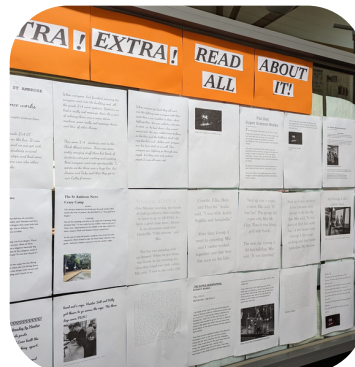
During Term 2 the grade 3s and 4s have worked on writing and publishing a short picture book aimed at junior audiences. On Thursday afternoon this week we had a ball going down and sharing all of our wonderful stories with grades Prep – 2. The Preps had even written a book of their own each and were able to share their stories too!



1/2CM using a number line for addition



Grade 5/6 3D Shapes Display



Extra, extra read all about it! 3/4M Scienceworks



5/6 making Box Arcades



fact sheet 2



building a positive body image - how to combat unhelpful comments

This fact sheet aims to help you teach your child how to deal with, and build resilience to, the negative comments of others.

Teasing among family and friends can be meant with playful affection, where someone might be singled out for funny or unusual things they do or say. Teasing a child about their appearance, weight, or body shape, however,



can cause embarrassment or shame. Appearance-based teasing has been associated with children experiencing body dissatisfaction, becoming preoccupied with their body and appearance, difficulties with food and eating, low self esteem, and depression.

Helping your child combat teasing should NOT focus on changing the way your child looks to reduce the teasing. Instead, you can help your child by supporting them to develop skills to deal effectively with any comments or conversations that are hurtful to them. Emphasise to your child that teasing is NOT OK and your child does not have to put up with it. Make your home a 'teasing-free zone'.

www.confidentbody.net



fact sheet 2



building a positive body image - how to combat unhelpful comments

I can stand up for myself....

- Help your child practice holding their body in a strong, confident way. This might include standing up tall and looking at people in the eye when talking to them.
- Encourage your child to be with others who make them feel good, not bad.
- Your child can ignore the teaser and/or walk away and that's OK.

I can be my best....

Think about the activities, people, and environments that bring out the best in your child.

Examples might be:

- Helping you with an activity, such as gardening or cooking
- Building or creating something with another family member
- Spending time with a friend or family member who shares a similar interest (e.g., going to the football and cheering or going for a ride on the local train)
- Trying a new skill

I am OK as I am!

Boost your child's self-esteem and reinforce their strengths using Activity 4: Create a handprint of 'me' (p. 62 of Parent Book or online).

I can speak up for myself....

Help your child develop basic words or phrases to use if someone says something hurtful about them, such as:

- "I don't like it when you say that to me"
- "Please stop"
- "I am OK the way I am"
- "I don't need to change or be different"
- "It doesn't matter what you think"

I am not alone....

- Let your child know that it is ok to seek help from an adult.
- Let your child know they can come to you or other adults they may like to talk to.
- Praise your child if they do come to you for help (e.g., "I am really glad you let me know about this") and make it clear to your child that you will do something together to help the situation.



www.confidentbody.net



JOIN THE CELEBRATION OF ALL THINGS

Faith & Family

IMPORTANT TERM 2 FAITH DATES:

* SACRAMENT OF CONFIRMATION CHURCH PRACTICE - WED 14TH JUNE, 11.45 - 12.45PM.

* SACRAMENT OF CONFIRMATION MASS - SUNDAY 18TH JUNE, 1PM

* END OF TERM 2 WHOLE SCHOOL LITURGY - WEDNESDAY 21ST JUNE, 9.30AM (CHANGE OF DATE).

Creator, Sustainer,
Companion,
Energize us with your
love in the every day.
Entrust us with a desire
to transform darkness
to light.
Draw us into your divine
presence always.

Sign of the Cross: In the
name of the Father, Son
and Holy Spirit
Amen

WONDERING

"In short," Pope Francis added, "the Trinity teaches us that one can never be without the other."

We are not islands, we are in the world to live in God's image: open, in need of others, and in need of helping others."

*How have I experienced
God's loving embrace today?

*How can we promote,
nurture and celebrate God's
love in the every day?



A reading from the Gospel of John:

'God so loved the world that he sent his only Son.'- Jn 3: 16-18 -

As Autumn comes to a quiet end, the fallen leaves, changing colours and emerging buds remind us of the abundant nature of God's love evident in our lives. At this time, we are called to let go and trust in the deep mystery of the divine that is ever present throughout creation.

God's giving of love to the whole world through Jesus Christ is no different to that love we

experience when seasons change. On Trinity Sunday we are invited to believe once again in this love which comes from a place of utter generosity. This Divine giving does not require anything

but a loving response in return. This Sunday's reading challenges us to discern how we will manage, nurture and celebrate this love that has no bounds. It is a love that can ultimately free

us from the prison of our deep fears, insecurities and desire for power. How we will experience

eternal life as noted by the Johannine author in this text is up to us as we hope for a future brimming with freedom, peace and right relationships.

Kylie Smith

For all Faith & Family related matters, please email: nicole.sherlockbyrne@sawoodend.catholic.edu.au

Welcome Wonderful Winter!



The warmth and enjoyment is evident on the faces of those who enjoyed our first week of Wonderful Winter in the library. Initiated by our FOSSAL Leaders Nicholas Mc and Mia T and Led by Violet D and the FOSSAL crew, (proudly wearing their newly stamped FOSSAL, 2023 badges, designed by Elijah E and made by Bailey P, Elijah E and Nicholas Mc).

Students were welcomed into the library for a quiet and warm place to mindfully play board games, cards, dice games, scrabble, chess, draw and read, as well as the ever popular comic club crew, led by Sid M.

Wonderful Winter has been showcased by Charlotte N's creative banner and is supported by Ms.Shannon during Monday lunch times and by Mr.Old during Thursday lunch times. Students are encouraged to bring along their own quiet games to enjoy with friends during the colder months. ☺...



Remember to sign up your child for the Victorian Premiers Reading Challenge! Support your child to read every day! St. Ambrose is encouraging your children to read every day!



<https://www.vic.gov.au/premiers-reading-challenge>
Have FUN and get reading!

COMMUNITY NEWS



Pop Up Café at the Log Cabin Café Woodend Winter Arts Festival



Take a break from the chilly Woodend Winter
and come in for a warming drink around our cosy fire.

1st Woodend Scout Group are delighted to open the doors of their Log Cabin Café
on the Kings Birthday Weekend as part of the Woodend Winter Arts Festival.

Please pop in for a cuppa and cake, a delicious lunch including warming soup and toasted sandwiches
or a spot of afternoon tea including homemade slices, cakes and scones.



Where: Log Cabin Café,
41 Forest Street, Woodend

When: 10.30am - 3.30pm,
Saturday 10th - Monday 12th June



YEAR 7 2025 APPLICATIONS

Salesian College Sunbury



TO PARENTS OF STUDENTS CURRENTLY IN GRADE 5

Here at Salesian College Sunbury we are proud of our relationship with our neighbouring schools and communities. We work together to provide a quality Catholic education to the young people of Sunbury and surrounds. We celebrate life and faith, prepare students to contribute positively, and provide opportunities to achieve excellence.

We would love to see you as part of our Salesian family.

Did you know that now is the time to apply for a place at Salesian College Sunbury in Year 7 2025? Applications are being accepted and close on Friday 18 August 2023.

[Visit our website, or click here to apply.](#) The online application form can be started, saved, and completed at any time. I invite you to visit our College website for all other information.

Our website also features a [virtual tour](#) where you can explore what makes us so unique and 'A Home that Welcomes'.

First round interviews for Year 7 2025 places will be conducted in early September 2023 and offers will go out October 20 2023, with acceptances due by November 10 2023. An interview booking link will be supplied to all applicants soon after the closing date.

If you require further information, please contact our College Registrar (details below).

Mark Brockhus
Principal - Salesian College Sunbury

BOOK A TOUR



MEET & GREET



CATHOLIC SCHOOLS, ONE COMMUNITY

salesiansunbury.vic.edu.au | 03 9744 0000 | registrar@salesiansunbury.vic.edu.au



Sensory Sanctuary

JUNE 24 - JULY 6 CASTLEMAINE

Creative Workshops

Social Events

Sensory Market

Professional
Development

Parent Sessions

Group Therapy

Family Events

On site Chai Tent,
Tea and Coffee

70% Autistic and
Neurodivergent Hosts
Allies Welcome!

Neurodiversity Arts Festival



www.sensorysanctuary.net.au

ARCANE

Autistic-led
Regional Culture
Arts Neurodiversity
Education and
Employment
incorporated



Community Bank
Maldon & District

B Bendigo Bank

Rotary
Castlemaine



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 the 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 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 [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?

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