



# St Patrick's School

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St Patrick's Primary School, Wangaratta, would like to acknowledge the Yorta Yorta Nation, whose clans include Bangerang (Pangerang) Kaitheban, Wollithiga, Moira, Ulupna, Kwat Kwat, Yalaba Yalaba and Ngurai-illiam-wurrung, as the Traditional Custodians of the land on which our school is situated.

This school supports the CHILD Safe Standards (Ministerial Order 870) and actively seeks to ensure that all students are kept safe from all forms of harm at all times.

## ST. PATRICK'S SCHOOL NEWSLETTER

10<sup>th</sup> June, 2020

### The Second Coming!

I see in today's paper, the headline says, "Second Coming". Talk about football being the "other religion!" I have joked about this from time to time (and I'm sure Jesus would have barracked for Collingwood!) but the reality is that football represents all elements of society. When you think about it, we see the best and worst of humanity in sports. I won't labour the worst (fighting, swearing, abuse of all types, drug use etc). Sport does instil in its participants a desire to be better than all others in their chosen sport and that's okay as long as we understand that it's sport, not life.

The best in sport sees our heroes coming out in support of various worthy causes such as fundraising for MND, Aboriginal rights, establishing welfare opportunities (as described by a number of sports clubs), religious tolerance and respect. This is the best of sport where we can model a set of values that leads us to be better as a society. This element of sport has God (love) at its core, Jesus at work in our world if you will. So, it's not all bad.

On another note, my heart and prayers are with William Callaghan (the boy currently missing in bushland) and his family. I shudder with sadness when I think what his poor parents must be going through at the moment. Again though, the four hundred plus volunteers who are out there looking for William speaks to me of a sense beauty of humanity, a Godliness if you will, that shows great care and love for one another.

I will continue to pray that William will be found safe and well very soon.

Dear Parents,

Well, finally, it feels like "HOME" at St Patrick's again. It was so nice to welcome our Years 3 to 6 students back after a long break. As it was a fortnight ago when the Junior school returned, there was great excitement from the students at seeing each other again after so long.

## EFTPOS Facilities

We have recently upgraded our payment facilities to now include EFTPOS. This will make payments far simpler and assist families greatly.

THANK YOU BRENDAN KEIR CARPENTRY FOR SUPPORTING OUR SCHOOL

## Technology Return



As the students return to school, can I ask that all of the borrowed technology be returned with them as we need these devices to run our school programs. If there have been any issues or damage to the devices, then could you please mention that on their return to save a bit of time.

## St Patrick's Church Services

Please see the attached “flyer” from the Presbytery regarding the reopening of the church.

It's great that we can finally get back to greater contact with our Church. It's still not perfect as there are limited places each week but I support the parish's need to comply with the COVID19 regulations and keep all parishioners as safe as possible.

## COVID19- Regulations for schools

Just to make sure that we are all on the same page the following rules will apply until further notice (under the guidance of the Department of Education and the Catholic Education Office):

- **PICK-UP/DROP OFF** – Where the school has developed specific processes to ensure smooth and safe delivery and collection of the children, parents must be made very much aware of these processes.
- **IF CHILDREN ARE UNWELL** - Parents must be advised that any child who comes to school feeling unwell or becomes unwell during the school day, they (or the emergency contact person) will be called to collect that child.
- **WATER BOTTLES** – drinking fountains are not to be used by students. Each child should bring water from home.
- **WHICH YR 3 TO YR 10 STUDENTS MAY ATTEND** – only the children who are deemed by the school to be in particular need (i.e. vulnerable if not at school) and the children of employees whose job is classified as an Essential Service.
- **RESTRICTED ACCESS TO SCHOOL BY ADULTS** – The Department of Health insists that no adult-parents, non-enrolled youths, visitors - is to enter the school unless necessary or in an emergency. Adults should not be permitted to go beyond the Reception area.

## Enrolments for 2021

If you have a child starting school next year, can you let the office know to make sure we have our existing families covered.

Also, if you are aware of other families considering St Patrick's as an option for their child for next year, then encourage them to contact the school to secure their place.

## Outside of School Hours Care

Just a reminder that, as school begins back in earnest, so too, does our OSHC Service. Bookings need to be made if you do not have a permanent booking as we need to ensure sufficient staff are engaged for each evening. Please contact Rosie in the office (in school hours) if you require any additional information (03 57 215795 or [rpiane@spwangeratta.catholic.edu.au](mailto:rpiane@spwangeratta.catholic.edu.au)).

THANK YOU **RUSTIC AMOUR** FOR SUPPORTING OUR SCHOOL

## Vacation Care

Our survey to gauge the viability of Vacation Care has now concluded. We will contact those who expressed interest in accessing this service in the next day or so, as I need to discuss with Rosie and Elena as to what is possible using the criteria that we need to abide by.

## Parent/Teacher/Student Interviews – 20th & 21<sup>st</sup> July

We will be conducting Parent/Teacher/Student interviews on 20<sup>th</sup> and 21<sup>st</sup> July (week two of term three). The booking site is now open, and it can be accessed using the following link:

<https://www.schoolinterviews.com.au/code?code=xab4w>

## Assemblies

For the next few weeks, we will try an online Assembly which students can view from their classroom. It won't be the same as getting together but at least we can acknowledge our Students of the Week, birthdays and find out a bit about what the students have been doing in their classrooms. These will take place at 2.45pm on Fridays and run for about 15 minutes.

## Thank you Steer Clothing

Thank you to Lee Steer from Steer Clothing for donating some high vis vests to the school. We plan to use these with our students when they are working in our school garden.



## School Council/Parents and Friends Association Meetings

Clearly our School Council and P&F Association have been in a bit of a hiatus due to COVID19. I would be hopeful of regrouping in term three.

School Council will be looking at our Building Plans and reassessing its relevance as well as exploring ways that we can enhance our plan. Once back, I will arrange a meeting with our Architect to discuss the various elements of our plan.

The P&F need to look at what needs to be done to re-engage our parents and families as well as a fundraising plan going forward.

## St. Patrick's PS APP REMIND

If you want to keep up with what's happening around the school, you can join REMIND.

It can be downloaded from the app stores to your devices using either of these links:

Apple - <https://goo.gl/IHQHGn> or Android - <https://goo.gl/FJWEv>

You will need to join our "Class" after you install and sign up - @spatwang, or St Patrick's Primary School Wangaratta



**THANK YOU PLUMBFORCE PLUMBING & GASFITTING FOR SUPPORTING OUR SCHOOL**

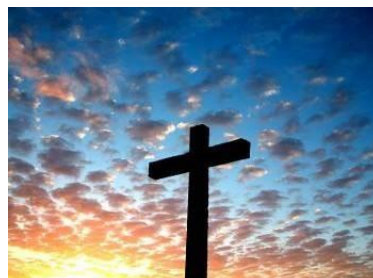
# Newsletter

Our newsletter can be accessed on our website and our Facebook page. Annette (in the Office) also has a mailing list that she is happy to include you on.

Simply email Annette on: [abeitzel@spwangeratta.catholic.edu.au](mailto:abeitzel@spwangeratta.catholic.edu.au) or phone the office (0357215795) and Annette will put you on the list. If all else fails, you can request a hard copy from the office.

## Mass Times

- \* Saturday 6.00pm St Patrick's
- \* Sunday 8.00am St Patrick's
- \* Sunday 9.00am Our Lady's
- \* Sunday 10.30am St Patrick's
- \* Sunday 10.00am Moyhu
- \* Sunday 10.30am Whitfield (1st Sunday)



By appointment only until further notice. Details on flyer or on the Parish website.

<https://deanklayford.wixsite.com/wangeratta>

*Terry*

## DATES TO REMEMBER

JUNE	26 <sup>th</sup>	-	2.30pm End of Term 2
JULY	13 <sup>th</sup>	-	9.00am Term 3 Commences
	20 <sup>th</sup>	-	3.50pm – 6.50pm Parent teacher interviews
	21 <sup>st</sup>	-	3.50pm – 6.50pm Parent teacher interviews
AUGUST	7 <sup>th</sup>	-	School Photos



# THANK YOU

### Catholic Education Sandhurst

would like to thank staff, students,  
parents & guardians  
for your support, hard work & commitment  
to remote learning during  
COVID-19 restrictions





## What do I miss out on when I am not at school?

Lots!

Class discussions with friends and teachers.

Information and work that you will have to catch up on.

You will also miss out on seeing your friends

## Roblox

Roblox is a multiplayer game-creation platform that allows users to create an avatar to build games, play games built by others, explore and socialise with other users. It can be great for fostering creativity and lateral thinking and it's pretty tame on the surface, but it does have a few features that parents really need to know about.

In comparison to many other games, Roblox allows parents quite a bit of control over aspects of their child's experience. The games that kids can access can be limited (as quite a few are violent or aggressive) and chat/messaging restrictions can also be enabled. However, none of these actions are entirely foolproof. There have been many reports of sexual language and racist slurs making it through the filter, with experienced users employing tactics like [slightly misspelling words to trick the algorithm](#). Like any other app with communication functions, your child could be interacting with a user who may say they're a child but could actually be anyone, anywhere, with any intent. As ParentTV expert and eSafety Educator, Rachel Downie, says, 'the first rule for any gaming is that the game might be clean, but the gamer might not be.'

[Roblox has also been hijacked in the past by hackers who have reportedly programmed avatars to be sexual and/or sexually violent](#) and installed third-party chat apps that look like they're part of the Roblox game. These can be used to lure children into conversation on other platforms. It's also worth noting that Roblox has in-app purchases and a virtual currency, too.

**The verdict?** Technically, Roblox is suitable for kids 8 and up, **with** full parental controls enabled. We suggest checking out [this guide](#) from the Office of the eSafety Commissioner before you make a call.

## Latest Government Updates

Families who received Child Care Subsidy (CCS) in 2018-2019 need to confirm their income for that financial year by 30 June 2020 for their CCS to continue. Parents and their partners confirm their income with Centrelink by either:

- Lodging their tax returns with the Australian Taxation Office
- Completing an 'Advise non-lodgement of tax return with Centrelink, if they don't need to lodge a tax return.

If families don't do this by 30 June 2020, their CCS will stop from 13 July 2020 (the start of the next CCS year). It can't start again until they have confirmed their income.

It's important to know, if a family's CCS stops, they will not be back paid for the period between when it stops and when they confirm their income.

If you have any questions you should visit the [Services Australia](https://www.servicesaustralia.gov.au/) website.

<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy>

## After School Care

If you are still requiring After School Care for your child/children and have not replied to my original email or did not receive the email, please click on the link below and fill out the details. Places are filling fast, in fact, Tuesdays/Wednesdays look like they'll be fully booked in the next few days.

This link is to confirm that you still require ASC and the days needed for the rest of this year.

<https://forms.gle/ngQvrzfrG5FGMcy6>

If you have already filled in the original survey, you do not need to resubmit. This is only for those who have not done so yet.

## CHATTER MATTERS

### Phonological Awareness

Swapping sounds or playing a game of spoonerisms is an excellent way to develop your child's sound awareness and pre-spelling skills. Start by having fun with their names for example: Miles Jones – Jiles moans. Paul Jennings has developed a wonderful book with many pictures of the various spoonerisms so the students can see the different meanings each spoonerism conveys. To catch a hat – to hatch a cat or trickier ones – A dragon fly – a flagon dry. These are also a great way to extend your child's vocabulary at the same time. Encourage your child to draw their own spoonerism pictures. Bugs are slurping – slugs are burping!!!

# PAT ON THE BACK

**Foundation**  
Mrs Levesque

Congratulations to **AMELIA WESTON** for using a positive mindset when faced with challenging tasks and the confidence to complete them successfully.

**Foundation**  
Mrs Shaw

Congratulations to **GEORGIE FLETCHER** for her beautiful inclusiveness of others. Georgie always looks out for other people and shows kindness at all times. What beautiful qualities these are to have, Georgie! You certainly are a wonderful example to others.

**Year 1/2**  
Bray/Cornish

A big pat on the back to **RILEY GRASSO** for being a great friend to us all. He cheers us up and looks out for us all. Keep it up superstar!

**Year 1/2**  
Cassidy/Barry

Congratulations to **AMY MCGENNISKEN** for writing an excellent recount about her long weekend, correctly using punctuation including talking marks and apostrophes. Well done, Amy!

**Year 1/2**  
Ms Rinaldi

A big pat on the back to **PHOEBE WRIGHT** for the wonderful improvement she is making in her writing. Phoebe, you are working very hard on your spelling and using capitals correctly – keep up the fantastic work!

**Year 1/2**  
Mr Capper

Congratulations to **SCARLETT DALTON** for her excellent work ethic. Scarlett always tries her best and takes great pride in the presentation of her work. Her manners are impeccable. Well done Scarlett!

**Year 3/4**  
Mrs Nicoll

Congratulations to **FREDERICK HUHN** for the focus that he is demonstrating towards his learning and the persistence with which he is approaching challenging tasks.

**Year 3/4**  
Miss Sirianni

Congratulations to **CLARITY WARD** for the effort she has taken to remember our new hygiene rules. Clarity has independently followed our new procedures, helping us stay safe in school. She has also made a huge effort to support her classmates with positive comments and encouragement online. Thanks for being a safe, kind and caring classmate, Clarity!

**Year 3/4**  
Mrs Rizzo

A big pat on the back to **HARRY CHANDLER** for the outstanding way he approached his remote home learning this term. I was so impressed with the effort and persistence he put into his work during this time. Wonderful effort Harry and well done!

**Year 3/4**  
Ms Whitehead

Congratulations to **MILLIE MCGENNISKEN** for the wonderful positive way she has returned to school after the remote learning period. It is great to have you back, Millie!

**Year 5/6**  
Mrs O'Connor

Congratulations to **5/6 O'CONNOR** for a fantastic 8 weeks of remote learning. I'm so proud of each and everyone of you. Looking forward to the next 3 weeks!

**Year 5/6**  
Mrs Ackerly

Congratulations to **KAYLEY BUTERA** for the fabulous comprehension she demonstrated during her individual reading session with the teacher. She thought carefully about the response to each question and showed a solid understanding of what she had read. Well done, Kayley!

**Year 5/6**  
Mrs Rickard

Congratulations and big pat on the back to **STELLA JOHNSON** for the letter she wrote to go in Australia Post's Time Capsule reflecting on her time at home during COVID-19 and doing remote learning. Isn't it great that we are now all back together again!

# WHAT'S HAPPENING IN THE CLASSROOM

## FOUNDATION – Caz & Trish

We hope you enjoyed your long weekend with your families.

Another busy week in Foundation and the students have been working extremely well. The school is a little busier again with the older students back onsite. We ask you to be mindful when picking up your children as it is busier and the need for social distancing is still very important. Thank you for your cooperation in this matter.

### Important messages

**Please be mindful to check your children's hair for head lice as we have had cases in the Foundation area.**

**We ask that you have your children at school before the beginning of the day bell that rings at 9.00am. We are having children arriving late to school and it is quite disruptive to theirs and others' learning. Thank you for your cooperation.**

### **Religion**

This week during the unit, 'Called to Live Like Jesus' the students have been discussing ways they can live their lives more like Jesus. They have been asked to share during prayer time how they feel they have acted upon this. Some of the children's responses were;

"Last night, I helped Mum to wash the dishes without being asked to."

"I fed the dog and surprised mum because she didn't have to do it!"

"Today I saw a person sitting by themselves and I asked them if they wanted to play with me."

### **Literacy**

The Foundation students will continue to work through a variety of activities related to the big book in their class. They will continue to write lists, letters and labelling relating to the big book. The students continue to practise the most used words daily and sounds and letters.

Foundation Levesque - 'The Hungry Giant's Lunch'.

Foundation Shaw - 'Dan the Flying Man'.

We are not receiving many reading diaries and cannot stress enough how important it is to have a regular reading routine at home to consolidate the reading learnt at school. **Monday** is the day for the yellow diaries to be handed in for viewing. And the children change their readers on this day. We would appreciate it if you could send these books in on **Mondays**.

We ask you to **please** continue to maintain a regular reading routine with your children at home.

**READ, READ, READ!**

### **Maths**

We have started our money unit and the students will be setting up a shop situation in their classrooms. We ask if you could send in any empty food boxes for the children to set up the shops eg: Biscuit, cereal boxes and soup packets etc.

**Sport days** are on **TUESDAYS, THURSDAYS** and **FRIDAYS**. Matt Dillon, the Bluearth Teacher, will lead the Foundation students in a Bluearth session on FRIDAYS for 30 minutes.

THANK YOU **LIGHTING & DECOR** FOR SUPPORTING OUR SCHOOL



## REMINDERS -

**School Photos** will now be in Term 3 - Friday, August 7th

We thank you all again for your continued support and cooperation in your child's learning.  
Carolyn and Trish

## **YEAR ONE/TWO – Janina, Amanda, Elise, David, Karen & Leah**

The students have now well and truly settled back into routine and, in fact, are setting a great example to the 3-6 students who have returned this week. We are so proud of them all.

A reminder to return any library books that may be overdue. The readers continue to be sanitised and cleaned, with thanks to our education support officers.

Please remember that the drinking bubblers are unavailable for use at this time, however, the bottle fillers may be accessed. Please send a drink bottle with your child each day.

### Literacy

Students continue to access readers in packs of five. Please return these at the end of each week for sanitising. Remember to incorporate reading as part of your routine at home. In class, we continue to learn about the styles and features of procedural writing and when it is used. Our spelling focus for this week is 'br' as in 'bring.'

### Numeracy

This week we continue to focus on mental subtraction (subtracting in our head) and 'finding the difference' between two numbers. In addition to this, children have been revisiting 'time' and more specifically, telling time to o'clock and half past. Those who are able, are focusing on telling time to the quarter hour.

### Religious Education

The students have continued to discuss God's creation that surrounds us. This week they have made Creation booklets, focusing on the 7 days of creation and what occurred on each of these days.

### Inquiry

The students have been discussing what elements makes something 'living' or 'non-living' in our world. This week the students focused on the characteristics of living things. An interesting question for discussion was, "Why is a car not a living thing?" even though it can move.

As we are unable to allow parents and carers into the school at this point in time, we have provided our email addresses below, should you need to contact us.

[dcapper@spwangeratta.catholic.edu.au](mailto:dcapper@spwangeratta.catholic.edu.au)

[jrinaldi@spwangeratta.catholic.edu.au](mailto:jrinaldi@spwangeratta.catholic.edu.au)

[acassidy@spwangeratta.catholic.edu.au](mailto:acassidy@spwangeratta.catholic.edu.au)

[kbray@spwangeratta.catholic.edu.au](mailto:kbray@spwangeratta.catholic.edu.au)

[icornish@spwangeratta.catholic.edu.au](mailto:icornish@spwangeratta.catholic.edu.au)

[ebarry@spwangeratta.catholic.edu.au](mailto:ebarry@spwangeratta.catholic.edu.au)

Have a great week!

### **Upcoming Dates:**

26<sup>th</sup> June: End of Term 2 (2.30pm finish)

7<sup>th</sup> August: School photos

THANK YOU **GLOSS MAKEUP & BEAUTY STUDIO** FOR SUPPORTING OUR SCHOOL

## **YEAR THREE/FOUR – Karen, Nara, Ellie & Jess**

How wonderful it was to see the beautiful, smiling faces of our 3/4 students yesterday morning! The remote learning period has made us all (students and teachers) appreciate each other a lot more, and the fact that we all have the opportunity to come to 'school' and 'work' each day. The remainder of our time together this term is going to be jam packed with lots of revision related to the concepts that were covered over the last eight weeks.

Once again, a very big thank you is extended to everyone - parents, grandparents and students for the positivity and perseverance with which they have approached home learning.

### **Literacy:**

This week in Reading, the children will be focusing on the processing systems that we use when we 'think about text'. This specifically relates to thinking **critically** about text and also **analysing** text (noticing aspects of the writer's craft, including text structure). We refer to these processing systems as **genre` characteristics**. This week we are specifically looking at the 'fiction' sub-genre called '**realistic fiction**'. As the term suggests, this is a narrative (story) that students are able to relate to because the content presented could happen in real life.

In Writing, we are exploring the structure and features of different types of letters (both formal and informal). Students will compose a 'Dear Australia' letter, sharing their experience of the COVID-19 Pandemic. We plan to submit these letters to Australia Post who recently aired a television advertisement that promoted a 'national letterbox', where some people's letters could be eligible to be stored in the National Archives of Australia, for future generations to read.

The spelling focus this week is:

Consonant digraphs (both initial and final): ph-/ -ph, sh-/ -sh, th-/ -th and wh-/ -wh

### **Maths:**

This week we are working on revising the concept of 'time'. Students will be focusing on telling time to the quarter hour as well to the minute, using both analogue and digital clocks. They will also explore the relationship between different units of time, convert between units of time and solve problems involving elapsed time.

### **Religion:**

Over the course of the next three weeks students will develop their understanding of Eucharist, as one of the three Sacraments of Initiation. They will be introduced to the idea that when the community of believers - the Church - celebrates a Sacrament, God is present in the celebration. The place of the Sacraments of Initiation – Baptism, Confirmation and Eucharist – are the basis for Christian life in the Catholic Tradition will be reinforced.

## **YEAR FIVE/SIX – Andrea, Helen, Sharyn & James**

Welcome back to all our 5/6 students. It was great to see everyone's happy and smiling faces. We are settling into our daily routines and getting back into our routine back at school.

THANK YOU **MILAWA MUSTARDS** FOR SUPPORTING OUR SCHOOL

### athematics:

As students finish their measurement and geometry assignments, we will start to look at statistics and probability. The real-life context of the statistics unit relates to the Stolen Generation and Reconciliation Week. On our return the students' 3D model of their own design area will be showcased at school. We can't wait to see some of their designs.

### Literacy:

The students are studying historical fiction and non-fiction texts in both reading and writing. This topic links in with the 5/6 Museums in Motion Inquiry and the set literacy tasks will form a part of the Museums in Motion Inquiry assignment. Students are also encouraged to start writing a narrative of their choice to be entered into the Kids News writing competition to be judged by our Literacy role model and favourite author Jackie French... So, get inspired and get writing from everyone!

### INQUIRY:

After researching a significant Australian historical event, students will start to design and build a diorama. Students should be creative when planning their dioramas and use as many recycled materials as possible. They will bring their dioramas back into school next week and we will be holding a 'Museums in Motion' for the rest of the school community. More details to come.

### RE:

The students will begin to learn about the celebration of Pentecost, they will develop an understanding of the symbols of Pentecost and of the promise Jesus made to his disciples to carry on his mission. This Friday is the Feast of the Sacred Heart and the students will celebrate a liturgy in their classroom.

Finally, please keep up the communication with us. We are here to help.

## MAYFAIR SHOWBAGS



WANTED PLEASE –

McDonald's Toys (in the wrappers),  
COLES Minis or Stikeez,  
SAFEWAY Lion King Ooshies,  
Keyrings, Lanyards  
Woolworths Tiles (in wrappers) for  
Mayfair 2021 showbags.

Please deliver to the office, thank you.



THANK YOU **SPIRITED PARTY SHOP** FOR SUPPORTING OUR SCHOOL



# Wangaratta Catholic Parishes



Effective Tuesday June 2, 2020, public Masses will resume at St Patrick's and Our Lady's Churches.

However, we can only accommodate 20 people at every Mass. Therefore, parishioners **MUST** book ahead to attend. **Each** parishioner will be able to attend **ONE MASS A WEEK.** All are welcome to attend, but they must book ahead.

**PLEASE RING 0357221970** between 9.00am and 3.30pm Tuesday to Friday. Only those who have booked will be able to attend to Mass.

## **Schedule of Masses:**

- Tuesdays and Fridays at 9.00am at Our Lady's.
- Wednesdays, Thursdays and Fridays at 12.05pm at St Patrick's.
- Saturdays at 10.00am at St Patrick's.
- Sundays at 8.00am and 10.30am at St Patrick's.
- Sundays at 9.00am at Our Lady's.

## **Sacrament of Reconciliation**

- Fridays and Saturdays from 11.30am to 12.00pm at St Patrick's.

Also, following the directives of the Government for COVID-19, we will be implementing social distancing and asking for people's name and phone number for contact tracing, if needed.

Please feel free to share this information with any parishioners.

## 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](#).