



Newsletter

Term 2 Week 7 Thursday, 28 May 2020

Principal's Message principal@olmcsunbury.catholic.edu.au

School Address

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Dear Parents,

The return to school for the Prep-2 students and our staff has been very smooth. The children have become so independent and I love the way they take their bag, kiss mum or dad good bye and head off into the school to their classrooms.

The drop off and pick up points are working well and I would like to thank you all for being patient and mindful of others. Please be reminded to keep 1.5 metres away from other adults and do not congregate on the footpath.

I hope the year 3-6s are hanging in there at home. I have seen some amazing work and videos on Seesaw. Keep up the great work!

2020 Term Dates

Term 2 :

Tue 14th April -

Fri 26th June

Term 3:

Mon 13th July -

Fri 18th September

Term 4:

Mon 5th October -

Fri 16th December

I have had some enquiries about whether or not children can ride to school. I am happy for them to do so. They will still need to enter the allocated gate to their surname and walk their bike around to the side of the school. This area has now been concreted and we are working on having a bike shelter constructed there.

Just a reminder of the days each class has sport and children need to wear their sports uniform to school:

Tuesday – Prep MR, Prep JR, 1H, 1S, 2R, 2JB, 3CC

Wednesday – 3BC, 4SF, 4S, 5/6MT, 5/6R, 5/6C

There is still no news on Sacraments for 2020. We are waiting for churches to be opened up to more people gathering at one time and for direction from the Arch Bishop. As soon as we know more I will let you know.

This week we had a change of timetable so the Prep-2 students would have their classroom teacher for the whole day on their first day back. There will be other days when your child's teacher will require them to wear their sports uniform as well.

We have now had CCTV installed around the perimeter of the school. The only camera that is inside the building is in the front office. The cameras are there purely as a precaution.

Yesterday I participated in a webinar that focused on the transition back to onsite learning. The speaker asked us to examine how our priorities have changed, what surprised us, what we did and didn't miss, what we achieved and what we are most proud of in the period of remote learning. We also discussed that we would not be simply returning 'to normal' but finding a way to 'deepen the new'. We will discuss this further as a staff but I would love to hear your insights as well. Feel free to email me if you have reflections of your own.

This Sunday we celebrate Pentecost when the Holy Spirit appeared to the apostles after the death and resurrection of Jesus.

Gospel

John 20:19–23

As the Father sent me, so am I sending you: receive the Holy Spirit.

Julie Freeman

Upcoming Dates

8 June

Queens Birthday
Public Holiday

9 June

Yr 3 - 6 students
return to school

26 June

End of term 2

Prep Enrolments

for 2021 need to
be returned asap
to the office or
via email

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](#).