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FOR ALL EVENTS  
AND DATES  
PLEASE GO TO  
THE SCHOOL  
CALENDAR  
WHICH IS  
FOUND ON THE  
SCHOOLS  
WEBPAGE  
UNDER 'EVENTS  
CALENDAR'

# *Holy Spirit Community School*

[www.hsringwoodnth.catholic.edu.au](http://www.hsringwoodnth.catholic.edu.au)

No 6/19

Date 4th May 2019

## **Message from the Principal**

Dear Parents, Friends and Father Jose

Welcome back to the start of another Term. It was timely that Easter coincided with the holidays allowing for a slightly longer break than usual. I hope that you had the opportunity to not only relax with family and friends but that you also got to celebrate the start of the Church's new year.

I appreciate the disruption that starting the term on a Friday may have caused for some families. It was a set of circumstances that was not going to be ideal for anyone. My aim as principal is to maximise the teaching and learning opportunities available. With this in mind last Tuesday and Wednesday were spent productively by staff. They learnt about the Nationally Consistent Collection of Data (NCCD) and Quality Differentiated Teaching Programs associated with this. They also learnt more about the Religious Education Curriculum and how to implement it in the classroom effectively. We had Kate Purdam and Lisa Heffernan from the CEM (Catholic Education Melbourne) who assisted over the two days.

Our Prep tours for next year started today. I would ask all families to make sure they spread the word that enrolments are now being accepted and to invite anyone who may be interested to attend one of our tours.

Students making their Reconciliation this year attended commitment masses on the weekend. Tonight, they will participate in a workshop with staff and Marianne. I am most grateful to the staff for the work they put in behind the scenes to ensure that these things occur. Please keep these children (and staff) in your thoughts and prayers.

We have begun the task of preparing a master plan for our site. Essentially this document sets out what we already have on the site and more importantly what we believe we will need over the next five years or so. We are working with representatives of the parish as well as an architect to assist us in this process. The aim is to have the document completed by the end of the year, ready for a submission to Catholic Capital Grants who will assess it and (hopefully) approve a loan for further works. I have asked Gracie Smith and Kylie Papadopoulos to represent our school on the committee. We are currently working on an educational brief to present to the architect. If you would like to know more, please don't hesitate to ask.

Our parish ran an information session on Monday evening in relation to the proposed Men's shelter. Over seventy people attended and asked a variety of questions. At last night's P&F meeting this initiative was positively received. The parish is now seeking volunteers to assist. If you would like to know more, please ask.

Have a great week  
Duncan



"Welcome back to term 2!

Once again it will be a busy time in the Parish this term.

The Alpha program started on Wednesday night with the first 'Come & See' session. This was very well attended and we have had positive feedback from many of the participants. It is not too late to register for the program, so if anyone would like to come along next Wednesday, just call the Parish Office (9876 3077) to register.

The Individual Reconciliation program has started, with the Commitment Masses well attended last weekend, and the workshops held yesterday. The First individual Reconciliation service will be held next Wednesday 8th May in the Church. Please keep all the children in your prayers at this time.

On Friday evening (3rd May), the Prep parents will be gathering for a meal in the Community Centre (Church). This is a great opportunity for the parents of this year's Prep students to get together in a relaxed social environment and enjoy a meal together. Our thanks must go to the Coordinators, Sharon Wolff and Sue Wallace for their work in organising the event, and also to the many parents & parishioners who will prepare the food for the meal.

This weekend will see the introduction of our 5pm Sunday Masses. Our regular weekend Masses will be 6pm Saturday, 9am & 5pm Sunday. Please note, on the 2nd Sunday of each month, the 5pm Mass will be at St Gerard's Warrandyte. All other Sundays, the 5pm Mass will be at Holy Spirit.

Finally, we wish all of the mums in the community a very Happy Mothers' Day! At our weekend Masses on 11 & 12 May, we will acknowledge the mums with flowers and a cuppa after Mass. All are most welcome to join us."

Jenny

#### Holy Spirit Parish Alpha 2019

*... exploring life's BIG questions*

begins Wed 1<sup>st</sup> May @ the Parish House  
(120 Oban Road, Ringwood North)

6.45 for 7 pm start. Finishes promptly at 9 pm

ENJOY A MEAL, TALK AND DISCUSSION; ALL WELCOME

**Come & See Week 1 with no obligation to continue...**

Alpha Film Series Schedule

**1<sup>st</sup> MAY Week 1: Is There More to Life than This?**

Registration by 24<sup>th</sup> April

Holy Spirit Parish Office: T: 9876 3077 / 9876 3717; E: RingwoodNorth@cam.org.au

Enquiries to Maryann 0429 876 434;

It's free so give a try - what have you got to lose? Baby-sitting available.

Alpha

# PARISH NEWS

# Prayer

## A Prayer for our Reconciliation Candidates

God of endless love,  
Ever caring, ever strong,  
Always present, always just:  
You gave your only Son  
To save us by his blood on the cross.  
Gentle Jesus, shepherd of peace,  
Join to your own suffering  
The pain all who have been hurt  
In body, mind and spirit.  
Soothe their restless hearts with hope,  
Steady their shaken spirits with faith.  
Grant them justice, enlightened by your truth.  
Holy Spirit, comforter of hearts,  
Grant us the courage and wisdom,  
Humility and grace to act with justice.  
Breathe wisdom into our hearts and minds.  
We ask this through Christ our Lord  
Amen



The Holy Spirit Code of Conduct and CECV commitment statement to Child Safety is now prominently displayed at the Visitor Sign In iPad. There is a clause in the sign in process that advises you are acknowledging and accepting these documents upon signing in to the school.  
PLEASE REMEMBER TO SIGN OUT before leaving.

Get the free app!



**ClassDojo**  
Available on iOS  
and Android



**SUN HATS ARE NOW  
COMPULSORY DURING ALL  
OUTSIDE ACTIVITIES. HATS  
ARE AVAILABLE AT THE  
SCHOOL OFFICE FOR \$12.**



Stars next week



Holy Spirit has been selected to participate in the collection of assessment data for **The Arts - Visual Arts** to support Victoria's Education State targets.

The Education State targets set out the Government's commitment to more students reaching the highest levels of achievement in the Arts. This target highlights the importance of arts excellence, and recognises that embedding a culture that values achievement in the arts will help Victoria achieve its goals for better learning and life outcomes for all students.

A representative sample of students in Years 6 and 10 across Victoria have been invited to participate in the Arts assessments in 2019 across different Arts disciplines.

Our school has been selected to participate in **Visual Arts**.

For the Visual Arts assessments a selection of student artwork will be assessed on-site, by a pair of fully qualified Arts assessors on a pre-designated day during the assessment period:

**Monday 27 May - Friday 16 August 2019**  
**(Term 2, weeks 6 – 10 and Term 3, weeks 1 - 5)**  
*Our date is still yet to be finalised*

The data will be aggregated and reported on across the state as a whole, as a benchmark of excellence in The Arts. *No schools or individual students will be compared or reported on as part of this process.*

*The selected Year 6 students will be notified and information will be sent home to families in the next week.*

Sue Johnston & Kayla Flindt-Petersen





# Parent Helpers at Holy Spirit

Thank you for choosing to be a parent helper this year. We really appreciate the time you take out of your day to help us.

Being an effective parent helper is as simple as asking questions, listening to instructions, lending a helping hand and keeping communication between yourself and the teacher open. Involvement in our school can provide you with new insights and understandings about your child/children, fostering the links between home and school learning. Children benefit from extra adult support in the classroom.



## What is expected of me?

At the beginning of the activity the class teacher will involve the children in setting expectations and criteria for the activity. This will take place in a whole class discussion. Please sit at the back of the group and listen attentively to all instructions. Parent Helpers are vital to ensure that focus teaching is not interrupted and is as beneficial for each child as possible. They also assist in helping to minimise distractions for the teacher. You will usually work with a group of children, which may not include your own child, on a task that is suitable to their needs. The tasks each week may vary and can consist of activities including: oral language, phonological awareness, spelling, matching, sorting, to name a few. Please ask the children questions throughout their activities to get them thinking. Remember to ask yourself: "Who is doing the thinking?" We encourage you to speak to the teacher if you have any further queries.

## How much should I help the children

Individual children will need a little more or a little less help. In time and through taking the initiative from the teacher you will become aware of individual differences and will be aware of how much support a child will require. If in doubt please just ask the teacher.

## What should I do if a child is 'off task' and not working?

We encourage you to ask the child to focus and continue working. However, the class teacher will oversee and manage the children's behaviour. If you feel the child is not responding to you, please let the teacher know and the situation will be resolved by her/him.

## What should I do if I cannot attend my Parent Helper time?

Sessions are planned based on available parent support. Please let the teacher know ASAP if you can't come on Dgo, in person or by email.



## How can I help with English?

If you are helping in the classroom in the Literacy block, you may be asked to complete a range of activities in Reading, Writing or Speaking and Listening. Some ways you can help include: Correct child's work including a date and a signature from yourself. Comments can be made that are skills based, i.e. "Fantastic detail in your pictures, I like the way you..." While the teacher is modelling reading please listen and engage in discussions. While learning tasks or independent writing is happening, please stay with your allocated group and help children who require support. Remember to ask yourself, "Who is doing the thinking?" Encourage students to stay focused and do their best. While the modelled writing is happening, listen to the classroom teacher so you are able to use the same strategies and language when working with independent writers. When correcting writing, please focus on the sounds in the words and tick which sounds children got correct, and then correct the spelling. This provides our children with timely feedback and a goal to focus on in the next writing session.

## What does the Literacy block look like?

<b>Reading:</b> Whole Class Reading Activity (flash cards, Big Book, video, discussion) Table Learning Tasks (small group tasks) Teacher Focus Group happens during independent learning time Share Time: a discussion about the learning or new discoveries. Share time will link back to the learning intention.	<b>Writing:</b> Whole Class Writing Activity Individual Writing Share Time Reading and Writing usually take place in the morning sessions of the day.
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## How can I help with Maths?

You could possibly be assisting in a Maths session, but please do not worry. Some tips to assist you: Be affirming and encouraging - we have a strong focus on avoiding 'Maths Anxiety'! If a child makes a mistake, ask 'Are you sure?' Encourage the child to find the correct answer himself/herself. And if they still get the wrong answer, discuss the right answer together. Always revisit the task at the end and refer back to the Learning Intention set by the classroom teacher.

### What should I do if I have a concern about a child?

If you have a concern about a child being able to access an expected task, please speak to the teacher. If you have some observations of children completing a task, please write down your observations on a piece of paper and hand them to the classroom teacher at the end of your session. Please remember how important **CONFIDENTIALITY** is when you become a parent helper. All personal class, pupil and school information gained through helping in school should be dealt with in a confidential manner and only discussed with the classroom teacher.

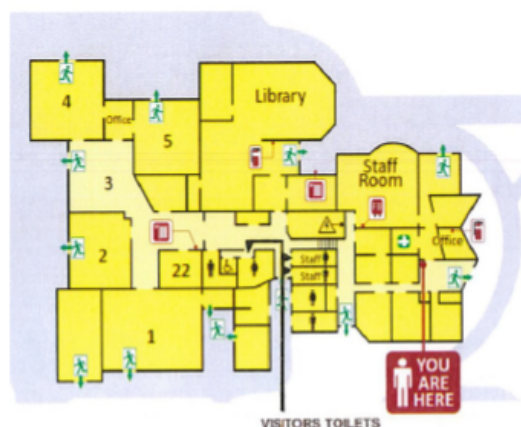
At Holy Spirit Community School, we expect school employees, volunteers, contractors and clergy to proactively ensure the safety of students at all times and to take appropriate action if there are concerns about the safety of any child at the school. Please speak to the classroom teacher immediately if you have any concerns about child safety.

### Do I need a Working With Children's Check?

Yes, please make sure you obtain a Working With Children's Check (WWCC) and a copy is given to Tracey in the office. To assist within the school a WWCC is compulsory and must be valid at all times. Please make sure you complete your Child Protection documentation that has been sent home. If you feel you may have missed out on this information, please contact Tracey.

### What happens if there is an emergency?

In case of an emergency, the evacuation point is likely to be the oval. Please listen for all announcements. Stay where you are, unless in an immediate threat. Follow the directions of the wardens, they will all be wearing a labelled helmet.



If you need to use the toilets, please refrain from using the student toilets. Please feel free to use any toilet labelled Staff.

### What are some other tips for being an effective parent helper?

Please refrain from bringing hot drinks into the classrooms, water is perfectly okay. Preschoolers and parent conversations in the classroom are distracting. When you assist in the classroom you will be working and learning with all children. Being a helper is all about the thinking, not the outcome. Ask questions! Please also be mindful that all children learn differently and at different rates. Please do not judge a book by its cover. Be mindful of what language you use in the classroom, try to model the same language that the classroom teacher uses. Please discuss and confirm time slots for Parent Help with the individual classroom teacher. These times could be on a weekly or fortnightly basis.

### What are some good questions and question starters I could ask and use in the classroom?

What do you notice?	How do you know?	What can you see?
What are you learning about?	How could we find out?	How could we...?
Who could help you?	Why do you think that?	What do you think is the best way to...?
Where could we look for clues?	What makes you say that?	How do I ...?
Does it look right? How could we check?	Could we do .... together?	How can you ...?

Hint: Allow the children to respond to questions. Allow wait time and time for them to think about it critically and carefully.

## IMPORTANT DATES: See Calendar for Details

Friday 3rd May - School Tours  
Friday 3rd May - Winter Interschool Sports Vs Great Ryrie P.S  
Friday 3rd May - Prep Parish Dinner  
Tuesday 7th May - School Board Meeting  
Tuesday 7th May - Parish Fete Meeting  
Wednesday 8th May - First Reconciliation for Grade 3 Students  
Wednesday 8th May - School Tour  
Friday 10th May - Mothers Day Stall  
Friday 10th May - School Tour



# REMINDEES

### HOLY SPIRIT COMMUNITY SCHOOL IS A CHILD SAFE SCHOOL

We have a Code of Conduct in place that ALL staff & visitors are required to follow.  
We run Child Safety sessions for our volunteers, early in the school year.  
We would like to encourage our parents to obtain a Working With Childrens Check, and either attend a "child safety session" or apply for the online training we can supply.  
All volunteers and classroom helpers must be registered as having completed **Annual**

Child Safety training at  
Holy Spirit School.

Please ask Tracey for more details.

[tmcilroy@hsringwoodnth.catholic.edu.au](mailto:tmcilroy@hsringwoodnth.catholic.edu.au)

For inclusions in the newsletter please email  
Tracey: [tmcilroy@hsringwoodnth.catholic.edu.au](mailto:tmcilroy@hsringwoodnth.catholic.edu.au). Submission should be in no later than midday on the Wednesday prior to the newsletter being published.



[www.hsringwoodnth.catholic.edu.au](http://www.hsringwoodnth.catholic.edu.au)



## Eastern Region Active Travel Forum



Helping parents and children be more confident about active mobility.

**Wednesday  
9 May**  
**4pm to 6.30pm**  
**Maroondah  
Federation Estate  
32 Greenwood  
Road, Ringwood.**  
A 15 minute walk from  
Ringwood Station

**Free**



**School active travel programs help build parental confidence to trust their children's abilities, avoid the 'fear' traps and share 'can do' attitudes towards incremental independent, safe, active travel to school.**

Dr Michael Carr-Gregg and Dr Sharinne Crawford will provide insights and strategies to create 'can do' attitudes in parents and children. Attitudes that are the foundation of a 'have a go' school culture towards active travel.

**Keynote speakers:**  
**Dr Michael Carr- Gregg  
and Dr Sharinne Crawford**

1300 88 22 33 or 9298 4598

[www.maroondah.vic.gov.au](http://www.maroondah.vic.gov.au)



Maroondah City Council



CityofMaroondah



maroondahcitycouncil



Maroondah City Council



## HOLY SPIRIT COMMUNITY SCHOOL

120 Oban Road, North Ringwood 3134

Tel: 9876 1103 Fax: 9879 9410

Email: [hspirit@hsringwoodnth.catholic.edu.au](mailto:hspirit@hsringwoodnth.catholic.edu.au)

Dear parents, guardians and carers

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

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy \(https://www.education.gov.au/privacy-policy\)](https://www.education.gov.au/privacy-policy).

Further information about the NCCD can be found on the [NCCD Portal \(https://www.nccd.edu.au\)](https://www.nccd.edu.au).

If you have any questions about the NCCD, please contact the school.

Kind regards

Principal





## Responding constructively to the Christchurch shooting

by Michael Grose

Last Friday's shooting of innocent people in two Christchurch mosques is an event that has shaken people to the core worldwide.

While we'd like to protect our children from such events, in reality it's impossible, as the news coverage is so widespread and the event itself has impacted so many people. The personal nature of this particular tragedy makes it even harder to stomach than some recent natural disasters that have made the news, as awful as they have been.

So how do you approach this with your children? There is no easy answer, but be assured that your child will benefit from talking to you. These ideas may help:

### Be available

Let your child or young person know that it is okay to talk about the events in Christchurch. Listen to what they think and feel. By listening, you can find out if they have misunderstandings, and you can learn more about the support that they need. You do not need to explain more than they are ready to hear, but be willing to answer their questions.

### Filter the news

While we don't advocate censorship, we do suggest that you take particular care about your child's exposure to news events. The consistency of images can be frightening for young children who don't understand the notion of distance and have difficulty distinguishing between reality and fiction. Older children and teenagers will probably be interested in the news events, but they probably need an adult available to answer their questions and reassure them.

### Engage in the news with older children

Many issues are now arising from this event that may be of significant interest to older primary-aged children and teenagers. Be prepared to engage in discussions about political leadership, gun laws, the coverage of the event itself by the media and other issues that will emerge. Increasingly, young people are demonstrating that they want to have a voice in shaping the world they live in. Give them a chance to air their concerns and formulate their ideas in the safe confines of home.

### Manage emotions raised

The Christchurch tragedy may raise many emotions for children and young people including sadness over the loss

of life, confusion over how such an event could happen, and outrage over injustice. Take your cues from your children and follow the threads that emerge. Demonstrate that you understand how that they may be upset and clarify their emotions if possible: "It's understandable to be angry when you hear news like this."

### Moderate your language

Currently, we live in very divisive times. The fact that this shooting was carried out on one particular group demonstrates just the extent of the divisiveness of our community. Encourage kids to be inclusive, steering clear of valued-laden, extreme language such as 'terrorists', 'evil' and 'horrors' when describing the events and the alleged perpetrators. Not only does this type of language encourage children and young people to take a position rather than focus on the problems, it risks desensitising them to the reality of the impact of this event. The use of more sedate, yet descriptive language such as 'gunman', 'awful' and 'tragedy' can take remove the emotional sting, while demonstrating the enormity of the event's impact.

### Keep to a normal routine

Your child may feel powerless. You may feel the same way as that's what events like the Christchurch shooting does to us. Maintaining the same sleeping, eating and daily routines can help to restore a sense of control over our daily lives.

### Show them how to change the world

Arguably, these are the worst of times in terms of social divisiveness. Our children in many ways are letting us know that they don't want to continue living this way. So how can they have an impact? Recently a timely clue came my way in the form of a notification from Facebook. Over the weekend, a parent shared an existing message to her Muslim friends as a message of hope. The quote reads:

*"Don't become too pre-occupied with your child's academic ability, but instead teach them to sit with those sitting alone. Teach them to be kind. Teach them to offer help. Teach them to be a friend to the lonely. Teach them to encourage others. Teach them to think about other people. Teach them to share. Teach them to look for the good. This is how they will change the world."*

We get that power back when we start to impact the people around us in small ways, making positive changes for the better.

'Kindness', 'helping others', 'encouraging', 'sharing' and similar concepts don't make great political slogans but they form the basis of every strong community- which is precisely what kids need.



### Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving!* and the best-selling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spoonfed Generation: How to raise independent children*.



## FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

### WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of adjustment they are receiving to access education on the same basis as other students.

Each of the included students has been identified by a school team as receiving a reasonable adjustment to address a disability under the *Disability Discrimination Act 1992*.

### WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. However, until recently, the type of information collected has varied between each state and territory and across government, Catholic and independent school sectors. The national data collection ensures that, for the first time, information about students with disability is transparent, consistent and reliable at a national level.

A nationally consistent approach to collecting data provides evidence on:

- the number of school students receiving an adjustment due to disability
- the level of adjustment they receive
- the broad type of disability.

From 2018, the student with disability loading provided by the Australian Government is based on the national data collection. Funding is being provided via a loading at different rates based on students' received level of adjustment (supplementary, substantial or extensive). This will enable funding to be better targeted to student need as identified through the collection. Schools will continue to manage their total resources to meet the learning needs of their students based on the educational expertise of their staff.

It is important to note that states and territories are responsible for decisions about the level of funding for government schools; and non-government education systems and approved authorities are responsible for the distribution of the needs-based Commonwealth funding that they receive. While Government funding is calculated with reference to students enrolled at a school, the Government expects schools and school systems to pool their funding from all sources—Australian Government, state/territory and private—and prioritise their spending to meet the educational needs of all of their students. This is because the Government recognises that schools and school systems are best placed to understand the individual needs of students and budget accordingly.

The students with disability loading may be used for broader supports at the classroom, school and sector level, as well as for supports for individual students. Education authorities may, for example, opt to use funding for professional learning and to build capacity and inclusive cultures in schools.

Better information about school students with disability helps parents, carers, teachers, principals, education authorities and government to gain a more complete understanding of students who are receiving adjustments because of disability and how to best support them to take part in schooling on the same basis as other students.

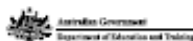
### WHAT INFORMATION WILL BE COLLECTED?

Every year, your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's year of schooling
- the student's level of adjustment
- the student's broad type of disability.

If a student has multiple disabilities, the school team, using their professional judgement, selects the broad category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.

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When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory. The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

## HOW WILL THIS DATA BE USED?

In addition to informing funding, the data will inform work at a school and system/sectoral level. It will help to ensure that better support for students who are receiving adjustments because of disability becomes routine in the day-to-day practice of schools through:

- strengthening understanding of schools' legislative obligations and the Disability Standards for Education 2005 in relation to students who are receiving adjustments because of disability
- focusing attention on the individual adjustments required to support students with disability to participate in learning on the same basis as other students, and enabling schools to better reflect on the needs of these students and to support them more effectively
- facilitating a more collaborative and coordinated approach to supporting students who are receiving adjustments because of disability, including through encouraging improvements in documentation at the school level
- strengthening communication between schools, parents/carers and the broader community about the needs of students who are receiving adjustments because of disability.

## WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the *Disability Discrimination Act 1992*.

For the purposes of the national data collection, students with learning difficulties (such as dyslexia or auditory processing disorder) or chronic health conditions (like epilepsy or diabetes) that require monitoring and the provision of adjustments by the school may be included.

## WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff identify the number of students receiving an adjustment due to disability in their school, the broad type of disability and the level of adjustment provided, based on:

- consultation with parents and carers in the course of determining and providing adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

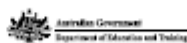
## WHAT ARE THE BENEFITS OF THE NATIONAL DATA COLLECTION FOR MY CHILD?

The aim of the national data collection is to collect quality information about Australian school students receiving adjustments due to disability.

This information will help teachers, principals, education authorities and governments to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for students with disability and all students.

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## WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together to ensure students with disability can participate in education.

## WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. For the Disability Standards for Education 2005, an adjustment is reasonable in relation to a student with disability if it balances the interests of all parties affected. Schools are required to make reasonable adjustments for students with disability under the Standards.

## WHEN DOES THE COLLECTION TAKE PLACE?

The national data collection is conducted in August each year.

## IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

## HOW IS MY CHILD'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Data is collected within each school, and personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available in the [Public information notice](#).

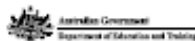
## FURTHER INFORMATION

Contact your child's school if you have further questions about the NCCD. You can also visit the [NCCD Portal](#).

An [e-learning resource](#) about the Disability Discrimination Act 1992 and Disability Standards for Education 2005 is freely available for the use of individuals, families and communities.

The document must be attributed as Parent, guardian and carer fact sheet.

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## HOLY SPIRIT PARISH NETBALL CLUB

Holy Spirit Parish Netball Club is seeking expressions of interest from parents of Year 1/2 girls and boys interested in participating in a NETTA program (specifically designed for girls and boys who have not played netball before) with a view to fielding additional Net Set Go / Under 9 teams in the forthcoming Spring season starting July 2019.

The NETTA program will be run at Holy Spirit for 4 weeks during Term 2, starting Friday 10<sup>th</sup> May -31 May between 3:45pm – 4:30pm

For further details or to register your interest please contact Cath Stone on 0425 850 059 or email [Catherine@rheomtravel.com.au](mailto:Catherine@rheomtravel.com.au).



## HOLY SPIRIT SCHOOL FETE MEETINGS

Please come along to the Fete Meetings and put forward any ideas you may have or help you can offer.

Meeting dates:

**TUESDAYS AT 7.30 pm on**

7/5/19, 4/6/19, 9/7/19, 13/8/19, 10/9/19, 17/9/19, 24/9/19, 1/10/19, 8/10/19

WHAT'S ON



### Preserving Masterclass

Come and learn how to make jams, chutneys and pickles, and take home a jar of Holy Spirit's finest! As well as learning, you'll be contributing to a popular Holy Spirit Fete stall.

Experienced "Jammers" also welcome!

8:30am to midday. Holy Spirit Community Centre Church kitchen.  
16 March, 27 April, 18 May, 22 June, 20 July, 14 September,  
17 August, 5 October

Choose to come to for every session or pop in for a once off. Bring a friend and enjoy a chat and a suppa while the pot simmers! For more information, contact Yvette: [ycollins@primus.com.au](mailto:ycollins@primus.com.au)



### Meditation at Holy Spirit

"Crazy Busy"? Need some time out? A moment to enjoy some silence?

Meditation may be just what you need.

8pm – Holy Spirit Chapel

First and Third Monday of the month (next session 18 March)

Bring a friend!

For more information email: Yvette at [ycollins@inrimus.com.au](mailto:ycollins@inrimus.com.au)




# Our Lady of Sion Dates

## Talk and Tour mornings:

Friday 3 May, Monday 3 June, Monday 24 June, all beginning at 9.30 am.

## Information Evening for prospective families:

Wednesday 22 May 2019, 7.00 pm – 8.00 pm.



**NORWOOD  
SECONDARY COLLEGE**

## ENRICHMENT PROGRAM

**ENRICHMENT, NOT ACCELERATION**

At Norwood we are proud to offer an Enrichment Program (EP). This program is open to students who are identified as highly motivated to achieve academically, intellectually curious and able to work both independently and within teams.

A single class of selected students is formed in Year 7 and their program from Year 7 to Year 9 emphasises enrichment of curriculum rather than acceleration. Our goal is to develop the critical thinking skills that are so closely associated with academic excellence and success beyond school.

We also expect our EP students to be broadly involved in all aspects of College life – the performing arts, music program, sport and leadership, amongst many others.

Our EP students will study an expanded VCE program from Year 10, possibly undertaking some university subjects.

**ENTRY IS BY APPLICATION**

The selection process involves an externally run achievement test, Grade 5 NAPLAN Report, a letter of support from the Grade 6 teacher and a statement from the student regarding why they wish to join the Enrichment Program. These documents are provided to the College on the day of testing. (Families should plan accordingly).

Testing will take place from 9am to 11.45am on Saturday 17 August, 2019 in the College Library.

To be considered for selection, parents must enrol their child with Edutest by following the link "Enrichment Program" on the College website: [www.norwood.vic.edu.au](http://www.norwood.vic.edu.au). You will be redirected to Edutest to register and pay the \$82.50 fee. Registration closes Monday 12 August, 2019.

## OPEN NIGHT 2019

**WEDNESDAY, 8 MAY, 7PM TO 8.30PM**

**JOIN US FOR A TOUR**  
Bookings can be arranged through our General Office.



**NORWOOD SECONDARY COLLEGE**  
Byron Street Ringwood VIC 3134  
Telephone 9871 0400  
Email [norwood.sc@edumail.vic.gov.au](mailto:norwood.sc@edumail.vic.gov.au)



**NORWOOD  
SECONDARY COLLEGE**



Norwood Secondary College has a long tradition of academic excellence and is proud of its outstanding reputation for fostering personal development, happiness and future success for all students.

Parents and prospective students are warmly invited to attend our Open Night. Discover how your child (and you) can share in the lifetime benefits of a Norwood Secondary College education.

## OPEN NIGHT 2019

**WEDNESDAY, 8 MAY**  
7PM TO 8.30PM  
COMMENCING IN THE COLLEGE GYM

**YOU ARE ALSO WELCOME TO JOIN US FOR A TOUR OF OUR COLLEGE**

For details see our website  
[www.norwood.vic.edu.au](http://www.norwood.vic.edu.au)

Norwood Secondary College fosters the values of:

- RESPECT
- ASPIRATION
- RESPONSIBILITY
- RESILIENCE

**NORWOOD SECONDARY COLLEGE**  
Byron Street Ringwood VIC 3134  
Telephone 9871 0400 Email [norwood.sc@edumail.vic.gov.au](mailto:norwood.sc@edumail.vic.gov.au)



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# Open Day

**Saturday 25th May  
11am - 1pm**

29 Hygeia Pde, Ringwood North 3134  
Tel: 9870 3582 | [www.pinemont.com.au](http://www.pinemont.com.au)

Meet the Teachers  
3yo & 4yo Groups

Proudly supported by  
*Allure* PHOTOGRAPHY  
0435 671 422

**FREE**  
• Face Painting  
• Sausage Sizzle  
• Craft Bags  
• Balloons



**50 SHARKS ARE HUNTING**  
50 YEARS STRONG

**2019  
Registrations  
OPEN**

PARK ORCHARDS NORTH RINGWOOD PARISH JUNIOR FOOTBALL CLUB  
**SHARKS J.F.C.**

**Register Online NOW**  
Chance to win 20 \$100 Rebel Vouchers if register by Jan 31st, 2019

All Ages Welcome  
Boys and Girls U8-U17 Youth Girls U18  
**[sharksjfc.org.au](http://sharksjfc.org.au)**



**Lipscombe Park  
Kindergarten**

# OPEN DAY

**Saturday 18th May, 2019  
11am - 1pm**

**FREE SAUSAGE SIZZLE**

44 Binbrook Drive, Croydon  
Phone 9723 2456  
[www.lipscombeparkkindergarten.org.au](http://www.lipscombeparkkindergarten.org.au)