



Term 2, Week 4 of 11

Friday, 10th May 2024

This Week's Newsletter Items:

- Principal's Letter
- Deputy Principal: Wellbeing & Community
- Deputy Principal: Learning & Organisation
- School Photo Day
- Cyber Safety
- Gospel & Gospel Reflection
- Student of the Week Awards
- Term Two Dates
- Community Information



Principal's Letter

Dear parents and carers,

In last week's newsletter I wrote about our school's Student Behaviour Policy and some concerns I had around a small amount of our students in terms of:

- **Physical Aggression** - students hitting or pushing other students and basically using their hands and feet to solve problems rather than their minds and words
- **Harassment and Bullying** - students using put downs, mean language, mean looks and getting involved in problems just to make them worse.

During the last week in particular, I have been involved in discussions with students and their parents about this type of behaviour. Of particular note, I have spent a lot of time speaking to some of our Year 6 students about bullying.

I reminded these students and on occasions their parents about every child's right to feel safe and secure at school. I reminded them of actions such as:

- using put downs
- making up stories
- giving bad looks or mean glares
- starting rumours
- being physical

These actions are not allowed at our school and there are very serious consequences for students that are involved in these actions. And some serious consequences were given.

I am providing a link to all families to our school policies around this area. If you have a senior school (Year 3-6 child) it would be a good idea to go through them.

I also reminded students that these issues sometimes happen when they try to solve problems themselves and that where needed, they should ask for teachers to help.

Please find a link to our:

- [Student Behaviour Policy](#)

A policy that outlines behavioural expectations of our students and consequences. This policy is supported by many school systems including the Behaviour Flow Chart in every teaching area. It is a way of teaching our students the expected behaviour but it also includes consequences for when behaviour expectations are not followed.

- [Bullying Prevention Policy](#)

A policy that outlines our school's response to bullying.

- [Suspension of Students Policy](#)

A policy outlining more serious approaches to serious behaviour.

I write to you to let you know that I take student behaviour really seriously and will continue to work to ensure every child feels safe at Resurrection.

On a far happier note, I had the pleasure of attending our school athletics carnival. It was wonderful to be part of the day and to witness our senior school children enjoying athletics and participating. The day ran really smoothly and I was really impressed by the way a large number of students moved from school to Keilor Athletics track and back again.

Best wishes,

Adrian Glasby

Principal



Deputy Principal: Wellbeing & Community

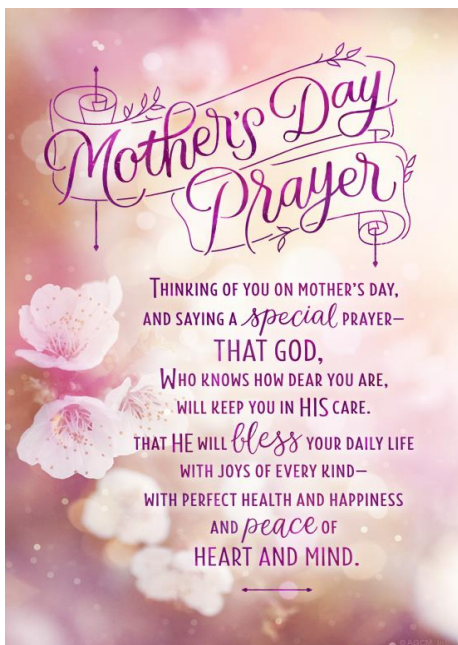
Second hand uniform sales

Unfortunately, we didn't receive any parents wishing to sell any second hand uniforms last week so we had to cancel the second hand uniform sale! We do however have many families wishing to buy uniforms second hand. If you would like to donate any Resurrection uniforms the school fundraising committee is still happy to sell these with the profits going to the fundraising committee. If you have any uniforms you wish to donate to the school please email office@rskingspark.catholic.edu.au to orange dropping these off at school.

We will look at holding a second hand uniform store towards the start of Term 3 when more families may have the opportunity to collect any pre-loved uniforms to sell.



Mother's Day Celebrations



Early this week we held the first Mother's Day stall we have had at Resurrection for many years. A huge thank you to Caterina, Abuk, Angela & Josette for assisting with the running of the stall. I must also thank Miss Salloum for her organisation of the tokens system using the school square site, this certainly made for a hassle free Mother's Day stall. Next week I will be able to share how much money the fundraising community raised.

This morning it was beautiful to see the many mothers, grandmothers, aunties and special female figures joining us for Mass, classroom visits and morning tea. I hope that all have a wonderful Mother's Day on Sunday. Thank you to the mothers and special friends who were able to attend the Mother's Day Mass, classroom visit and morning tea, photos to come in next week's newsletter.

Mrs Jess Davis
Deputy Principal Wellbeing & Community



Deputy Principal Learning & Organisation

A sneak peak into some literacy learning in Grade 4!

This term, our wonderful Grade 4 students have been engaging in a rich literature study of the picture story book 'Waves' by Donna Rawlins. The picture story book 'Waves' is a narrative nonfiction book about the waves of migration to the shores of Australia. The literature study focuses on making strong connections between our reading and writing skills as we know how closely these are linked! As part of their studies, students engage in reading small excerpts from the text, and explore the rich vocabulary the author has used. They then focus on applying their understanding of the author's sentence structure and vocabulary into their own writing. Have a look at the fantastic sentences created by some of our students in 4C, showcasing how they have applied some wonderful vocabulary in context and even experimented with similes and a variety of sentence structures!

Drifting away from the others, no land in sight, the uneasy and distressed boy tried to row back to the others, hoping for safety. - Emma

Up in the sky, the wind carries the night, Arabian nights, the gleam of the stars like a mural of light. - Andre

In the never ending journey there are only dead ends. As he watches the stars glare down, he wonders if he will ever reach home. Hope was lost and anxiety was found. - Ajok

In the mountains, high up, the stars shine. When I look at the stars, I think of the people I love. - Vidhusha

The storm was as rough and tough as a king preparing their knights and soldiers for war. - Vihaan

The lightning grumbled ferociously, engulfing the land with its misery, the waves smashed across the rocks like corpses falling from the sky. - Emma

She was alone like a forsaken house, she sat down, not one soul helped, lying to herself saying 'someone will help', whimpering. - Parker

She was as miserable as a little deer, hiding and hoping not to be prey.- Kayla

She was as angry as a roaring lion with spectacular, sharp, point teeth.- Jessica

The children were crazy like a group of seagulls trying to get food. - Daphne

It has been great to see our students delving deeply into the text and applying their knowledge to their own writing. Well done Grade 4s!

Mrs Shannon Betham
Deputy Principal Wellbeing & Community



2024 Whole School Photo Day

Thursday 16th May

Instructions On How to Order Photos Are at The Back of This Newsletter.

At the back of this week's newsletter, you will find the instructions for ordering this year's formal school photos.

To ensure that there is consistency across all photos regarding the wearing of the school uniform and that our formal school photos (Thursday 16th May) represent both your child and the school as best we possibly can, we have asked that **all students are in the school's Winter Uniform.**

I ask that parents who have not yet arranged a winter uniform for their child, please do so as soon as possible.

Junior school students are asked to wear their normal school winter uniform instead of their sports uniform.

We are aware that there are several families that will be away on extended holidays so we have arranged for a photo catch up day just in case you're not back by the 16th May. The photo catch up day has been booked for **Monday 27th May 2024** with only sibling (family) and individual photos to be taken.



Cyber Safety

On Monday 6th May, the Year 3s and 4s watched a live video about balancing your Screen time and Green time.

Green time is when you do an activity that doesn't use technology. Screen time is when you do an activity that only includes electronics.

We did a Kahoot! about being safe online. We also watched a story about three kids named Noah, Zoe and Ava. The video said not to stay on your devices too much. The moral of the story is don't spend too much time on electronics because it can affect your mood and physical health.

From Jor and Richard 3C

Chloe

TOP 5 SCREEN TIME

- I go on YouTube on my phone
- I go on Kahoot with my class
- I play games on the phone
- I watch some movies on netflix
- I read music on the iPad

TOP 5 GREEN TIME

- I play on the Playstation with my friends
- I play soccer
- I go to the park
- I go swimming at the beach with my family
- I play video games with my brother

Ahmer

TOP 5 SCREEN TIME

- Roblox
- Geometry dash
- Youtube
- Kahoot
- Toca Boca

TOP 5 GREEN TIME

- Soccer
- Swimming
- Uno
- Basketball
- Park

Khe TV

TOP 5 SCREEN TIME

- Youtube
- Netflix
- Roblox
- TV
- APPS & GAMES

TOP 5 GREEN TIME

- Soccer
- Sleep
- Swimming
- Relaxing
- Drinking Sprite

Ruth

TOP 5 SCREEN TIME

- Pretty good Roblox
- OK
- Toca Boca
- Relly fast
- Amor world
- Fun
- Kahoot
- Sine
- TikTok

TOP 5 GREEN TIME

- Park
- good and bad
- duck pond
- not bad
- good
- Love
- Writing

Eric

TOP 5 SCREEN TIME

- On the phone
- On the phone
- On the phone
- On the phone
- On the phone

TOP 5 GREEN TIME

- To read a book
- To read a book
- To play video games
- To do drawing
- To play video games

Eric

TOP 5 SCREEN TIME

- On the phone
- On the phone
- On the phone
- On the phone
- On the phone

TOP 5 GREEN TIME

- To read a book
- To read a book
- To play video games
- To do drawing
- To play video games

SUNDAY GOSPEL

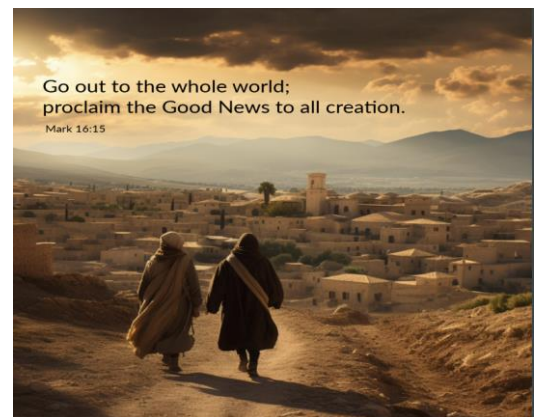


A reading from the holy Gospel according to Mark (16: 15 -20)

Jesus showed himself to the Eleven and said to them, 'Go out to the whole world; proclaim the Good News to all creation. He who believes and is baptised is saved; he who does not believe will be condemned. These are the signs that will be associated with believers: in my name they will cast out devils; they will have the gift of tongues; they will pick up snakes in their hands, and be unharmed should they drink deadly poison; they will lay their hands on the sick, who will recover.'

And so the Lord Jesus, after he had spoken to them, was taken up into heaven: there at the right hand of God he took his place, while they, going out, preached everywhere, the Lord working with them and confirming the word by the signs that accompanied it.

understanding THE GOSPEL



Gospel Reflection - Proclaim the good news

This passage makes up the concluding verses of the Gospel of Mark. Actually, literary criticism of the Mark gospel suggests that the original gospel ended at 16:8 with the women fleeing from the empty tomb in fear. Verses 9-20 appear to be a later addition to the gospel. The community in which this gospel was written expected Jesus to return within their lifetime and so the dramatic and suspenseful conclusion of the gospel at the discovery of the empty tomb makes perfect sense. However, it soon became apparent that Jesus' return was not going to come as soon as the believers had hoped and so the post-resurrection appearances and the commissioning to continue on with Jesus' work became much more important.

If we were to read this passage literally, we would believe that to be a Christian one had to be able to perform exorcisms, speak in tongues, handle snakes, drink poison and heal by touch. If this were literally true, I guess there wouldn't be too many Christians around today! Rather, the purpose of the

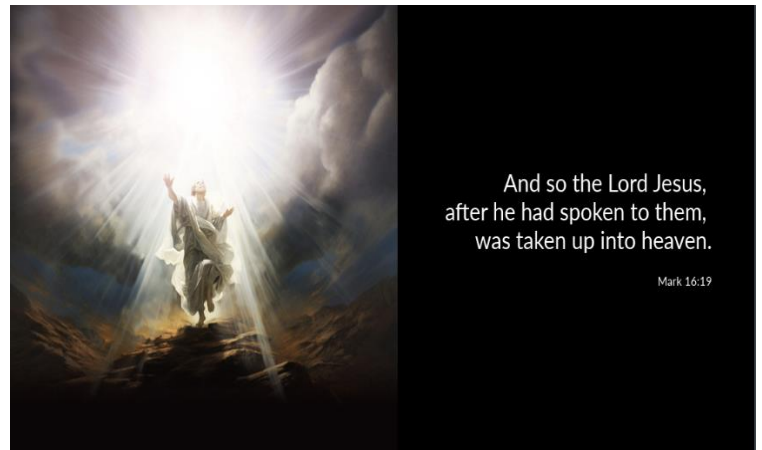
passage is that Jesus sends his followers out 'to the whole world' to continue his ministry. It is the 'whole world' to which they are sent; not just their cosy little corner of the world but the whole world. It's what Christian people for the last 2,000 years have been called to do: continue Jesus' ministry to the whole world. It's what each and every one of us is called to do today: 'proclaim the Good News to all creation'. That doesn't mean standing on street corners with a Bible in our hands but it means proclaiming the Good News through our everyday actions and by being open and honest about our faith. It means treating all people as Jesus would.

Living the Gospel – Acts

Francis of Assisi is credited with saying, 'Preach the gospel at all times and when necessary, use words!' In every interaction we have we say so much about who we are, what we think of the other person and what we believe – even without opening our mouth. Our actions and attitudes proclaim our beliefs more powerfully than our words ever do. If we claim to be concerned about justice and yet behave unjustly then it is our actions, not our words, that will be heard! When we are called to 'proclaim the Good News' we are called to do this first and foremost in action.

Scriptural context – Acts

Throughout this Easter season, the first reading in the Sunday liturgy is taken from the Acts of the Apostles and so both the first and second readings come from the New Testament. (Normally, the First Reading is taken from the Old Testament.) This week's first reading account of the Ascension is the very beginning of the book of Acts. This book and the Gospel of Luke are now recognised as being by the same author. The book of Acts records the events involving the followers of Jesus after his death and the growth of communities of believers who sought to follow Jesus' ways.



Different View – Snake handlers and Faith healers

There are certainly Christians who interpret literally Jesus' description of the signs that will be associated with believers. We have all seen images of old Revivalist meetings where people were called forth to be healed by touch and have evil spirits driven from them. Much of this practice can be traced to this week's gospel. The many evangelical churches and the tele-evangelists who dominate our early morning television screens operate out of this tradition and generally have a very literal interpretation of scripture. It is based in a belief that God acts in the world through miraculous intervention rather than through the slow and steady presence of individuals like you and me.



Student of the Week Awards

Week 4

Class	Teacher	Student
Prep A	Ric Martin	Raymond - For being a knowledgeable learner and sharing your knowledge of length when building a unifix tower.
		Harrison M - For being a caring member of the Prep community and beginning to use your voice with confidence!
Prep B	Jacinta Polh	Daniel P - For being an inquirer during Reading and asking questions to make connections with the texts we read.
		Aurora R - For being a thinker during Religious Education. You show a great interest and ask meaningful questions to deepen your understanding and strengthen your relationship with God.
Prep C	Carla Tirotta	Pan Lai T - For being a knowledgeable learner when blending sounds together to identify what the word is. Keep up the amazing learning.
		Veronica N - For being an inquirer when asking questions to learn more about new topics. Keep up the amazing effort.
One B	Matt Galea	Lucy F - For being a risk taker when creating an amazing ANZAC Day art piece using different colours and tones.
		David T - For being a principled learner by focussing on given tasks and joining in classroom discussions to share his thoughts and ideas.
One C	Thomas Pham	Leila C - For being reflective when she edited her information report on koalas. Congratulations Leila!
		Aluk G - For being principled by making good learning choices when at her table. Congratulations Aluk!
Two A	Belinda Collins	Nicholas D - For being a communicator during Maths lessons and sharing your knowledge with the class. Way to go Nicholas!!
		Sahasrith R - For being a balanced learner and showing an interest in a variety of different topics.
Two B	Annette Lee	Ryan D - For being a reflective learner during writing time- making sure you are including lots of detail and extra information- well done!
		Miranda N - For being a knowledgeable learner by asking lots of questions and consistently contributing to our class discussions- great effort!
Two C	Dorothy Hall	Kobe M - For being a knowledgeable learner when using his knowledge of place value to represent and compare 4-digit numbers.
		Anne N - For being a knowledgeable learner and communicator when beginning to write an information report on seals.
Three A	Ella Nowak	KC O - For being a communicator during reading when sharing how he correctly placed an out of order recipe in the correct order. Well done KC!
		Elijah C - For being a knowledgeable learner during writing by ensuring his recipe is detailed, clear and easy to follow. Keep up the amazing motivation for learning!

Three B	Kurt Caguin	Matthew T - For being a principled learner, always quick to get started with his work, trying his best and responding to feedback. Keep it up Matthew!
		Isaac V - For being a knowledgeable learner, making connections and sharing facts about penguins and other Antarctic animals during reading groups. Well done Isaac!
Three C	Joss Cooley	Linda D - for being a knowledgeable and principled learner, working with Miss Claudette through your first Picture Story investigation.
		Evie Z - for being a knowledgeable and principled learner, working with Miss Claudette through your first Picture Story investigation
Four A	Natalie Donevska	Elizabeth B - For being a balanced learner and a thinker by showing an interest in your learning. You always put a lot of thought into completing tasks by using voice and examples to express your thoughts and ideas. Well done!
		Jenoleela N - For being a resilient learner by asking questions to clarify her understanding of a task or topic and always challenging herself in her learning. Keep up the amazing effort!
Four B	Enza La Rosa	Bilaitu K - For being an inquirer and a reflective learner by asking questions and clarification if unsure of a task and applying the feedback and skills to all areas of learning. Well done Bilaitu.
		Amy R - For being a knowledgeable learner by recognising and understanding how a prefix can change the meaning of a word. Well done Amy!
Four C	Brittany Davidson	Emily K - For being a kind, caring and empathetic member of 4C, always looking out for her peers and teachers. Well done Emily!
		Kayla V - For being an expressive communicator when sharing the amazing sentences she wrote based on the book 'Waves'. Well done Kayla!
Five B	Malae Suaesi	Samuel A - For being resilient learner during Maths when solving two digit addition problems. Well done!
		Austin J - For being a risk taker during whole class discussion when sharing his prediction on the story "Girl on a wire". Great learning!
Five C	Rosie Nokdek	Anthony T - For solving mathematical problems by finding key information, deciding on how he'll solve them and explaining his answer.
		Bie Phatu A - For asking questions, being focused and having a go at solving mathematical worded problems using multiplication.
Six A	Katherine Salloum	Alexandra Z - For being a knowledgeable learner in Literacy when constructing an explanation text about our Inquiry focussing on 'The need for resources causes conflict'.
		Ulette L - For being a knowledgeable learner when sharing her understanding in Maths and Literacy classroom discussions.
Six B	Lena Aloï	Dylan L - For being a reflective learner and always being keen to challenge yourself in your learning by asking for feedback and more challenging tasks. Well done!
		Achol L - For being a caring learner and always being the first to help around the classroom, keeping our space clean and always volunteering to assist the teacher. Well done!
Six C	Jake Moloney	Noor O - For being a knowledgeable learner when utilising his prior knowledge when crafting an explanation text on the topic of 'How do solar

		panels work'. Well done Noor!
		Sophie M - For being a resilient learner when tackling worded fraction problems in front of her peers. Well done Sophie!
Specialist Awards		
Japanese: Yumiko Aiki		Aiki - Dylan N (4B) - For being a risk-taker and for continually challenging himself in his Japanese study. His ongoing participation in the Japanese class is awesome. Keep up the good work!
Performing Arts: Jody Banks		Robert R (6C) - For being a risk-taker in Performing Arts when reading the script for production characters and for displaying a growing confidence in his acting ability. Continue to let your talents shine, Robert!
Visual Arts: Emma Lyons-Pell & Tosh Kaan		Emmeline Q (5B) - For using her prior knowledge of colour theory and mixing to create her own colours to paint onto her clay creation.
STEM: Matt Dalton		Orlando M (6B) - For being an inquisitive learner during STEM. You demonstrated enthusiasm and creativity while constructing your aeroplane. Well done Orlando!
P.E: Jen Barresi		Joy M (4A) - For being a valuable member of 4A. You continue to try your best and challenge yourself weekly in P.E while continuing to display responsible and respectful behaviour to myself and your classmates. Great work Joy!



TERM TWO DATES

Week	Day	What's On?
Week 5	Monday - 13/05	Our Lady of Fatima Exec Team 9.30 – 11.00am Whole School Assembly 2.30pm Team Leaders Meeting 3.30pm - 4:30pm
	Tuesday - 14/05	Saint Matthias
	Wednesday - 15/05	Staff Meeting 3.30pm - 4:30pm
	Thursday - 16/05	School Photos - Winter uniform for all students
	Friday - 17/05	Year Level Mass followed by morning tea: Grade 5/6
	Saturday - 18/05	Saint John I
	Sunday - 19/05	Pentecost Sunday
Week 6	Monday - 20/05	Mary, Mother of the Church Exec Team 9.30 – 11.00am Whole School Assembly 2.30pm Team Leaders Meeting 3.30pm - 4:30pm Semper Dental Year 4 - First Eucharist Immersion Excursion
	Tuesday - 21/05	Saints Christopher Magallenes and companions Semper Dental
	Wednesday - 22/05	Saint Rita of Cascia Staff Meeting 3.30pm - 4:30pm Semper Dental Year 1 – R.E Excursion
	Thursday - 23/05	
	Friday - 24/05	Our Lady, Help Of Christians
	Saturday - 25/05	Saint Gregory VII Saint Mary Magdalene de Pazzi Saint Bede
	Sunday - 26/05	Solemnity Of The Most Holy Trinity Year 1/2 Sunday Family Mass 10:30am
Week 7	Monday - 27/05	Saint Augustine of Canterbury Exec Team 9.30 – 11.00am Whole School Assembly 2.30pm Team Leaders Meeting 3.30pm - 4:30pm

	Tuesday - 28/05	
	Wednesday - 29/05	<i>Saint Paul VI</i> Staff Meeting 3.30pm - 4:30pm
	Thursday - 30/05	
	Friday - 31/05	<i>The Visitation of the Blessed Virgin Mary</i> Year Level Mass followed by morning tea: Grade 1/2
	Saturday - 01/06	Sacrament of First Eucharist @ 6.00pm
	Sunday - 02/06	<i>Feast Of Corpus Christi</i> Sacrament of First Eucharist @ 9.00am Sacrament of First Eucharist @ 10.30am
Week 8	Monday - 03/06	<i>Saint Charles Lwanga</i> Exec Team 9.30 – 11.00am Whole School Assembly 2.30pm Team Leaders Meeting 3.30pm - 4:30pm
	Tuesday - 04/06	Parent Advisory Committee 7pm
	Wednesday - 05/06	<i>Saint Boniface</i> Staff Meeting 3.30pm - 4:30pm School Fundraising Committee (6.30pm - 7.00pm) followed by School Advisory council (7.00pm - 8.00pm)
	Thursday - 06/06	<i>Saint Norbert</i> <i>Saint Marcellin Champagnat</i>
	Friday - 07/06	Instalment 2 - Family Fee Payment Due <i>Solemnity of the Most Sacred Heart of Jesus</i>
	Saturday - 08/06	<i>Feast of the Immaculate Heart of Mary</i> Sacrament of First Eucharist @ 6.00pm
	Sunday - 09/06	<i>10th Sunday In Ordinary Time</i> Sacrament of First Eucharist @ 9.00am Sacrament of First Eucharist @ 10.30am Year 3/4 Sunday Family Mass 10:30am
Week 9	Monday 10/06	King's Birthday – School Closure
	Tuesday 11/06	<i>Saint Barnabas</i> Parent Support Group Meetings
	Wednesday 12/06	Staff Meeting 3.30pm - 4:30pm Parent Support Group Meetings Grade 5 Dance Battle 12.30 - 1.15pm
	Thursday 13/06	<i>Saint Anthony of Padua</i> Reports due to leadership for proofreading Parent Support Group Meetings
	Friday 14/06	Year Level Mass with Morning Tea - Middles Year 3/4

	Saturday 15/06	Sacrament of First Eucharist @ 6.00pm
	Sunday 16/06	<i>11th Sunday In Ordinary Time</i> Sacrament of First Eucharist @ 9.00am Sacrament of First Eucharist @ 10.30pm Year Prep Sunday Family Mass 10:30am
Week 10	Monday 17/06	Exec Team 9.30 – 11.00am Whole School Assembly 2.30pm Team Leaders Meeting 3.30pm - 4:30pm Eucharist Reflection Day with Gen Bryant
	Tuesday 18/06	Parent Support Group Meetings
	Wednesday 19/06	<i>Saint Romuald</i> Staff Meeting 3.30pm - 4:30pm Reports back to teachers Parent Support Group Meetings
	Thursday 20/06	Parent Support Group Meetings
	Friday 21/06	<i>Saint Aloysius Gonzaga</i> Year Level Mass followed by morning tea: Grade Prep
	Saturday 22/06	<i>Saints John Fisher and Thomas More</i>
	Sunday 23/06	<i>12th Sunday In Ordinary Time</i>
	Monday 24/06	Exec Team 9.30 – 11.00am Team Leaders Meeting 3.30pm - 4:30pm Whole School Assembly 2.30pm Printing and signing of student reports
	Tuesday 25/06	
	Wednesday 26/06	Staff Meeting 3.30pm - 4:30pm
	Thursday 27/06	<i>Saint Cyril of Alexandria</i>
	Friday 28/06	<i>Saint Irenaeus</i> Last Day of Term 2 Whole School Mass Semester 1 Student Reports Sent Home Dismissal Time 3.15pm
	Saturday 29/06	<i>Saints Peter And Paul</i>
	Sunday 30/06	<i>13th Sunday In Ordinary Time</i>

RESURRECTION CPS PHOTO DAY IS COMING

The official School Photos will be taken by Elite School Photography on Thursday 16th May 2024

All orders are to be completed online, via the Elite School Photography website, prior to the day

You can order your photos by using the login code ESP202515 and follow the easy to use steps to order

Please ensure all relevant student details (including class), are filled out correctly.

Family Discount - If you have more than two children attending this School, please list all their First Names and their Classes and select 2 as the quantity, for the Deluxe and Standard packs. Your third and subsequent Child will receive their packs free of charge, but you must list all your children's names & classes. This family discount will only apply to the Deluxe & Standard Packs.

If you have any queries regarding School Photos, please contact our friendly team at ESP directly on (03) 9570 9311

SIMPLE, SMART & SENSIBLY PRICED

Join us for our upcoming *Open Day 2024*

**Sunday 19th May, 2024
11.00am – 2.00pm
204 Churchill Avenue**

<https://www.cccc.vic.edu.au/open-day-2024>



Parent Information Night

Caroline Chisholm Catholic College will be holding a Parent Information Night for families interested in joining our school community.

Hear from our Acting Principal, Mrs Laura Ruddick, as she unpacks who we are, what we offer and what our plans for the future are.

Information about enrolments for Year 7 2026 will also be available.

We have two information sessions available to choose from -

Session 1: Tuesday, 4th June 2024 4.30pm – 5.30pm
Gates open at 4.15pm.

Session 2: Tuesday, 4th June 2024 7.00pm – 8.00pm
Gates open at 6.45pm.

Location: Quin Auditorium, Corner of Darnley Street & Churchill Avenue, Braybrook.
Enter via Gate 3.

RSVP: Please RSVP by Friday, 31st May 2024, by scanning the QR code.

For any questions regarding the event, please contact registrar@cccc.vic.edu.au or call us on 9296 5311.



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](#).