

St Mary MacKillop

Compassion ~ "Be of good heart" (St Mary MacKillop 1876)

NEWS

INSIDE

Vision

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

Mission

At St Mary MacKillop College we are people who affirm the dignity of every person, who act with respect and compassion, who reverence relationships, who have hearts for generosity and forgiveness.

We celebrate our Catholic identity.

We respect the unique dignity, faith and gifts of each person.

We value learning, aspiration and connectedness and we work together to create a positive future.

FROM THE PRINCIPAL

Dear Parents, Guardians and Friends,

The last few weeks of flexible and remote learning have been challenging for everyone in education. It has been a difficult period for teachers, staff, students and families as we have all adjusted to new ways of learning and teaching. The transition has not been an easy one at times for families or teachers, but where we have been successful, it is because parents and carers are partners in achieving learning outcomes.

So, I wanted to take this opportunity on behalf of the school and our teaching staff, to offer my thanks for the support you have provided during this transition.

I have been inspired by the commitment and energy shown by parents and teachers in educating our students, and this is reflected in the innovative and creative ways we have come together to ensure continuity of education.

I believe that meeting this challenge together has strengthened the partnership between St Mary MacKillop College and our community, which will sustain us through the learning and teaching of the weeks and months to come.

That partnership is, and will continue to be, the foundation of a high-quality Catholic education.

St Mary MacKillop College and its staff are here for you and, if you have any questions or concerns, please contact us as we are available to help during this challenging period.

In this past fortnight we have welcomed Mrs Rianne Quaife onto our staff. I hope that those students who have Mrs Quaife as their teacher have introduced themselves well and are showing Mrs Quaife what hard workers they are.

Friday, 15 May 2020

- Faith Matters
- Stay Informed
- From the Deputy Principal
- Teaching & Learning

ABSENCE NOTIFICATION
PH: 5032 9771
Press 2

FUTURE EVENTS

MAY

Mon 18th – Fri 22nd
LOTE Week

Mon 25th – Fri 29th
Catholic Education
Week
Library Week

Mon 25th Teacher-free day

Tues 26th Year 11 & 12 Students
return to onsite learning

JUNE

Mon 1st – Fri 5th
Humanities Week

Fri 5th School Closure Day

Mon 8th Queen's Birthday
Public Holiday

Tues 9th All students return to
onsite learning

Thurs 18th Student Free Day,
Teachers Professional
Practice Day



FROM THE PRINCIPAL

All parents were sent a letter, via email, yesterday in regards to the plan for returning to on site learning from Tuesday 26th May. Students currently attending school may continue to attend and complete their remote learning classes in the LRC. Lunch will continue to be supplied for these students and they may continue to wear casual clothes. Year 11 and 12 students and any Year 10 students that attend classes from 26th May must attend wearing their full winter uniform.

More information for parents and students will be provided next week.

Dates to be aware of:

Monday 25th May – Staff return to work on site. Students should continue studying or completing work from any subject throughout the day.

Tuesday 26th May – Year 11 and 12, and Year 10 students studying VCE or VET (check the letter) subjects return to onsite learning.

Friday 5th June – Day Off. A Wellbeing Day for all staff, students and parents.

Monday 8th June – Queen's Birthday Holiday

Tuesday 9th June – All students return to on site learning.

Thursday 18th June – Student Free Day, Teachers Professional Practice Day

Friday 26th June – Last day of Term 2, school concludes at 2:15pm

Enrolments for 2021 have opened and we have received a healthy number of enquiries for enrolment packs. Please go to the website smmc.vic.edu.au to complete the expression of interest form if you require an electronic or hard copy enrolment pack. Our Year 7 2021 Online Information Sessions will run on Wednesday 27th May at 4:00pm, 5:30pm and 7:00pm. Please email Damien Hirst, Transition Coordinator (dhirst@mackillopsh.vic.edu.au) or call Ms Emma Webb (5032 9771) to book in for one of these sessions. Please pass this information on to any families that may be interested. The information sessions will be run online and led by Mr Damien Hirst, Mr Nathan Lane, Deputy Principal: Teaching and Learning and the Principal, Mrs Michelle Haeusler.

Until my next communication with you, stay home, stay healthy and stay positive.

Regards

Michelle Haeusler

Principal

WELCOME FR JAMES KERR

Welcome to Fr James Kerr, who will be the Parish Priest of the Holy Family Parish Northeast Mallee when Fr Matthew moves to Mildura. Fr James was good enough to share a little about himself:

I was very excited to be asked by the Bishop to replace Fr Matthew as Parish Priest in Holy Family Parish Northeast Mallee. I've heard many good things about the parish and its people. My sister-in-law (Kerrie née Munro) is especially excited for me, being a Swan Hill girl originally. It will be my first appointment as Parish Priest, and my first appointment to the area, but I know I'll have good people around me to support me.

A little about myself. I am the fourth of five children to my parents Michael and Francine. They're now living on the Mornington Peninsula along with most of the family. I went through secondary education at St Patrick's College Ballarat, where Dad worked as a boarding master and teacher. As a family we were part of first the Cathedral parish and later St James' Sebastopol when we moved a little out of town.

After school I started an engineering course at Melbourne Uni. Soon after commencing though I started to feel a strong pull towards the priesthood. Once it became clear (as much as these things can be) where God was calling me, I entered the seminary in Carlton. I was ordained a priest in Ballarat in September 2013. I had my first placement as an assistant priest for three years in the Ballarat area, and have been in Mildura now since the beginning of 2017.

And as for the very important question; I am a Geelong supporter.



Catholic Education Swan Hill (CESH) will be celebrated during the week May 24th – 29th. Currently the Mass for this celebration is being digitally prepared! With our current restrictions, we have pre-recorded the Mass in various parts! Our sincere thanks to Mitchell Barkman for recording Fr. Matt, school leaders and then editing all parts together to present a Mass to be made available to all members of our communities in Catholic Education: St Mary MacKillop College, Swan Hill, St. Mary's Sea Lake and St. Mary's Primary School, Swan Hill. Also, my thanks to everyone who has participated in the Mass!

The current circumstances certainly have provided challenges, but have also allowed us to be "creative" in how we celebrate important events on our calendar! It may be some time before we, as a school community, can celebrate all together. This does not mean we forgo the opportunity to still connect through our faith.

World Day of Cultural Diversity for Dialogue and Development

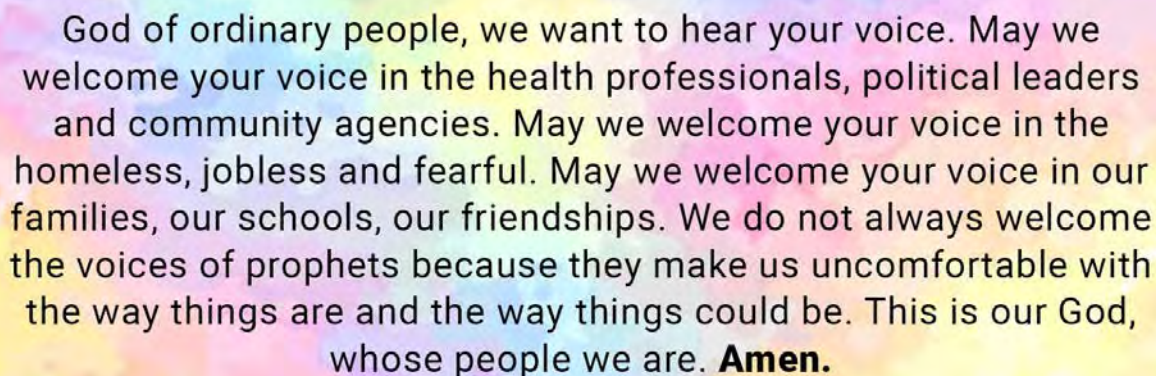
The World Day of Cultural Diversity for Dialogue and Development will be held on the 21st of May. This year the special day to celebrate cultural diversity is timely because we are now preparing to face many questions about what kind of a society we want to build as the virus is contained. These questions will test our openness to diversity in our relationships and our resistance to cries to perpetuate divisions.

At a deeper level this day to celebrate cultural diversity reminds us of the strength that differences within a society brings. Each person brings to the community distinctive qualities that reflect the different relationships that shape their life.

Deep relationships that are embedded in the variety of foods we eat, the range of languages we speak at home and abroad, the feasts we celebrate, the ways in which we pray and embody a generous life, the stories we tell and the books we read – all these are more than individual curiosities. They are a gift in broadening and deepening the network of relationships that shape a nation.

Diversity is a gift, and it should be seen to be so in Australia.

- Australian Catholics, Parish Life blog



God of ordinary people, we want to hear your voice. May we welcome your voice in the health professionals, political leaders and community agencies. May we welcome your voice in the homeless, jobless and fearful. May we welcome your voice in our families, our schools, our friendships. We do not always welcome the voices of prophets because they make us uncomfortable with the way things are and the way things could be. This is our God, whose people we are. **Amen.**

Alison Wright
Director of Mission

VCAL WORK PLACEMENTS

Where employers are happy to reengage with work placement; this will resume from Wednesday 27th May for all VCAL students. If there are any questions or concerns regarding this, parents or students may contact Tony Haley thaley@mackillopsh.vic.edu.au or Brenda Brady bbrady@mackillopsh.vic.edu.au, or call 5032 9771.

STAY INFORMED



www.facebook.com/SMMCSwanhill

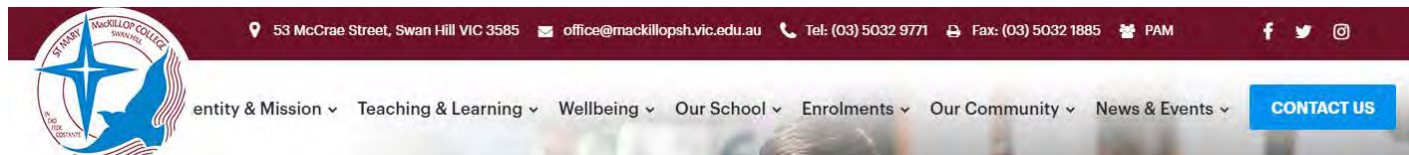


<https://twitter.com/SMMCSwanHill>



Parent Access Module

<https://pam.mackillopsh.vic.edu.au/Login/Default.aspx>



<https://smmc.vic.edu.au/>

	Solomon House Leader: Mr Chris Joyce cjoyce@mackillopsh.vic.edu.au		Woods House Leader: Mr Joel Murphy jmurphy@mackillopsh.vic.edu.au
Solomon 1	Ms Rianne Quaife / Mr Nathan Lane rquaife@mackillopsh.vic.edu.au nlane@mackillopsh.vic.edu.au	Woods 1	Mr Rob Waterson / Ms Lyndal Robinson rwaterson@mackillopsh.vic.edu.au lrobinson@mackillopsh.vic.edu.au
Solomon 2	Ms Sheelagh Leary / Ms Mandy McCallum sleary@mackillopsh.vic.edu.au mmccallum@mackillopsh.vic.edu.au	Woods 2	Ms Jessica Curtis jcurtis@mackillopsh.vic.edu.au
Solomon 3	Ms Sally Op't Hoog sopthoog@mackillopsh.vic.edu.au	Woods 3	Ms Emma Doherty edoherty@mackillopsh.vic.edu.au
Solomon 4	Mr Mark Leary mleary@mackillopsh.vic.edu.au	Woods 4	Mr Jeremy Wood jwood@mackillopsh.vic.edu.au
Solomon 5	Dr Gibson Jim / Ms Sally Looney gjim@mackillopsh.vic.edu.au slooney@mackillopsh.vic.edu.au	Woods 5	Mr Damian Howison dhowison@mackillopsh.vic.edu.au
	Tenison House Leader: Ms Jen Salvo jsalvo@mackillopsh.vic.edu.au		Xavier House Leader: Ms Ebonee Gurnett egurnett@mackillopsh.vic.edu.au
Tenison 1	Mr Luke Crow lucrow@mackillopsh.vic.edu.au	Xavier 1	Mr Damien Hirst dhirst@mackillopsh.vic.edu.au
Tenison 2	Mr Geoff Hickmott ghickmott@mackillopsh.vic.edu.au	Xavier 2	Ms Francesca Gomez fgomez@mackillopsh.vic.edu.au
Tenison 3	Ms Catherine Smith csmith@mackillopsh.vic.edu.au	Xavier 3	Mr Tony Haley thaley@mackillopsh.vic.edu.au
Tenison 4	Ms Laura Crow lcrow@mackillopsh.vic.edu.au	Xavier 4	Ms Jane Alderuccio jalderuccio@mackillopsh.vic.edu.au
Tenison 5	Mr Eddie Scholtens escholtens@mackillopsh.vic.edu.au	Xavier 5	Ms Suzy Haley shaley@mackillopsh.vic.edu.au

DEPUTY PRINCIPAL

Returning to On-Site Learning

It will be wonderful to see our students and staff return in the coming weeks and we look forward to being a community on-site of the 9th of June. There are many things to consider before then and I am sure that there are many questions. Today I sent a Google Form to all students seeking their feedback about their questions and concerns regarding a return to school on-site. Over the next week we will endeavour to get as much information out to students to allay any fears or worries that they might have. Please be assured that we will do all we can to keep our students safe, happy and learning.

Uniform

When students return they must be in full Winter Uniform. Currently we are experiencing the chop and change of weather, some days warm and others bitterly cold. It will be important therefore for students to be prepared with layers of clothing. The Winter Jacket is designed to be an outer garment and should only be worn over the top of the school jumper. Skirts must be hemmed to the correct length which is mid knee. Last year we saw an increase in the number of students wearing tights with the winter skirt, this is a great option for warmth. Remember too that we have a School Beanie that can be ordered through the Front Office. Clarks is currently open should you need to update uniform items. I am sure as parents you may have seen an increase in the washing during the week with students wearing casual clothes and you will probably welcome the return of the uniform from that perspective as well!

Here are the requirements for students in terms of Winter Uniform:

Uniform Policy

At St Mary MacKillop College students are expected to maintain a high standard of dress and grooming which:

- Supports a positive atmosphere where study and learning flourish
- Promotes school unity and pride
- Promotes individual pride and helps prepare students for employment
- Takes away the need to keep up with the latest fashion trends
- Presents an appropriate image of our College to the broader community

We ask that all parents embrace our College uniform and the role it plays in your child's day to day life at St Mary MacKillop College.

Girls – Winter Uniform (Terms 2 and 3)

- College 'MacKillop' tartan skirt, hemmed to mid knee
- Optional navy slacks
- Light blue, long sleeved, collared and buttoned shirt, tucked in
- College tie
- College jumper
- Dark navy tights or socks
- Black leather polishable school shoes with a heel (not open sandals)
- College jacket may be worn over the college jumper with winter uniform



Boys – Winter Uniform (Terms 2 and 3)

- Light blue long sleeved, collared and buttoned shirt, tucked in
- Grey slacks (no jeans)
- College tie
- Grey socks
- College jumper
- Plain black leather belt with plain buckle (optional)
- Black leather polishable school shoes or boots with a heel
- College jacket may be worn over the College jumper with winter uniform



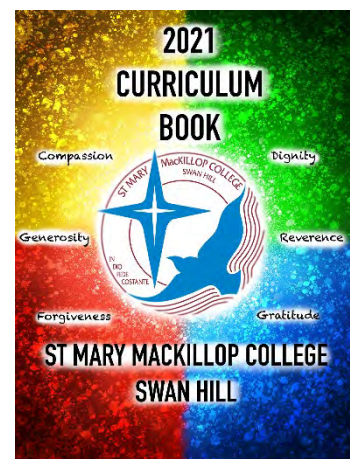
TEACHING AND LEARNING

Happy (belated) Mother's Day!

Last Sunday we celebrated Mother's Day and I hope the mothers in our community were spoilt! These special days in our calendar each year are commercial enterprises, but it is a wonderful way to recognise all that mothers do for their families every day, the love and care they show and the sacrifices they make. One of the four values of Mary MacKillop is the 'attitude of gratitude'. On days like Mother's Day we show gratitude, recognition and appreciation to our mothers and all the women in our lives.

2021 Curriculum Book Cover Competition Winner

Congratulations to Angelica Watson from Year 9 for winning the inaugural Curriculum Book Cover Design competition. A huge thank you to all the students who submitted an entry. These students will each receive a prize when school resumes.



Spotlight on Learning: Learning Resource Centre

During this time of remote learning I have spent a lot of time in our Learning Resource Centre (LRC) supervising the students that are studying onsite. It has made me think that the function of the library or LRC has certainly changed over time. I think back to my early primary school years and visiting my school library and the local council library with its very traditional shelves full of interesting books. Back then, there was no internet to enable us to look up books easily and there were cards in the back of the book where the borrower's name was recorded. The function of the library or LRC was certainly different to what we see today. Nowadays we see vibrant and contemporary learning spaces with more than just books. Our LRC is a welcoming environment and a wonderfully bright space conducive to studying, reading a book and more. It is a central hub in the school that supports our students and teachers. We have a number of breakout spaces enabling small group work, as well as spaces to cater for whole classes. The maker space corner always catches my eye in our LRC and I think of all the amazing opportunities our students have to develop their creativity in this area.

We are fortunate to have a wide range of resources available in our LRC for students to borrow. Throughout this time of remote learning we have been encouraging our students to take time away from their screens each day. What better way to do that than by picking up a book and reading. I particularly like the acronym DEAR (Drop Everything and Read). It reminds us all to make reading a priority in our lives. As educator Karen Green says 'Read, Read, Read: you can't do too much of this!'

Recently I came across a wellbeing article and the heading grabbed my attention: 'Why 'getting lost in a book' is so good for you, according to science'. The article goes on to say 'the act of losing yourself in a book makes you more empathetic, more creative and it's an escape'. The full article can be found [here](#). After reading this article I did some further online searches to find out more about the importance of students reading books.

One article I came across listed five reasons students should read books so they can:

1. Expand their vocabulary
2. Boost their creativity
3. Improve their own writing
4. Develop their analytical thinking skills
5. Enhance their memory

The full article can be found [here](#). Strauss (2014) highlights the importance of reading in that 'through independent reading children gain a wealth of background knowledge about many different things, come to understand story and non-fiction structures, absorb the essentials of English grammar, and continuously expand their vocabularies'. So in this period of remote learning when we are spending more time than before in front of a computer screen, taking time away to relax and unwind with a good book in our hands will benefit us all.

READING
is to the
MIND
what
exercise
is to the
BODY.

Sir Richard Steele



TEACHING AND LEARNING

Subject Selection Process

The subject selection process for 2021 will commence later this term. Conversations around subject selection will continue to take place during Pathways classes. We are blessed with an expert team of Pathways teachers who will support your son/daughter in making informed choices regarding the subjects they will choose for next year.

We will be running online subject selection information sessions for parents and their son/daughter on the following days:

Tuesday 2nd June – Year 10 going into Year 11, and Year 11 going into Year 12 in 2021 from 6:30pm

Wednesday 3rd June – Year 8 going into Year 9, and Year 9 going into Year 10 in 2021 from 6:30pm

Further information regarding these sessions will be communicated to families closer to the day.

VCE Study Tips

Early in Term 1 after our Senior School Information Session I included some study tips in the newsletter. As we move closer to the end of Semester 1 with more assessments occurring over the coming weeks, our VCE students may find the study tips on the following website useful:

<https://www.tsfx.edu.au/vce/atar-central/study-tips/>

In the last newsletter I talked about connectedness during this time of remote learning. I have put together an infographic that highlights how we are maintaining a sense of community during this time.

Nathan Lane

Deputy Principal Teaching and Learning



TEACHING AND LEARNING

What I learnt today at SMMC...



Billy O'Toole is ready to study at home.



Our wonderful canteen staff are providing morning tea for the staff working on site. These chocolate muffins were amazing!



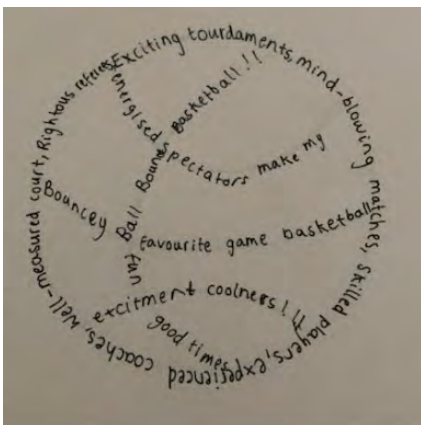
Lucy McCann in Year 8. Lucy has been helping her dad with their kitchen renovations. Mr Scholtens asked all of his students to share their woodworking pictures.



Year 7 English shape poems - Martha Williamson



Year 7 Humanities students are learning about Ancient Egypt. Sima Jafari has drawn a noble home from Ancient Egypt.




Year 7 English shape poems - Olivia Free



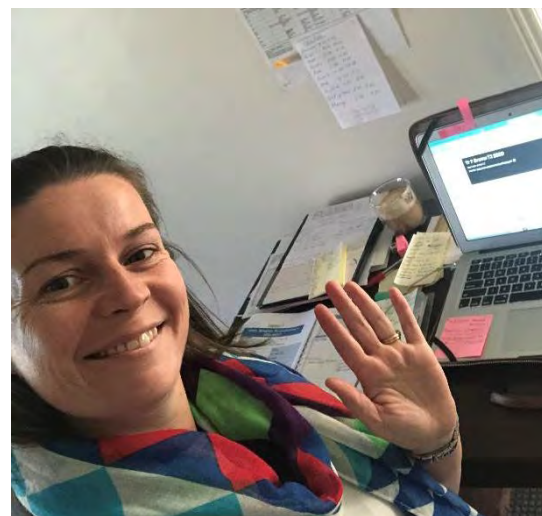
Year 7 English shape poems - Judaya Majur

TEACHING AND LEARNING

Prototype and sketch	Book weight	Bridge	Squash	Balance
	405g	Pass	Pass	Pass



Danika Meehan (Year 9 DIY Wood) showing results from her 'Testing a Prototype' task.



Mrs Henderson's remote teaching space.



Sima Jafari is making the rose from Beauty and the Best for Drama.



Tara Hopkins and Bella Howison studying hard at school.

GRAPHICS MIX

This term was an opportunity for students to showcase their photography skills and represent each of the Visual Communication Design Elements & Principles creatively.

Mr Jeremy Wood

Visual Communication



Form



Colour



Contrast

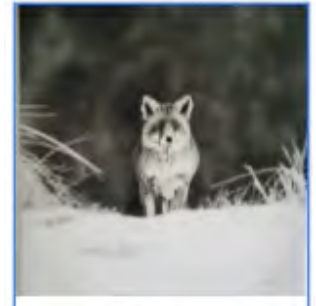


Figure-ground



Texture



Line



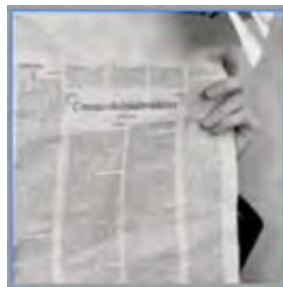
Scale



Pattern



Shape



Type



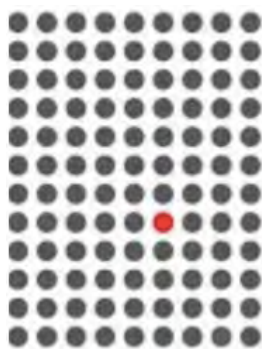
Balance



Hierarchy



Tone



Point



Cropping



Proportion

ACTIVE APRIL

A MASSIVE CONGRATULATIONS to all students and staff who participated in the Active April campaign this year. As a school, we accumulated 3,553 hours of activity, which is a terrific effort.

Congratulations to **Solomon House** for accumulating the most hours with 1,166 hours, closely followed by Tenison, Xavier and Woods House. Well done to **Xavier 1 Homeroom** as the Homeroom that produced the most hours of all homerooms with 351 hours of activity. Great effort.

Individually, **Tahlia Lorimer T3** accumulated a massive 95 hours and was the winning student in the school with the highest total, followed by **Natalia Smith T5** and **Alannah Burns X1** both with 79 hours.

Mrs O'Brien S1 produced the most amount of hours of activity by a staff member with 52 hours, followed by **Mrs Op't Hoog S3** with 48 hours and **Mr Hirst X1** with 45 hours.

A full wrap up of results are as follows:

FINAL TOTALS

HR	SOLOMON	TENISON	WOODS	XAVIER
1	177hrs 9min	180hrs 36mins	123hrs 29mins	351.32
2	154hrs 3min	50hrs 43mins	143hrs 5 mins	165.58
3	268hrs 32min	252hrs 57mins	101hrs 40mins	68.16
4	295hrs 33min	208hrs 38mins	206hrs 19mins	159.2
5	271hrs 57min	286hrs 47mins	40hrs 57mins	192.24
HOUSE TOTAL	1,166hrs 41min	978hrs 21mins	615hrs 30mins	936.5

Highest Individual Results by House:

Solomon

- S1: Mrs O'Brien 52hrs, Arlee Bennett 24hrs, Erica Glowrey 19hrs
S2: Amalie Bell 36hrs, Parker Condely 17hrs
S3: Mrs Op't Hoog 48hrs, Emily Button 38hrs, Zoe White 29hrs, Rebecca Mullan 21hrs, Remi Bennett 18hrs
S4: Mackenzie Kelly 42hrs, Xavier Sherlock 39hrs, Meredith Kuchel 36hrs, Mr Leary 32hrs, Jordyn Elford 21hrs, Dakota Meehan 18hrs
S5: Sam Mullan 39hrs, Bella Henderson 39hrs, Hannah Allan 38hrs, Danika Meehan 37hrs, Mrs Looney 35hrs, Billy O'Toole 20hrs

Tenison

- T1: Jayden Graham 67hrs 55mins, Dustin Holmes 38hrs 50mins, Holly Ayars 23hrs 13mins
T2: Grace Doherty 30hrs, Mr Hickmott 6hrs 6mins, Eliza Everett 5hrs 40mins
T3: Tahlia Lorimer 95hrs 14mins, Robert Rush 60hrs, Amy Jobling 24hrs 55mins
T4: Charlotte Rush 31hrs 20mins, Millie Glowrey 31hrs 6mins, Matt King 28hrs 20mins
T5: Natalia Smith 79hrs 50mins, Indy-Lee Mangles 43hrs 20mins, Lauren Cordingley 40hrs 30mins

Xavier

- X1: Alannah Burns 79hrs, Michael Anderson 45hrs, Hope Fitzpatrick 46hrs, Mr Hirst 45hrs
X2: Montana Davies 38hrs, Miss Gurnett 31hrs, Jarrah Leathbridge 27hrs
X3: James Russo 17hrs, Hannah Wright 10hrs, Thomas Miller 10hrs
X4: Emma Hoare 29hrs, Mrs Wright 28hrs, Mrs Alderuccio 19, Natavia Jones 17hrs
X5: Grace Scott 48hrs, Mel Roberts 48hrs, Jasmine Harvey 23hrs, Remi Alderuccio 19hrs

Woods

- W1: Charlotte Logan 22hrs 50mins
W2: Rory Vial 52hrs
W3: Clarissa Hughes 32hrs
W4: Abbey Houlihan 72hrs
W5: Emily Caccaviello 12hrs 37mins

Practicing Gratitude

What is it? Why is it so important?

Gratitude is being thankful for the things you currently have in your life. During this challenging time practicing gratitude can help us feel happy. Gratitude teaches us to shift our attention away from the things we don't have or can't do at the moment (e.g. go to the park, catch up with friends) and focus on the things we can do have and can do (e.g. go for a walk, call a friend).

Research has discovered that people who are grateful have:

- A higher chance of finding the positives in life
- More energy
- Better concentration and attention
- Better sleep

The Resilience Project

Hugh Van Cuylenburg from The Resilience Project, <https://theresilienceproject.com.au/at-home/gratitude/>, suggests to help us cope with what is happening during Covid-19, it is important to focus on the things we do have. To help us do that he has developed some daily questions that you can discuss as a family, or practice by yourself:

- What were three things that went well for you today?
- Who is someone you feel really grateful for today? Tell us why.
- What is it about our home that makes it our home/special family place?
- What is something you are looking forward to tomorrow

Bite Back- Black Dog Institute

Another great resource that I have stumbled across is the Bite Back Mental Health Fitness Challenge, <https://www.biteback.org.au/>. It is a 6 week challenge with different topics each week. Week 1 is gratitude, followed by mindfulness, social connections, strengths, meaning and purpose, and Week 6 is a mental fitness plan.

During Week 1, Bite Back have you consider your current gratitude levels. At the end of rating each question on a scale, they check your results and offer improvement tips. Each weekly exercise takes about 10 minutes. After Week 1, I am already feeling a lot more lucky for what I currently have. Why not give it a try for yourself!

Check your gratitude levels



NOT TRUE AT ALLVERY TRUE

Sourced from: *Mental Health Fitness Challenge-Bite Back*

I HAVE SO MUCH IN LIFE TO BE APPRECIATIVE FOR

IF I HAD TO LIST EVERYTHING THAT I FELT THANKFUL FOR, IT WOULD BE A PRETTY LONG LIST

WHEN I THINK ABOUT MY IMMEDIATE WORLD, THERE'S NOT THAT MUCH TO BE GRATEFUL FOR.

I'M GRATEFUL FOR THE PEOPLE AROUND ME

MOST DAYS I THINK ABOUT PEOPLE OR THINGS I'M THANKFUL FOR

[biteback.org.au](https://www.biteback.org.au)

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](#).