



St Augustine's Parish School

NEWSLETTER No. 5— Term 1 Week 11, 2019

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WHOLE SCHOOL PRAYER every Monday (9.10 am)

STUDENT BANKING every Wednesday

PLAYGROUP every Tuesday & Friday (9.00 am – 11.00 am)

UNIFORM SHOP/BOOKROOM every Tuesday 8.30 am – 9.00 am and

Thursday: 8.30 am – 9.00 am and 2.45 pm – 3.15 pm

SUNSHINE CAFÉ every Monday to Friday in Siena Hall from 8.30 am – 8.50 am.

All children welcome.

SPORTS DAY



DIARY DATES

- | | |
|------------------|---|
| Fri 12/4 | Term 1 Ends
(12.30pm) |
| Mon 29/4 | Term 2 Begins
(9.00am) |
| Tues 30/4 | Whole School
Liturgy |
| | Nude Food Day |
| Mon 6/5 | St Vinnie's
Winter Appeal |
| Thur 9/5 | Yr 4 - 6 Soccer
Carnival |
| Fri 10/5 | Mother's Day
Breakfast - Siena
Hall (8.00am) |
| | Mothers Day
Liturgy - Siena
Hall(9.15am) |

HIGHLIGHTS

Sports Day

The highlight of last week was our fabulous and very colourful Sports Day!

The teams lined up for the Health Hustle before their events began to the Ricky Martin classic "The Cup of Life". It was great to see so many families enjoying the day and we thank the P&F, especially Rose and Mel for a fantastic Sausage Sizzle and Anthea, Karin and her helpers in the Canteen for ongoing refreshments. We would also like to thank the students from Thomas More College and preservice teachers from UniSA who ably assisted teachers and children throughout the day.



The grounds looked magnificent and we thank Mr Caridi and Mr Rowson for all of their hard work to get the grounds ready for the Sports Day. A huge thank you to Nick Skewes and Kas Pillay for wonderful organisation, patience and sheer hard work that went into making this such a successful day for everyone. By the end of the day everybody was very tired but had enjoyed a memorable day in the sunshine.

Congratulations to Thomas for winning the St Augustine's Shield and MacKillop for winning the Spirit Cup. All of the Sports House Captains are to be commended for leading and encouraging their teams and houses on the day.

Congratulations to:

Annie N, Sneha B, Anthony C (Thomas)
Diana C, Kaylee S, Antony T (Joseph)

Joachim B, Ashleigh B, Jacinta P (MacKillop)
Jordan M, Aidan H, Danyela E (Dominic)

Term 2

In Term 2 Kerri Dent will be taking leave and visiting Spain and Portugal. During the first four weeks of Term 2, our very own Colleen Ferguson has agreed to step up to the plate and take on the Acting Deputy's position while Kerri is away. We wish Kerri safe and happy travels.

St Vinnies

As you would be aware from the diary dates, our St Vincent DePaul Winter Appeal will take place next term in Weeks 2 and 3. St Vinnie's are in urgent need of non-perishable food items. This includes canned fruit and vegetables, pasta and pasta sauces and soups. Families are also able to donate new blankets or blankets in very good condition. Please consider making a donation for this worthy cause. More information will come out next term.

Farewell

At the end of this week we farewell one of our longest serving volunteers and an OSHC worker, Ros Bates. Ros volunteers in the Curriculum area and Administration area as well as working in OSHC as an Educator. We wish Ros every blessing for her retirement and we thank her for her years of devoted service to the children of St Augustine's Parish School. We will all miss her very much and hope that she visits often.

Holy Week

This week the children have been engaged in remembering the last week of Jesus's life. We are exploring this important aspect of our faith as Holy Week and Easter fall in the middle of the holidays and our opportunity to engage with these events would be lost if we waited until Term 2. The Resurrection will be celebrated on our return from the holidays.

On:

- * Monday we began with the triumphal procession into Jerusalem
- * Tuesday we shared the breaking of bread remembering the Last Supper
- * Wednesday we journeyed The Way of the Cross
- * Thursday – our Holy Week liturgy commemorating Jesus's death on the cross

Easter Raffle

This year the Easter Raffle has been organised by the staff. Staff members have donated eggs and novelties for the children's raffle. Each child will be given a raffle ticket so that every child in the school has the opportunity to win a prize. The raffle is free and an expression of the staff's commitment to the children at this special time of the year.

We wish all members of the school community very safe and happy holidays and a restful break and return refreshed and rejuvenated for Term 2.

Blessings and Peace, *Georgia Dennis, Kerri Dent & Phillis Johnston*

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.

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.

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.

PERFORMING ARTS

What a term we have had in Performing Arts with our dancing! Students have rehearsed some well-known classics such as the Nutbush and Macarena, The Sid Shuffle – Continental Drift and a motivational dance to open our Sports Day.

What an amazing job they all did on Sports Day presenting 'The Cup of Life'! They have also had the opportunity to improvise their own movements, and older students have choreographed some of their own movements to music.

We look forward to a change of pace and our Music focus in Term 2:

R-2 – Elements of Music/Percussion

Year 3 – Recorder

Year 4-6 – Drumming and Introduction to Ukulele

Paula Giugliano (Performing Arts Teacher)



School F E E S

School Holiday Payments

School holidays are almost upon us, but you are still able to pay your school fees by utilising the BPAY system.

At the bottom of your statement, there is a BPAY section showing the school's BPAY (Biller) ID and your individual reference number. This reference number is unique to your bill.

Just contact your financial institution (Bank) to find out how easy it is to set BPAY up, if you do not already have this facility. BPAY makes it easy to pay your bills from the convenience of your home telephone or internet any time of the day, by using your Cheque, Savings or Credit Card account.

Alternatively, you can direct credit payments to the school's account BSB - 085 005, Account No. - 461 958 027; please use your family code as the reference.

Direct Debits

If you have a Direct Debit in place, please be reminded that Friday 19 April (Good Friday), Monday 22 April (Easter Monday) and Wednesday 25 April are Public Holidays. Deductions may take place on the preceding business day or, alternatively, the day after. Please ensure that you have sufficient funds to cover your payments.

School Card

If you have already applied for School Card this year and have received a letter from the School Card Department stating that you are ineligible, please come and see either Kate Uren or myself to apply for a re-assessment. This needs to be done prior to our next submission date, 17 May 2019.

Also, if you have not already applied THIS YEAR, please do so immediately to avoid paying full fees. We cannot apply for this after the final submission date. **You must apply for School Card every year. Failure to submit a School Card application will result in reversal of the discounts already applied on your statement. (Additional charges apply.)**

Are you having difficulties paying your fees?

If you would like to discuss a fee payment arrangement, please feel free to contact me on 8182 7900 or finance@saps.catholic.edu.au to arrange an appointment. All discussions will be kept confidential.

Please feel free to contact the administration staff should you have any queries with your school fee account.

Entertainment Books

2019/20 Entertainment Books are now available for purchase from The Front Office – just in time for school holidays. Alternatively you can order on line using the following link <https://www.entertainmentbook.com.au/orderbooks/1637s56>.

Liz Polljonker – Business Manager