



St Augustine's Parish School

NEWSLETTER No.1 ~ Term 1 Week 3, 2024

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

OCCASIONAL CARE every Wednesday (9.00am–11.30am)

ADULT ENGLISH CLASSES every Monday (9.15am–12:15pm)

ADULT DIGITAL ENGLISH CLASSES every Tuesday
(9:15am-11:15am)

UNIFORM SHOP - All orders online:
belgraviaapparelschools.com

DIARY DATES

Fri 16/02/24

Yr 6 Reflection Day

Fri 08/03/24

PUPIL FREE DAY

RECEPTION - EDWARDS

We have been very busy in RJE. We have spent time exploring our school and making new friends. This week we started our InitialLit program and have been using our caterpillar templates to help us count the words in sentences. In Maths we are practising our counting and learning new number games. We have also spent lots of time getting to know each other during Playful Learning.



HIGHLIGHTS

Dear Students, Staff and Families,

This week we have begun the season of Lent by celebrating Ash Wednesday. On this day, we use the ashes to symbolise that we are all united in that we “began as dust and to dust we shall all return”. We also use Ash Wednesday to recognise our humanity and the mistakes we make. We receive the ashes, often accompanied by a phrase such as “repent and follow the Gospel”. This reminds us as a Christian Community that we look to Jesus and the messages in the Gospel for guidance. Our journey into Lent is an opportunity to reflect on how we can better serve others and be more connected to our faith. On Friday our Year 6 students will be offsite for a reflection day. How we live our lives and how we lead and serve our school community will be the theme of this day and the year ahead.

The school year has begun very smoothly and our students and staff are settling into their learning and classroom routines well. At the beginning of the year, the focus is on setting up a learning community in the classroom and how we all contribute to that. This means setting expectations, routines and all getting to know each other. When children feel they belong and are valued, their learning benefits. As teachers continue to know your children better, they will communicate more and more about what is happening in the classroom and the specific learning that is taking place. Please make sure you are connected to SeeSaw to enable this information to flow smoothly.

We were thrilled to see so many families for our Open Evening this year. We feel this format gives everyone an opportunity to look through the school, visit many teachers and classrooms and even grab a sausage or two! It was wonderful to say hi to so many children and their families. We are very proud of our school and enjoy sharing it with you.

Changes to the yard and how we use our space have taken a little getting used to for all of us! We appreciate all of the efforts our staff are going to as we make things as seamless as possible. This thank you also extends to those on “traffic and gate duties”!

- Please continue to follow all road rules and parking restrictions.
- The Kiss n Drop Zone is still operating each morning in the Church Carpark – not on Commercial Road and
- Please do not park in private residences and businesses.

We will send out a building update separately in the next week or two.

Thanks again for your ongoing support and engagement in our beautiful school.

Blessings, *Dan Cowan & Michelle Thomas*

CATHOLIC IDENTITY UPDATES

Welcome back to all our families for 2024. I was very happy to see our beautiful, eager children back at school!

Lent:

This year, Lent has started a little earlier. We had the following celebrations this week and our children prepared for these enthusiastically.

- Shrove Tuesday: 13 February. All children learnt about the joy of pancake Tuesday! They received pancakes (according to their dietary requirements) and learnt about this day.
- Carnevale Parade: 13 February. Our Carnevale parade was ablaze with colour with many families attending. The children were very creative in their mask-making skills.
- Ash Wednesday Mass/Liturgy. Years 4-6 attended Mass and received the Ashes on their forehead during Mass. The younger children celebrated today with a classroom or year level Liturgy.

What the importance of these celebrations?

Ash Wednesday marks the start of the Church Season of Lent. For 40 days, Catholics try to improve their habits in preparation for the Season of Easter. What needs improving? Basically, those habits that get in the way of loving others and being better human beings.

The key foci that the Church talks about is the following:

- **Increasing our prayer life**
- **Giving funds to the poor (Project Compassion)**
- **Fasting: eating less so that we can better understand poverty.**

At St Augustine's, we have a focus of improvement that also includes things we can do for others that make us better people. Being kinder, saying gentle words, being respectful, being of service to others, striving for excellence and being a person of integrity.

Our school values are part of our improvement efforts: respect, service, excellence and integrity.

In the next few weeks, our children will be learning about helping others through Project Compassion. Each classroom has a project compassion giving box where children give up some of their pocket money to help others. We encourage this selfless act of giving and children give according to their means.

Date Claimer:

Monday, 18 March – Andrew Chinn concert for everyone.

As part of our 70th birthday celebrations (we started in 1954) a school and community concert has been organised on the 18 March at 2.00pm. Andrew Chinn is a well-known children's performer who specialises in children's songs for prayer and for Masses. He is very engaging and entertaining. The concert will be performed in the St Augustine Church as it has the capacity to hold more people there rather than in Siena Hall. We look forward to seeing you at our special concert at 2.00pm on the 18 March.

Old photos of St Augustine's Parish School

Do you have any old photos of our school? If you do, please contact me at rtulio@saps.catholic.edu.au

Sacramental Program:

Our very popular Sacraments Program resumes on Saturday, 17 February at 4.00pm and on Sunday, 18 February at 10.00am. To our families who are enrolled, we look forward to seeing you again!

Finally, I will be visiting classrooms in the next few weeks to talk to the children about being part of the Sacramental Program. Those interested children will bring home a letter outlining the starting

dates for the 2024-25 program. The letter is for children who have been baptised or for children not yet baptised and would like to receive the Sacraments of Reconciliation, Confirmation and Eucharist. Any inquiries, please email me at: rtullio@saps.catholic.edu.au

PRAYER: *"Lord of compassion. Be our strength during times of stress. Hear the words of our heart as we face each new day. Be with us. Be in us. Amen".*

Blessings, *Dr Rachele Tullio*

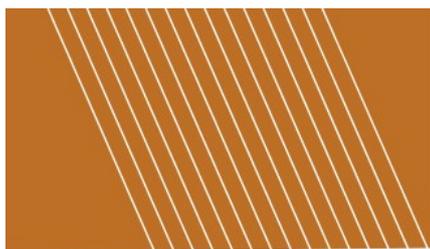
YEAR 5 AFL MAX CAMP

Year 5 students had a blast at their overnight camp at AFL Max, where they focused on becoming better leaders. They went through a program centred on four main 'quarters': energy, purpose, connect and perform. They did all sorts of fun activities and challenges in the AFL arena to learn these skills. They made friends, worked together, and discovered what makes them tick and how all of this can help in their journey as leaders. Some highlights were the inflatable area, the skills sessions, the trampoline section and the rock climbing! By the end of the camp, they felt more confident and ready to take on Year 5.





HARMONY DAY



**GET YOUR
ORANGE
CLOTHING
READY!**



**HARMONY
DAY**

Thursday 21st March



LEARNING Through MUSIC



Join our school
instrumental
music program

Lessons are held at school once a week

Instrument hire is available

Please contact us for lesson prices
and instruments available

Music books available at an additional cost



Contact LTMusic for more information
or to complete an enrolment form:
info@LTMusic.com.au
www.LTMusic.com.au

FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

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

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

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

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.