



St. Margaret's
Primary School

NEWSLETTER

Term Three, Week 3
July 30th, 2020

From Brian's Desk

Leadership and Management News

Dear Parents, Students and Friends,

Our new adventure playground has been a 'big hit' with our children, catering for the needs of many. There's those who want to 'scale great heights', those who wish to take small steps and those who just enjoy 'hanging around'.



With our current restrictions, children and parents are disallowed from congregating in large groups in the school grounds, so unfortunately the playground isn't available for after school use. I believe it would be good for our children to utilize the playground in small family groups over the weekend and maintain a form of connection to the school during this time. The school has made available some additional front gate keys for families to access the playground. I ask that you contact Anne or Libby at the office (52297453) to organize a booking date. Keys will be distributed to families on Friday and need to be returned on the Monday. Normal COVID restrictions apply when accessing the playground.

I would also like to take the opportunity to thank our families and friends who provide financial support to the school's fundraising events which allows us to purchase such valuable equipment and resources for St Margaret's School.

Of the adventure playground's \$60,000 cost the P&F contributed \$45,000, the local schools' community fund provided \$3750 and the school's contribution was \$11,250.

Since my commencement at St Margaret's School (2015) the P&F have contributed a total of \$105,000. This money has gone towards the following items and resources: Installation of Tigerturf (synthetic basketball and play surface), construction planks, contemporary learning spaces furniture, Viqueque contribution, student excursion (Cinema Visit), numerous school events and our recent adventure playground. This has been an outstanding achievement and as a result St Margaret's School presents as a vibrant, well resourced facility.

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Leadership and Management News

Parent Teacher Interviews

This term we are converting back to a Parent – Teacher Interview (catch up) format. All meetings will be either via Google Meet or phone. The teaching staff felt that the full impact of the three way conversations would be compromised using the Google Meet platform and with the recommencement of school in mid to late Term Two that it would be better to discuss how students are progressing at both an academic and social and emotional level.

Interviews will be held in Week Five and parents need to book an appointment by accessing the following website <https://www.schoolinterviews.com.au/>
(if clicking the link doesn't work, try copying it and pasting it into your browser)

and log in with the code **awcnp** Bookings will open on Monday at 4.00pm.

Please note the following interview times:

YEAR PREP AC-GC	Wed. 12/7 3.30 – 7.00pm	
YEAR PREP TB-RG	Tues. 11/7 3.30 – 7.00pm	
YEARS ONE-TWO	Mon. 10/7 3.30 – 5.00pm	Tues. 11/7 4.00 – 7.00pm
YEARS THREE-FOUR	Tues. 11/7 2.00 – 4.00pm	Wed. 12/7 4.00 – 7.00pm
YEARS FIVE-SIX	Mon. 10/7 3.30 – 7.00pm	Tues. 11/7 3.30 – 5.00pm

Year Six Camp

Year Six parents were recently forwarded a letter outlining the school's response to our students' participation in this year's camp. In summary, the school was apprehensive about our Year Six children sharing a camp with another school. Arrangements have been made with Camp Kangarooobie for St Margaret's to attend as a single cohort. Planning is now underway to run the camp on August 12 – 14 and considering the present climate, parents make the choice as to whether their child attends.

School Advisory Board

A meeting of the School Board was held last night. Rosa O'Beirne presented a draft of the proposed Literacy Data Intervention Program that the school is proposing to introduce next year. The topic of home learning was also discussed. Sam Kerlin provided board members with a summary of how the senior level Google Classroom platform is utilized by teachers and students and ways this can be supported in the home learning environment. I would also like to reiterate the school's position on home learning, which can be found under Questions and Answers on the school website.

Student home learning is determined by the family and the school doesn't set a prescribed home learning timetable. All parents vary on how they value and choose to prioritise their after school time with their children and the school doesn't impinge or restrain on this by setting homework schedules.

St Margaret's teachers focus their learning program on explicit teaching which concentrates on a personalized approach, catering for a wide range of student learning needs.

If a family chooses for their child to revise school work through home learning, we suggest that the Matific mathematics program be used. Spelling words can also be revised, and reading is supported by books from our well resourced library. Senior students can spend additional time researching work relevant to their Inquiry Learning topic.

School Community News

The matter of school parking remains a discussion point. Parking along the Thomson Reserve fence is congesting the movement of traffic to a single lane and we encourage parents to look for an alternative parking space. With the Lomond Terrace gates now open during school drop offs and pick up times parking around this area could be looked at as another option.

Another consideration is that parents from a street neighborhood, band together and form a walking school bus. This would be a great way of supporting the Sustainable Development Goal: Sustainable Cities and Communities.

Enjoy the rest of your week
Brian

Occupational Therapy Students

Hi, our names are Amy and Julia and we are Deakin University Occupational Therapy students.

Occupational therapy involves assisting people to do the things they need, want and have to do in everyday life. Within the school environment this can involve assisting with handwriting, letter recognition, play and social skills.

We are completing our seven week placement here at St Margaret's Primary School. This involves us working with the students in class, individually and in small groups whilst adhering to Co-vid 19 protocols.

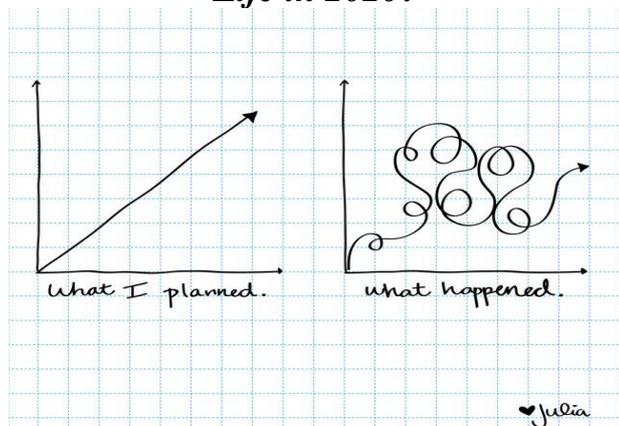
Students with Disabilities Funding Changes

Currently St. Margaret's has been receiving support to provide programs for educationally disadvantaged students to improve their learning outcomes from The Catholic Education Commission of Victoria Ltd through the Students with Disabilities (SWD) Program.

Schools must now complete the Nationally Consistent Collection of Data on School Students with Disability (NCCD) every year. The word 'disability' comes from the Disability Discrimination Act 1992 (DDA) and it can include many students.

Please refer to the electronic newsletter which has attached information about NCCD and guidelines for criteria. If you have any questions about this process after reading the information please do not hesitate in contacting Sonja Ginn, 52297453.

Life in 2020!



School Assemblies Roster

via video

August 7	Years 3-4
August 21	Years 1-2
September 4	Years Prep
September 18	Specialists / General



St Margaret's Primary School

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NCCD Information Sheet for Parents, Carers and Guardians

NCCD Information Sheet for Parents, Carers and Guardians

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](#).



Jock and Tom's Creation