



St. Margaret's
Primary School

NEWSLETTER

Term Three, Week 1
July 15th, 2021

From Rosa's Desk

Leadership and Management News

Dear Parents, Friends and Students,

The stage was set, the invitations sent, and the wait was on for what was being touted as an event not to be missed on the St Margaret's School calendar. The date Monday, 21 June and none other hosting the event were our amazing Year 1/2 students. If the lead up to the event was anything to go, we were in for an extraordinary time.

Who would have believed that juniors could organise such an extravagance, of course, with a tiny bit of guidance from their class teachers? The word filtered quickly down the hallways of St Margaret that there would be games to play, songs to sing, video snippets to view, eye-popping new learnings, and to top it off, colourful creatures had invaded our Multipurpose Room.

The much-anticipated event you might have guessed by now was the 'Minibeast EXPO', and it did not disappoint. The only letdown was that parents were not given a face to face experience (COVID guidelines); however, our tech-savvy teachers brought the event to parents via the SeeSaw App.

For some of us, creepy crawlies and small iterating creatures that fly and bite might not be to our liking, but to most children, it's their wonderland. Nothing can hold a child's attention and interest like that of the withering or slimy kind or beautiful coloured iridescent wings or be spellbound by small but deadly creatures.

Student agency drives this learning in and out of school. Agency is evident when students display self-regulation skills such as taking turns and working through multistep problems to draw on their agency. The metacognition needed to reflect on ideas, ask questions and recognise their progress also demonstrates agency in their learning. Self-regulation and metacognition are two elements that fuel student learning.

If students are to be directors of their learning, then we can see this when students pursue an interest and want to learn everything there is to know about something that seizes their interest, in this case, a choice of minibeast. If you are not sure what a minibeast is, ask our Year 1/2 students, and they would be able to explain this terminology because their interests were fostered.

So why am I sharing this information? It was evident in the culmination of the Year 1/2 student's minibeast expo that student agency was nurtured for the students to present and talk about their learning so willingly.

Leadership and Management News

During COVID times and the remote learning that needed to happen, many students have likely experienced some loss of agency towards their learning and perhaps their lives, compromising their relationship with learning. Therefore it was heartening to see opportunities created in this instance by our Year 1/2 teachers for students to learn about themselves, notice their actions, and understand the goals they have for themselves in the form of this Inquiry unit.

I invite you to take the time to look at the following photos of the Year 1/2 showcase and delight in the excitement on our children's faces.

Next week sees the return of our lunchtime Elective Program, which is organised by our Yr 5/6 students. This program allows students to choose activities that they might usually not have access to at lunchtime, for example; Yoga, Dance, Construction etc.

For our Yr 5/6 students, this gives them the chance to continue developing leadership skills such as commitment, communication, and accountability. It also encourages our senior students to reflect on the choices they make significantly influence our younger students.

Please be mindful that any parent or visitor who enters our school building must use the [QR Code sign-in](#) located at the front and rear entrances. If your QR Code is not working, there is an alternative sign in at the front office. Signing in is required even if quickly picking up or dropping off your child. Also, masks must be worn on entering the building and interacting with staff unless health reasons prevent this. These guidelines are to keep our community safe and healthy. Thank you for your cooperation.

Best Wishes for the week ahead,
Rosa O'Beirne (Acting Principal)

Year 1/2 Minibeast Expo



together in faith

School Community News

Year 1/2 Minibeast Expo



School Community News

Incursions

This term, we hope to continue with incursions that add value to engaging our students in extra-curricular activities that develop their personal formation and health. Our Prep to Year 2 will participate in the following Program:

Brave Hearts

Years P-2 Wednesday, July 28



Welcome

We warmly welcome Lauren Ruffin as our Year 3-6 Italian teacher for the remainder of the year. We hope she has an enjoyable time at St Margaret's. *Tutti Auguri!*

This term, we also welcome back from maternity Sinead Stevenson who will be working on Thursday and Friday in the Yr 5/6 Learning Space.

Returning from Long Service Leave is Fran Stafford, who will welcome back to the Yr 3/4 Learning Space.

Sport News

Last term, our Year 5/6 participated in the Bellarine Division Lightning Premiership, and all teams have moved onto the subsequent division, which will occur in Week 2. We wish all teams the best of luck.

Bellarine Division

Soccer Championships

Tuesday, 20 July

Netball Championships

Wednesday, July 21

Football Championships

Thursday, July 22

Good Luck!

The following student's performing exceptionally well in the District Cross Country and will take to the course again Friday, July 16, to compete in the Regional Cross Country in Melbourne.

We wish all the best to Georgia Lydom, Louisa Rivo and Scarlett Johnstone.



School Community News

NCCD Review

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 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.

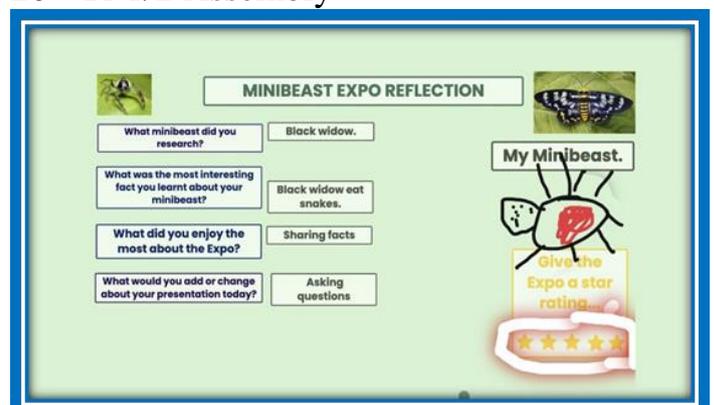
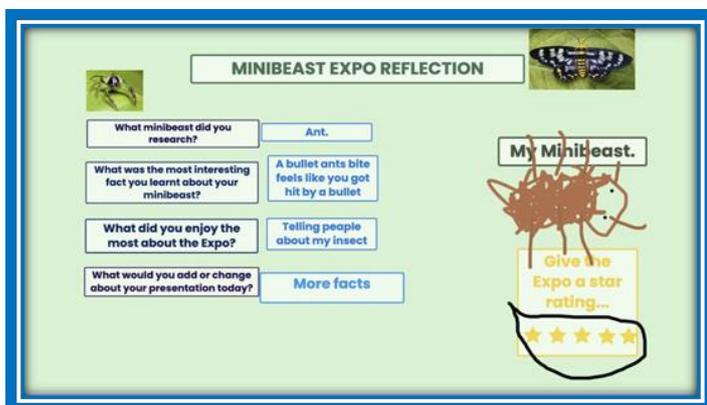
Upcoming Dates

July

- 16 Regional Cross Country
- 16 Yr 1/2 Outdoor Discover Excursion (9:15-11:00 a.m.)
- 20 Soccer Championships
- 21 Netball Championships
- 21 Yr 5/6 Mass – 2:30 p.m.
- 22 Football Championships
- 23 Yr 5/6 Assembly
- 26 Yr 4/5/6 Swimming (TBC)
- 27 Yr 1/2 Mass – 2:30 p.m.
- 28 District Athletic Carnival
- 28 Braveheart Incursion P-2
- 30 Yr 1/2 Outdoor Discover Excursion (9:15-11:00 a.m.)

August

- 4 Emmaus Meal 5:30 p.m.
- 6 Prep Assembly
- 8 First Eucharist Yr 4&5 2:30 p.m.
- 13 Yr 1/2 Identity Walk Excursion
- 16 St Margaret's Book Week
- 16 Author Visit Heath McKensie P-6
- 16 Author Visit Lee Fox P-6
- 19 Book Week Dress Up
- 20 Yr 1/2 Assembly



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](#).