



**St. Margaret's**  
Primary School

# NEWSLETTER

*Term Three, Week 1*  
*July 13<sup>th</sup>, 2022*

## ***From Susan's Desk***

## ***Leadership and Management News***

Dear Families,

Welcome back to Term 3. I hope you had a restful and enjoyable break and have returned ready for a term filled with exciting learning experiences.

I am excited to become part of the St Margaret's community and support the amazing work the staff continually do for their students. After avoiding COVID for the past two years, unfortunately, like many of you, it has finally caught up with me in the last days of the holidays! I am disappointed that I have missed the first few days of term, but I am looking forward to meeting you all in the coming weeks. I strongly value the partnership between school and home and look forward to continuing to strengthen this over the coming term.

Schools have been asked to remind their communities about the current Victorian government recommendations in regards to COVID. Whilst masks are no longer mandated, they are strongly recommended for indoor settings. Those deemed close contacts who are over 8 years of age must wear face masks indoors. Given the amount of active cases in our community please continue to keep unwell children at home and notify the school if your child becomes positive. Additional rapid antigen tests will be delivered to the school in the coming weeks. It is recommended that rapid antigen tests are used by students when symptomatic. Household contacts are required to undertake rapid antigen testing 5 times within the 7 days with a negative result.

New Child Safe Standards have been introduced by the Victorian Government to better protect children and young people, and to support greater national consistency. The new Standards provide greater clarity and practical advice and came into effect on 1st July 2022. Key changes in the new Standards include continuing to involve families and communities in the school's efforts to keep children and young people safe, greater focus on safety for Aboriginal children and young people, greater clarity on the governance, systems and processes that keep children and young people safe and specific requirements to manage the risk of child abuse in online environments. As a result of the changes to the Child Safe Standards our policies, procedures and documents have been updated and are available on our website.

Click here to view documents [Policies & Forms - St Margaret's Primary School East Geelong](#)

As you were made aware late last term, there have been *significant* changes to our Medication policies and procedures which are going to impact any children who require medication to be administered at school. The new policies and procedures are set by MACS (Melbourne Archdiocese Catholic Schools), our governing body. If your child is to have any prescribed or over the counter medication administered orally or topically at school the changes will affect you. As of 1st July, 2022 we will no longer be able to give any medication to students unless we have a Medical Management Plan signed by your child's health care professional and a new Medical Authority Form. Please note this includes panadol, antihistamines and creams/lotions.

We will ensure any necessary changes are made in the simplest way possible.

Stay safe and stay well. Have a wonderful week.

Susan

*We acknowledge the traditional owners of the land that St Margaret's is located on, the Wathaurong people. We pay our respects to Elders' past, present and emerging and acknowledge the importance of Aboriginal culture in all the work we do.*



*All students attending St Margaret's Primary School have the right to feel safe. The care, safety and wellbeing of children and young people is a fundamental responsibility of all within our school.*

*St Margaret's is a culturally safe environment in which the diverse and unique identities and experiences of all children and young people are respected and valued.*

### School Community News



In August of 2022 schools are required to identify the number of students who receive additional adjustments at school because of a disability following the guidelines outlined in the National Consistent Collection of Data (NCCD). Funding is then provided to the school to continue these adjustments for the following year.

Please see our school website, which provides information around this process. If you have any questions please contact Sonja Ginn, Learning Diversity Leader, 52297453

### Upcoming Dates

#### July

- 14 Parents and Friends Meeting 7pm
- 22 Trivia Night

#### August

- 1 Emmaus Meal 6.30pm
- 2 School Representative Board Meeting 7pm

#### First Eucharist

The students in Year Four students receiving First Communion will do so on **August 28<sup>th</sup> at 2.30pm.**

Preparation for First Eucharist will begin with our 'Emmaus Meal', a preparation night for students receiving Communion for the first time, and their families. This will be held on Monday, August 1<sup>st</sup>, commencing at 6.30pm.

ST MARGARET'S P&F PRESENTS

# TRIVIA NIGHT.

<b>THOMSON FOOTBALL CLUB ROOMS</b> (behind school) 22nd July 7pm for a 7.30pm start	Tickets available at the school office. Pay via bank transfer or cash. Book individual tickets or a table of 8.
	Lets have some fun and put our brains to the test.

PRIZES AWAIT OUR WINNERS!  
 \$15 per person  
 BYO FOOD/PLATTER/SNACKS  
 drinks at bar prices

Bank DETAILS  
 BSB: 083 347  
 Account: 426802879  
 Please use SURNAME as reference

Smiling is infectious  
 You catch it like the flu  
 When someone smiled at me today  
 I started smiling too  
 I walked around the corner  
 And someone saw me grin  
 When he smiled I realised  
 I had passed it on to him  
 I thought about the smile  
 And then realised its worth  
 A single smile like mine  
 Could travel round the earth  
 So if you feel a smile begin  
 Don't leave it undetected  
 Start an epidemic  
 And get the world infected.

Spike Milligan

<p><b>St Margaret's Primary School</b>        83 St Albans Road        East Geelong 3219        Ph 5229 7453</p>	<p>Acting Principal: Susan Perks <a href="mailto:sperks@smgeelongeast.com.au">sperks@smgeelongeast.com.au</a>        Office Manager: Anne Miller <a href="mailto:amiller@smgeelongeast.com.au">amiller@smgeelongeast.com.au</a>        Business Manager: Libby Fitzgerald <a href="mailto:lfitzgerald@smgeelongeast.com.au">lfitzgerald@smgeelongeast.com.au</a>        Parish Priest: Father Jim Clarke <a href="mailto:frj@stmarysgeelong.com.au">frj@stmarysgeelong.com.au</a></p>
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## 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](#).