



KEY DATES

A number of our extracurricular events have been cancelled / postponed in line with the advice received from the Catholic Education Office and the Minister for Education.

School Birthday 149 years

17 May

Further information on events is available on our website
<http://www.cc.catholic.edu.au/news-events/calendar>

T: 08 8648 9700

Absentee SMS:
0428 071 211

www.cc.catholic.edu.au

Principal's Message

College Birthday

On Sunday our college celebrates its 149th birthday. This special occasion marks the day that the founding Sisters of St Joseph held the first lessons in a shed on the Port Augusta Wharf on 17th May in 1871. Although this year will be a 'low key affair' due to COVID-19, it is still a wonderful opportunity to reflect on the extraordinary story of our college. Joy, pride and hope have been the hallmarks of our college for the past 149 years and they continue to inspire us today. I am excited that these virtues will propel us in to our 150th year in 2021 and allow us to celebrate the magnificent achievement with great zest and pride.

Virtual Assembly

COVID-19 has created many challenges for us. Among them is the inability to hold mass gatherings such as assemblies. They say that 'necessity is the mother of invention'. In the absence of these important gatherings staff have had to be creative and think of new ways to engage with the broader college community. I encourage you all to take the time to see all the impressive things that the students have been doing at school by watching our virtual assembly. You will be able to find it in the coming days on the college's Facebook page.

Year 12 Jumpers

The Year 12's were happy to receive their jumpers earlier this week. These jumpers are a rite of passage for our senior students. They represent a 13-year journey of schooling. They acknowledge that our Year 12's are the leaders of our school. Wearing the same colours implores camaraderie and mateship. The students wore them with a renewed sense of pride.



COVID-19 Update

The Federal Government announced its plan to lift restrictions last Friday. Subsequently, the State Government has provided further details for how this will occur in South Australia. A gradual return to 'normal' has ensued. It is important that we maintain a cautious approach because we know circumstances can quickly change; however, in recent weeks there has been a shared sense of relief and joy with our school taking on its usual form.

Attendance

I am pleased that student attendance has continued to increase beyond 90% this week. This reflects the confidence that parents and students have in our college being a safe and happy place to learn in the current climate. Of course, we continue to understand and support those families who might need or want to keep their children at home for genuine reasons.

Mode of Learning

A decision was made in Week 1 to re-orientate our mode of learning from Learning@Home to face-to-face teaching due to the high rate of student attendance. While this has been the main mode of delivery for learning, teachers have continued to maintain the Learning@Home packages for those students who were unable to attend school. Given that student attendance is now in the 'normal' range, we will no longer be producing the Learning@Home packs each week. Instead, teachers will simply liaise with those individual students (and parents) who are unable to attend school to support them in their learning.

Uniform

With the vast majority of students now attending school and the normal timetable being followed, we will be returning to our normal [Student Dress Code](#). The expectation is that all **students will be in the correct winter uniform from the beginning of Week 5**. We generally have a two-week changeover at the beginning of Term 2 to allow students to transition from the summer uniform to winter uniform. Given that the college has provided significant flexibility in the first five weeks of this term, we believe that it is fair to reinstate the Student Dress Code in full from the beginning of Week 5. Thank you for your help in ensuring that this occurs.

Enrolments are
now open for
Reception Term 3



MID YEAR RECEPTION INTAKE



CARITAS COLLEGE

Mid-Year Reception Enrolments

I remind families that we are currently accepting enrolments for Term 3 this year. We ask that an Application for Enrolment form be completed for any new children starting. This form can be requested from our website [request an enrolment pack](#) or collected from the front office at any time.

Your child may be eligible for a mid-year enrolment if they turn 5 on or before the 31 October. Please note that NO fees will be required for new reception students who enrol at our mid-year intake for 2020. This decision has been made in response to COVID-19, as we recognise that it has caused considerable challenges for some families.

If you have any questions regarding enrolling your child and/or starting dates please contact the college and we will happily help you.

Damian Smith, Principal



REGISTER FOR YOUR ACTIVITY PACK
1800 759 865

DONATIONS WANTED!



Looking to source:

- Fibreglass fishpond or container
- Old benches
- Large logs
- Large rocks
- Barkchips
- Plant pots
- Old pallets

NEW SMS

A friendly reminder to families that we have changed our SMS absentee mobile number. Please delete our old number and use **0428 071 211** to communicate with the school if your child is going to be absent.

Thank you



 **Centacare**
Catholic Country SA

In celebration of
Join Us Families
18th – 22nd May 2020

For a 'Free' Family Activity Week
from the comfort of your home

To Register for your Free Family Activity Pack
Phone 1800 759 865

 Promoting
Stronger Safer
Communities

 www.cccsa.org.au

Design & Technology – 5/6 Gold

Students in 5/6 Gold have been learning about cyber safety and how to protect themselves online. The students planned, researched and created posters as part of Design and Technology. They shared their findings including tips and statistics with 3/4 White.



Year 11 Psychology

Students have been investigating the Fight or Flight response that is activated in our autonomic nervous system. Students had to identify what happens to their body during a threatening situation and how their body calms itself.



Acts of Kindness

Throughout Catholic Education a number of 'Acts of Kindness' were undertaken throughout the week by our students and staff. [#RaisingHeartsandMinds](#)

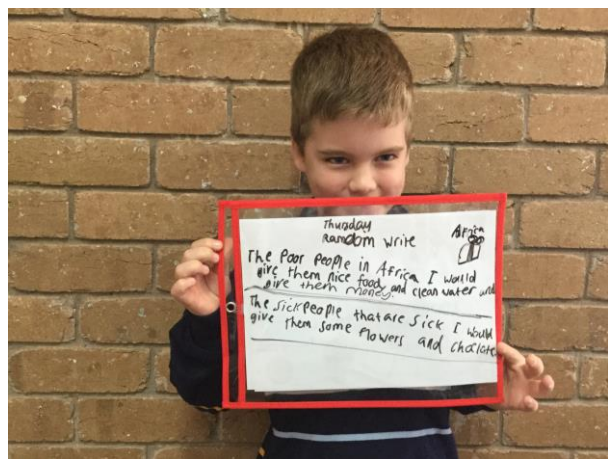
ACTS OF KINDNESS

RAISING HEARTS AND MINDS

Year 8 Blue students wrote letters to the staff at the Royal Adelaide Hospital thanking them for all the hard work they have been doing. They were delivered on International Nurses Day!



Year 3/4 White students responded to this question; If you could provide one gift to each child in the world, what gift would you give them? Why? The student's responses ranged from a simple hug, basic needs such as water and shelter and money. In the midst of the current pandemic it is a great act for our up and coming generation to show kindness and gratitude.



Year 10 Blue students wrote letters of thanks and gratitude to a number of our local 'essential workers'.

Dear Doctor,

Thank you for sacrificing your safety for the better of everyone during this pandemic. I hope you and your family stay safe and healthy. You are a big part of the reason South Australia is almost COVID-19 free and everyone can go back to their regular lives. The pandemic must have made your job a lot harder and much more stressful so on behalf of the town I would like to thank you for doing all that you have to do your job everyday and to still be doing it throughout the pandemic.



Learning Assistance Program (LAP)

LAP is a mentoring program which is offered to students from Reception to Year 6. A LAP student works with a volunteer on a range of activities from extension work in various curriculum areas, to the development of fine/gross motor skills, or reading or writing activities, craft activities etc, depending on the needs of the student.

Year 12 students contribute significantly to our LAP program by volunteering to work with a primary buddy on a weekly basis.



Home Economics

Year 9 students have enjoyed being back in the kitchen and making scrumptious sausage rolls.



Over the past few weeks the Year 10 students have been looking into various forms of food presentation. This week they practiced some plating techniques and presented a selection of entrees and main courses.



delicious

'Extraordinary' – 1/2 Gold

Miss Pynor's 1/2 class have been reading 'Extraordinary!' A story about reaching for the stars and being extraordinary . . . but remembering the ordinary too. They then ventured outside to find things that they could use to create their own extraordinary.



Chemistry - Year 11

Our Year 11 students had to perform several accurate titrations against the standard solution and completed appropriate stoichiometric calculations in order to determine the exact concentration of ascorbic acid in pineapple juice.



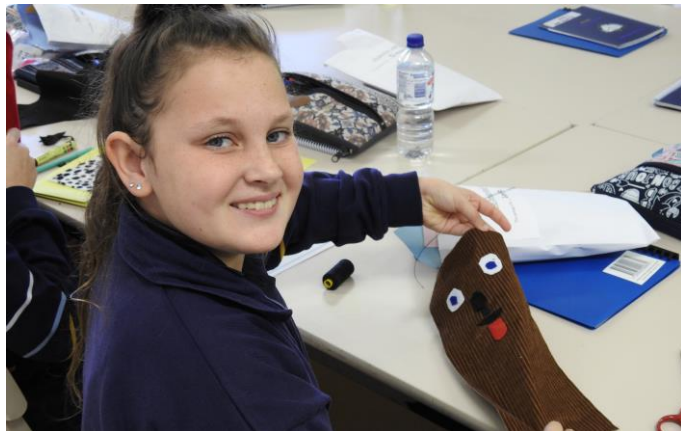
Mathematics – Year 9

Our Year 9 students have been learning about back to back stem and leaf plots as a way to compare and represent numerical data. They compared the weight of M&Ms to Smarties and described the spread and range of data, using averages to make comparisons.



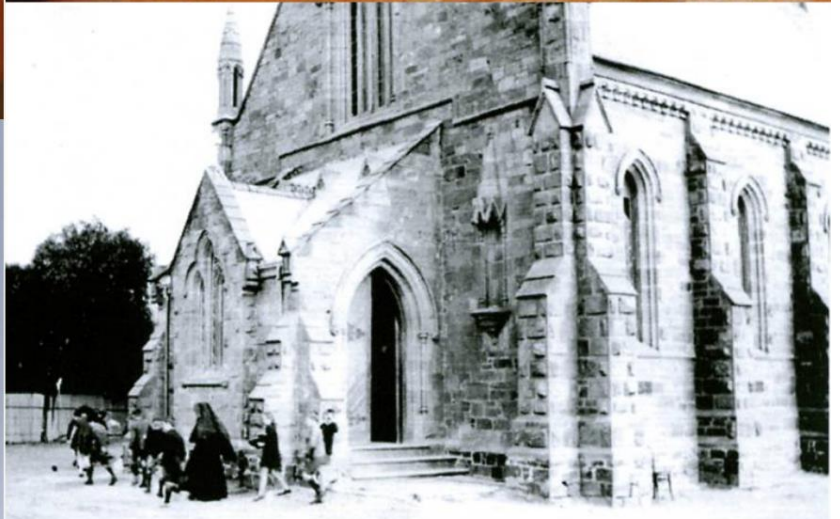
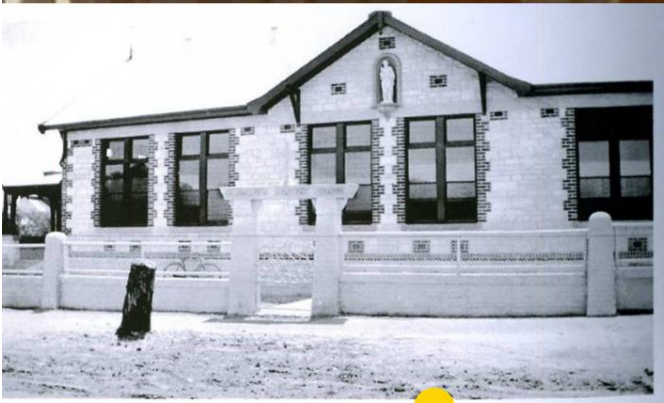
Design & Technology – Year 7

After a few weeks without prac lessons the Year 7 Design and Tech Textiles class have been excited to get back onto the sewing machines to make little bean bag buddies. Created as a possible learning at home task each student was given an envelope containing all the supplies needed. Starting with a piece of corduroy and some scraps of felt many have been very creative in the designs they have come up with.



149 YEARS OLD

17 May 2020



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. This can include payment of professional learning for staff and building inclusive cultures in schools.

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*.