

doxaschoolbendigo

valuing the diversity, resilience and potential of young people

June 2022



A WORD FROM OUR PRINCIPAL

I'd like to extend my gratitude to all our parents/carers and families for their support over a busy term so far. There has been a lot of illness throughout the community with COVID, colds and influenza having an impact on our school throughout the last couple of months. While I feel that we will be battling these things for a while yet I sincerely hope that we all remain well. Thank you to those families who have continued to test for COVID 19 and for keeping sick students' home, these practices have helped to minimise the impacts of illness on the school. Compared to some schools across the region we have fared pretty well.

It has been great to see students involved in excursions again. We have recently taken groups of students to the football at Marvel Stadium, to Sovereign Hill in Ballarat and to Melbourne to see Cinderella at the Regent Theatre. Unfortunately, Cinderella was cancelled due to illness amongst the cast and our group wasn't informed of this until they were almost in Melbourne, but they managed to have a fun experience at ArtVo at the Docklands instead. The feedback from students and staff was positive, with all of us excited to be able to participate in these experiences after the past two years.

ILP meetings are due to take place over the next couple of weeks and if she hasn't done so already, Colleen will be contacting you to organise a meeting time. We will be able to do our ILP meetings on-site this term which is good. If for any reason you would like to conduct your meeting on-line don't hesitate to let Colleen know and she will do her best to arrange it. I think that the general feedback for parents and carers will be positive, students have settled well and the handful of new students who started with us at the beginning of term have made a positive start.

Lastly, on behalf of the school community I would like to extend my condolences to our student Kyrah and her family after the tragic, recent passing of her brother. Our thoughts and prayers are with them during this sad time.

God bless, and I pray everyone in our community remains healthy during the last couple of weeks of term.

John



Important Dates to remember

Thursday 9th June - ILP day

Monday 13th June - Queens Birthday (public holiday)

Friday 24th Last day of term

Monday 11th July - First day of term 3

Ways to contact the school on 54428140 or 0417 108 870 or message us on Facebook
<https://www.facebook.com/DoxaSchoolBendigo/>

WHAT'S HAPPENING AROUND THE TRAPS

AMINDA'S CLASS

As we are drawing toward the end of Term 2, it is certainly worth noting that the students in our class have truly settled into their school. It has been great to see our class continuing to attend regularly, and participate in the many opportunities provided by Doxa school.

This term, we have been building on our vocabulary learning new and obscure words. The students have been putting their IT skills to good use by producing information reports on Google Slides. In Math's, students have been building on their knowledge of Measurement & Geometry concepts such as unit conversion, area and perimeter.

Our class has had the opportunity to go fishing as a class! We didn't get any bites but managed to have a good time nevertheless. We visited the Elvis: Direct from Graceland exhibition here at the Bendigo Art Gallery. Some of us were fortunate enough to go to the footy on Friday the 13th of May to see Collingwood v Western Bulldogs. It was a fantastic experience for everyone involved. We were able to travel to Ballarat and visit Sovereign Hill and experience the wonders of a gold mining town preserved in history. A truly educational experience had by all!

From Aminda & Claire's class, we would like to wish all the members of the Doxa community a safe and warm winter break. We look forward to seeing you all next term.

TWO RECYCLING REMINDERS

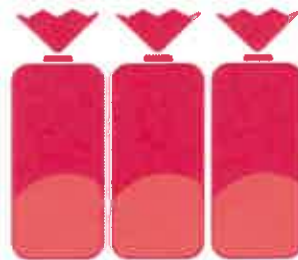
It's important that items being recycled are not contaminated with other products and are as clean as possible. Here's a quick checklist for you:

What is a bread bag for recycling purposes?

The rule of thumb is that if it has contained bread of some sort and is a soft plastic, then it's a bread bag. If it hasn't contained bread, then it's not a bread bag.

How clean do the bags have to be?

Bread bags should be free from crumbs to ensure no contamination during the recycling process but they do not need to be washed.



Wonder Recycling Rewards Programs

Wonder Recycling Rewards Programs for Schools has started for this year. We are asking all families to send their 'Bread Bags' and 'Bread tags' into school with their student/s. It can be any brand of bread or bread product, including from a bakery!

All bread bags and tags that our school collects by the end of term 3 will be turned into points that we can then use to purchase sports equipment (i.e. basketballs, footballs, soccer balls...)

If you would like more information on this initiative please visit <https://wonder.com.au/>

Or call the school on 5442 8140

WHAT'S HAPPENING AROUND THE TRAPS cont.

RUTH'S CLASS

Welcome to our second newsletter for term 2.

Since our last check in we have welcomed new students into our classroom. We say a huge welcome to these students and families.

Students have continued to build on their literacy and numeracy skills and we have completed work around our Indigenous Studies. Students have completed information reports on Indigenous persons of interest and some of these are Adam Briggs, Albert Nomatjira, Kobie Dee, Patty Mills and William Cooper.

Some of our students have had the opportunity to go to Marvel Stadium and watch Collingwood and Bulldogs and Geelong and the Bulldogs. Our whole school excursion was to Sovereign Hill and was enjoyed by both students and staff.

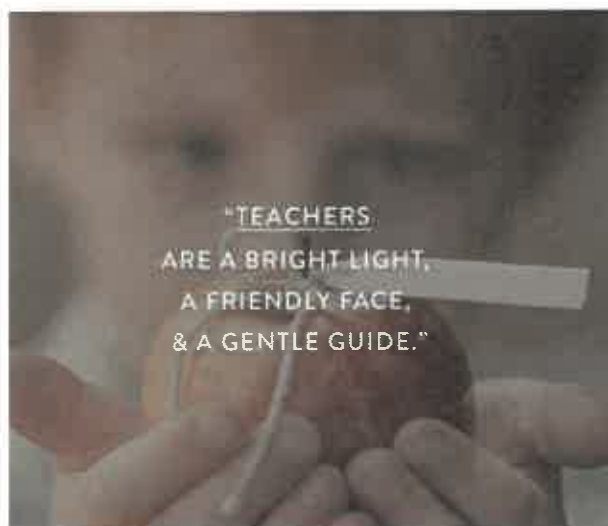
Two students from our group were able to visit ArtVo at Docklands where they explored 3D images and were able to immerse themselves into the images creating some amazing photographs. Check them out on our Facebook page!

The staff on all of the excursions spoke highly of the student's involvement and the way they took up opportunities presented to them at these events. We look forward to planning and working with students in preparation for camps in term 3 and more excursion opportunities.

Please remember to book in your ILP with your students teaching and wellbeing staff and the students first semester reports will be available by the end of term.

Thank you,

Ruth and Tony



WHAT'S HAPPENING AROUND THE TRAPS cont.

LOU'S CLASS

What a term it has been in our room! We have been really lucky to welcome 3 new members to our class and we are all working really hard to get to know each other, sharing interests and hobbies.

Earlier this term we had a great time attending the Elvis exhibition at the art gallery, his costumes and the MG were the biggest hits. Throughout the term we have all been able to participate in excursions to the football and Sovereign Hill, both were great experiences.

We look forward to discussing student's success, challenges and future goals in upcoming ILP meetings.

We have begun discussing camps and the preparation will continue into next term, we are all really excited to be able to go on camps again and look forward to the excitement continuing to build.

Lou & Carla

KY'S CLASS

Term 2 is a short one but we have squeezed so many things. We have been to Mt Tarrengower, Sovereign Hill, the AFL and we still have Chartsec, the Goldmines and ILPs to go.

The Sovereign Hill excursion was very interesting and I think everyone enjoyed the lollies shop! It was a fantastic day learning about the evolution of technology and being immersed in an old-time mining town.

Chartsec is on next week and is a driver training experience for our young people to support them getting their licence. Students will have the opportunity to learn some "RoadSmart" information as well as the practical aspects of driving a car. We are sure it will be a great day and we will take heaps of photos to share on the Facebook page.

Work experience is continuing this term with some students finished their placement and others just beginning. The feedback we are receiving from employers is very positive with the potential for ongoing employment for some.

We look forward to seeing everyone for their ILP meetings coming up soon.

Ky and Jac

WHAT'S HAPPENING AROUND THE TRAPS cont.



Check out the Doxa School Bendigo Facebook page for more photos

Fire Carrier Covenant

Doxa School is in the process of implementing a F.I.R.E Carrier Covenant with the support of the Catholic Education Office Sandhurst. Here's some information about what it all means:

What does F.I.R.E Carrier mean?

- The F.I.R.E acronym comes from Friends Igniting Reconciliation through Education. It is a project that assists schools to build knowledge, understanding and action on reconciliation.

What is the history of the F.I.R.E Carrier project?

- It is around the fire that stories are told and the laws taught. In the Aboriginal community fire represents the spiritual connection for the individual to Mother Earth and the Ancestors. And so it is 'fire' that will represent the learning and teaching for a school journey towards reconciliation.

What is a 'covenant'?

- A Covenant is a sacred agreement

What are the core values of the project?



Spirituality: This symbol Aboriginal painting means campfire. The campfire is where people meet and stories are told. In the FIRE Carrier program we use the campfire symbol to represent the core value of spirituality. We invite you to educate yourself and others about Aboriginal Spirituality and its connection to Eco Stewardship/stewards of the earth.



Cultural Recognition & Awareness: This symbol represents the Message Stick. The Message Stick is passed between clans and language groups to transmit messages, invitations and information. FIRE Carrier programs use the Message Stick to signify Cultural Recognition and Awareness.



Practical Reconciliation & Justice: This symbol represents journey in Aboriginal painting. It has been chosen to represent the journey towards Reconciliation for Aboriginal peoples.



Ecological & Custodian Stewardship: The Spirituality of Aboriginal people remains constant through the connection between the land and nature, and Aboriginal identity and the Dreaming. It is argued that ecological renewal and sustainability depends upon spiritual awareness and an attitude of responsibility. This must include the recognition of creation as sacred and behaviours that honour that sacredness.

Where can I find more information?

- <https://www.ceosand.catholic.edu.au/catholicidentity/kalik/fire-carrier> has a range of information and we will add our covenant onto our Doxa School website shortly

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*.