

# doxa school bendigo

valuing the diversity, resilience and potential of young people

February 2023



## A WORD FROM OUR PRINCIPAL

### **Welcome to the start of the 2023 school year!**

Welcome to the new and returning students and their families.

May you all feel welcomed, inspired and valued along the journey that we have all begun together.

We have a fun filled year planned with many different opportunities for all.

### **Orientation Program:**

We have had a busy beginning to the term with the orientation program starting the year.

This program is where all of the students took part in a range of activities to build connection to the Doxa space, their peers and staff.

Thank you to everyone that was able to participate in the family morning tea.

### **Naplan:**

Naplan is scheduled for term 1 this year for any year 9 student who have chosen to take part.

The testing schedule will run from Wednesday 15th March till Monday 27th March.

### **ILP Meetings:**

Our Individual Learning Plan meetings (ILPs) are a time each term where staff, students and their families can discuss how things are going.

The meetings are an important time to ask questions and develop plans to help students develop their skills and strategies to work towards their goals.

ILP meetings will be running on

21st February 9-1pm

2nd March 1-5pm

6th March 9-5pm

### **Building works:**

We started the year with works being undertaken on our building.

The work that was done on the external brickworks has almost been completed.

The work on the internal building has a lot to still happen.

Everyone has done a lovely job of being patient and staying clear of the area.

We are hoping to have the works completed over the next holiday period.

### **Attendance:**

Just a reminder that if your child is going to be absent, has an appointment or needs to leave early please contact the office on 5442 8140 or text 0417 108 870.

Vanessa Brown  
Principal

# WHAT'S HAPPENING AROUND THE TRAPS

## AMINDA'S CLASS

It has been a fantastic start to the year in Aminda and Carla's classroom. We have had the most new enrolments in our class which means a lot of new lovely faces here at Doxa!

Carla and Aminda have been very happy to see such high attendance of both new and returning students in our space.

We have kicked off the year with some testing, as usual, but we have also been quite fortunate to visit some local parks and sites. We are very happy with our start to the year and look forward to what the year brings us!

Aminda & Carla

## EMILY'S CLASS

It has been a wonderful first four weeks back into the school year.

This year, we have Tony supporting wellbeing and Emily teaching. We have enjoyed getting to know each other - with some of us starting their Doxa journey (including Emily!). As a class, we have enjoyed classroom problem solving activities and games; a milkshake at Old Green Bean and a walk to Lake Weeroona.

We have linked our numeracy topic this term with planning some of our class activities, as we are learning all about location and directions in our VPC unit. In literacy, we have been exploring imaginative texts including children's books, short videos, songs and fables. All while having a laugh (or pretending to giggle at Tony's dad jokes!).

Thanks,

Emily & Tony



## IMPORTANT DATES TO REMEMBER

MONDAY 6TH MARCH - ILP DAY  
MONDAY 13TH MARCH - LABOUR DAY PUBLIC HOLIDAY  
WEDNESDAY 15TH MARCH - IMMUNISATION DAY  
THURSDAY 6TH APRIL - LAST DAY OF TERM 1  
FRIDAY 7TH APRIL - GOOD FRIDAY

# WHAT'S HAPPENING AROUND THE TRAPS cont.

## RUTH'S CLASS

Welcome to Term 1 in Ruth and Jacinta's room. What a great start we have had to the term. We have new and existing students within our space and it is great to be getting regular attendance from our students.

Jacinta is our wellbeing worker this year and has already spent time with our students building routine around check-ins and ILP goal development. These will be further developed as our ILP meetings come around.

Ruth is the classroom teacher this year. Your students will be covering work in both VPC (Victorian Pathways Certificate) as well as Victorian Curriculum. We have both year 10's and 11's in our class so some will be covering VPC over 3 years (yr 10's) and some over 2 years (yr 11's). If you have questions around this please give us a call.

Most students have completed the requirements of testing for Numeracy and Literacy and well as spelling and dictation. These results will be available to discuss at your upcoming ILP meetings.

We encourage all students to have a go at all work tasks given to them in class and to join in all the elective and participation programs offered to them during their time at school.

We look forward to working with families and carers during the year.

**Ruth and Jacinta**

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### **NCCD - Nationally Consistent Collection of Data—see attached**

*Funding for Specialist settings changed a few years ago to what we now call NCCD (Nationally Consistent Collection of Data).*

*With this change, we must now identify how we cater for the specific needs of each individual at our school. Catholic and Independent schools are required to do more of this, due to the way we are funded.*

*What this means is that we collate data around learning and wellbeing strategies that we have used with your child. This information is submitted online to the government and this determines how much funding we receive into our school. It is important to remember that the use of the term 'disability' does not mean that your child has been diagnosed with a formal disability, but that as a school we need to make adjustments to the way that we provide support. This applies to all students who attend settings such as Doxa.*

*While it is not possible for schools or families to 'opt out' of the NCCD, the privacy and confidentiality of all students and their families is treated with utmost importance. Data is collected within each school, and personal details, such as student names and other identifying information, are not provided to local or federal education authorities.*

# WHAT'S HAPPENING AROUND THE TRAPS cont.

## LOU'S CLASS

What a great start we have made to the year! While Lou was on leave, Jacko filled the brief of 'just have fun' and encouraged a couple of our students to write something about their experiences at Doxa so far.

Grace wrote:

Since starting at Doxa I haven't missed a single day and I have enjoyed every day so far. Being able to stay at school for a longer time has been wonderful. I can't identify a singular thing that has made it so good, but I have really enjoyed the half days and being able to take a break when I need it. Coming to Doxa felt pretty easy for me and I enjoy being able to do so much work without over stressing about it. One thing that makes Doxa stand out is the unique ability of 1:1 teaching and smaller classes. It helps me feel more confident in my abilities, I am extremely grateful for that. Doxa has helped me feel safer and accepted at school, it's great that school is not a battle anymore.

Evey wrote:

At Doxa, they make sure kids can still have a good education while being comfortable. They have made it easier to come to school and given us opportunities to go out and to do things like get milkshakes, have BBQs and do outdoor activities. Doxa has made school a good place to be.

We are so grateful to our students and their families for choosing us and trusting us to work with you. Our first ILPs for the year are this week and next, it'll be great to talk through all of our wonderful achievements so far and to make plans moving forward.

**Lou and Claire (with a special guest appearance from Jacko)**

## WHAT IS LENT?

Lent is **the period of 40 days which comes before Easter in the Christian calendar**. Beginning on Ash Wednesday, Lent is a season of reflection and preparation before the celebrations of Easter. By observing the 40 days of Lent, Christians replicate Jesus Christ's sacrifice and withdrawal into the desert for 40 days.



# WHAT'S HAPPENING AROUND THE TRAPS cont.

## BEING A CHILD SAFE SCHOOL

Here at Doxa School Bendigo we work really hard to make sure that everyone experiences our environment as being a welcoming and comfortable place. Over the course of the year, we will provide more information about some of the things we focus on as a school to make sure we are all working together on this.

Our beginning commitment to child safety comes from the principles adapted from the Catholic Education Commission of Victoria (CECV) publication 'Catholic Schools, Child Safe Schools', which identify:

***1. Having as our primary concern the safety and wellbeing of children and young people.***

*At all times, the ongoing safety and wellbeing of all children and young people will be our primary focus of care and decision-making.*

***2. Empowering families, children, young people and staff to raise concerns.***

*In partnership with families, we will ensure children and young people are active participants in making decisions, particularly regarding decisions that could have an impact on their safety.*

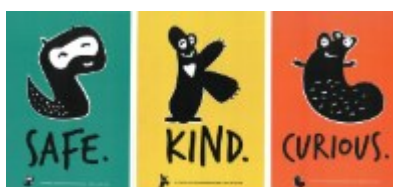
***3. Careful planning and effective practices.***

*We will continually identify any risks to children's safety and aim to reduce/eliminate them wherever possible. We will also have open and well-understood policies, procedures and practices.*

Further information is also available on the Doxa School Bendigo website, via the Catholic Education Commission of Victoria website [www.cecv.catholic.edu.au/Our-Schools/Child-Safety](http://www.cecv.catholic.edu.au/Our-Schools/Child-Safety) or The Victoria Department of Education website [www.education.vic.edu.au](http://www.education.vic.edu.au)

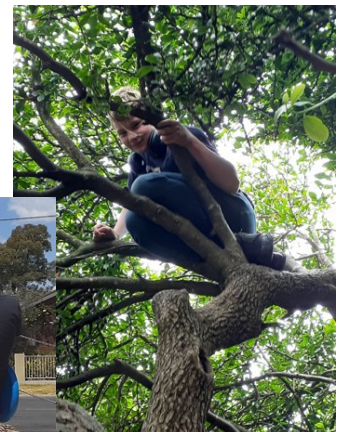
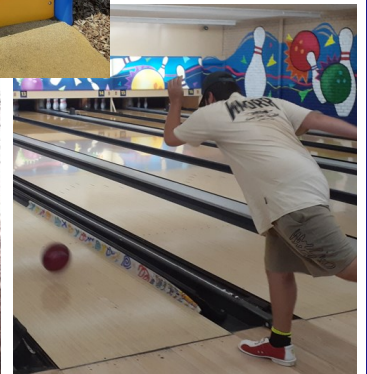
Throughout the year, we will continue to provide further information to students, parents/ carers/families and the community about the ways we can all contribute to making our school the safest place it can be. These include through things like our school expectations of being **safe**, **kind** and **curious** at all times, how we manage visits/excursions/camps, and through our Positive Behaviour Support Policy.

If you have questions or thoughts about how we do things, please feel free to get in touch with Vanessa Brown (Principal) or Nick Grainger (Child Safety Officer).





# WHAT'S HAPPENING AROUND THE TRAPS cont.





## 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](#).