

# doxa school bendigo

valuing the diversity, resilience and potential of young people

February 2019



## A WORD FROM OUR PRINCIPAL

Hello and Welcome to 2019 to all our students and families new and old. I hope that you all had a safe and happy Christmas and New Year season. Our year has started pretty smoothly with students settling in well. It has been great to welcome all our students over the past couple of weeks and although it can be an anxious time, particularly for new students there is certainly a positive vibe in the community at this point. It has been promising that most students are attending often and the Class Groups seem to be working well together.

There are some information sheets included in this issue of the newsletter about Government collection of information. If you have any questions, please let us know. Also in this issue is an information sheet regarding Catholic Education Office employee, Daniel Giles, a professional speaker who is an Autism self-advocate. Daniel, with his father, Darryl are presenting an insight into living day to day as a person on the Autism Spectrum. A great opportunity to learn about Daniels journey to living independently, employment and achieving the best outcomes. See the flyer for more details.

There are a few changes this year in our program and also with staffing. Most of our VET students are undertaking their VET subject at Bendigo and Kangan TAFE this year. Our only group to be on site is our Hospitality class. This has been a bit stressful for some of our students but it also enables more of them to participate in a greater range of opportunities. We have students undertaking studies in Automotive, Engineering, Building and Construction, Animal Studies, Allied Health, Hair and Beauty as well as Hospitality.

Many of you will know that long term staff members Paul and Carina left us last year and we have been able to welcome Brad Gargiulo and Ruth King to our staff team for 2019. Many families already know Brad and some may also know of Ruth who has come to us after 10 years of teaching at Eaglehawk Secondary College. Brad and Ruth are classroom teachers and I am sure you will get to know them well as the year progresses.

We also welcome Carla Dullard to our team this year. Carla is working as part of our Wellbeing Team supporting the great work that Nick, Jacinta, Mick and Tony have been doing.

Many of our students participated in our Orientation Excursions last week and had a fun time either surfing at Ocean Grove, playing at the Water Park in Whittington or walking and exploring at Hanging Rock. I would like to encourage all students to make the best of the opportunities that come up at Doxa School so they get the best out of their time with us.

We will be running a camps and excursion program that can provide some fantastic experiences for our kids and I'm really looking forward to enjoying sharing some of these experiences with them.

Don't forget that we have ILP meetings coming up soon and if you haven't been contacted by Colleen to organise a time you will be shortly. These meetings are important in planning with you how best we can support your child to achieve the best for themselves this year. It is important for them to know that parents and guardians are in partnership with the school in supporting them.

Thanks in anticipation of your support this year and I look forward to catching up soon.  
John Russell  
Principal

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

## IMPORTANT DATES



### ILP meetings:

Wednesday 6th March - **Student free day for all classes.**

Friday 8th March - ILP meetings for Ruth & Nicks class  
**Student free for Ruth & Nicks class**

Tuesday 12th March - ILP meetings for Brad & Tony's class  
**Student free for Brad & Tony class**

Wednesday 13th March - ILP meetings for Ky & Jac's class  
**Student free for Ky & Jac's class**

Thursday 14th March - ILP meetings for Lou & Micks class  
**Student free day for Lou & Micks class**

**STUDENTS ARE REQUIRED TO ATTEND SCHOOL FOR THEIR ILP MEETINGS**

## WHAT'S HAPPENING AROUND THE TRAPS

### SHED

There are some exciting times coming to the Doxa Shed this year. The Shed is set to become an educational resource that all classes and all students will have access to. The Shed will focus on four different aspects of providing hands on options for our students.

There will be skills, design, production and later on in the year enterprise. This also means that there is significant changes happening in the shed and unfortunately the Shed will not be up and running as early as we would have hoped with another couple of weeks required to remove some older machinery and purchase and install new equipment.

Keep an eye out for further developments in future newsletters and be sure to ask the young people that you care for that attend Doxa what they are doing in the Shed.

Jacko

## A Way of Being in Our School Community

Doxa has recently adopted some new school community expectations that we are beginning to promote across our student, staff and school community. These expectations are formed around 3 key themes –

- **Be safe**
- **Be kind**
- **Be curious**

The adoption of these themes across our community is a long-term process and we look forward to inviting everyone at Doxa to contribute. Part of this will be in building our understanding of what 'safe' looks like, feels like and sound like at Doxa; what being 'kind' looks, feels and sounds like; and what being curious, looks, feels and sounds like at Doxa.

To learn more about this, we will involve all members of our school community. If you have any questions, give one of our PoPPI (Pillars of Positive Practice) team a call.

**Nick, Ky, Jac & Brad.**

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## **A word from a new staff member**

Hi and welcome to the 2019 school year.

I would like to take the opportunity to introduce myself to you. My name is Ruth King and I have recently started at DOXA for the 2019 year. I have previously worked at Eaglehawk Secondary College for over 10 years and before that a Chef for 15 years.

I have had the opportunity to talk with most parents from my group but I would officially like to say welcome and I look forward to working with you all for the year. Your students have been working on individual testing for Literacy and Numeracy and we have begun a unit on designing our future homes and how to purchase a house using different mediums including local excursions to real estate businesses, display homes, websites, blogs, newspapers and more. The students are working well and I'm looking forward to seeing their final pieces of work.

I would also like to welcome Nick and Carla to our classroom. Both Nick and Carla are our wellbeing support this year.

Please feel free to contact me if you have any questions

Ruth King

## WHAT'S HAPPENING AROUND THE TRAPS cont.

### Ky & Jac's class

Term 1 is always busy with students settling in to a new room and a new schedule. So far we have been working on in class testing and have started our first unit of work involving design. This is a VCAL unit that incorporates numeracy, literacy and some Work Related skills outcomes for students. As part of this unit students will be able to design and construct (to scale) a room of a house or a whole township! Jacinta and Kyleigh can't wait to see the end result. With ILP's coming up we have also been working with students to develop their goals so that they are ready for our meetings in the next few weeks.

### VET

The VET program has started for 2019 with VCAL students participating in a VET subject of their choosing. VET is a very important part of the school program with VCAL students needing to successfully complete their VET in order to pass their VCAL studies. With this in mind please help us by encouraging your student to attend their VET days and speak to us if they have any issues or concerns. We are more than happy for them to complete any work that they do not get done at Tafe while here so that students have every opportunity to experience success. If your student attends Bendigo Tafe for their VET unit there are cafe facilities at both the Charleston Road and City campus if students want to buy their lunch. There is also the opportunity to make a roll at Doxa before they head over to Tafe for the day. If you have any questions or concerns please feel free to give me a call at the school or ask your students classroom teacher.

### Ky & Jac



## DOXA CAFÉ

**REOPENS ON TUESDAY 5<sup>TH</sup> MARCH**

**AT 9.30AM TIL 11AM**

**\$3.50 PER CUP OR MUG**

**GET TOGETHER WITH SOME FRIENDS AND COME ALONG AND  
SUPPORT THE DOXA CAFÉ STUDENTS**

**PREORDER ON 5442 8140**



# From Diagnosis to OAM

## A Personal Autism Journey

### Bendigo

**Daniel and Daryl will discuss Daniel's journey from diagnosis to present day** giving an insight from Daniel's personal perspective of living day-to-day as a person on the Autism Spectrum.

Topics explored include diagnosis, school journey, independent living, employment and strategies used to achieve the best outcomes.

**There will also be an opportunity for question time.**

### Special Guest (Tues 12 Mar)

Leash Giles: Sibling perspective



### Presented by

**Daniel Giles OAM**

Autism Self-Advocate

**Daryl Giles**

Parent Perspective

### Ticket Prices


Individuals on the spectrum,  
family members & carers \$25

Professionals \$50

### Contact

e: [admin@speakinginsights.com.au](mailto:admin@speakinginsights.com.au)

w: [www.speakinginsights.com.au](http://www.speakinginsights.com.au)

 find us on Facebook

**Tuesday 12 March (6pm-8:30pm)**

**St Kilian's Church Hall**  
161 McCrae St, Bendigo

**Tickets: [www.trybooking.com/BARXI](http://www.trybooking.com/BARXI)**

**Friday 15 March (1pm-3pm)**

**All Seasons Resort Hotel**  
171-183 Mclvor Rd, Strathdale

**Tickets: [www.trybooking.com/BARXT](http://www.trybooking.com/BARXT)**

**Doors open 30 minutes before all presentations!**



ABN: 11 945 440 100

## ABOUT US

### Daniel Giles OAM



Daniel is a young man living on the Autism Spectrum who works tirelessly as an advocate for people on the Autism Spectrum and other needs.

He was diagnosed with Autism at the age of 2.5 years.

As a child, he experienced delays in verbal communication, did not understand social interactions and attended a special school.

With support from his family and many others, Daniel transitioned his education from special school to mainstream schooling.

Daniel then went on to achieve a Bachelor of Graphic Design (Hons) at University.

As an adult he lives independently, works part-time as a graphic designer and photographer, and does a range of volunteer work.

Daniel is actively involved in many roles including the Victorian Disability Advisory Council (DHHS), the Public Transport Access Council and the V/Line Accessibility Reference Group just to name a few.

He is also passionate about educating the community about living with Autism and mentoring others who live on the spectrum. Daniel has been speaking at professional development events, to health care workers, educators and families since the age of 13 and has a unique ability to give a clear insight of what it is like to live day to day on the Autism Spectrum as well as strategies that have helped him to manage his Autism and achieve great things.

Daniel was honoured to receive the Order of Australia Medal (OAM) in 2017 for his "Service to Disability & the Community".

### Daryl Giles



Daryl is proudly the father of Daniel and Daniel's three amazing sisters Leash, Lily & Sophie. He is inspired by and in awe of Daniel's self-advocacy work and all that he has achieved.

After several years of discussing the possibility of a collaboration with Daniel, Daryl has come on board to present with Daniel and provide a parent's perspective of Daniel's life journey from his diagnosis through to the incredible recognition of Daniel's social justice work when he was awarded the Order of Australia Medal (OAM) in 2017.

Daryl brings to the discussion some insight into the emotional process of coming to terms with your son or daughter's diagnosis as well as his perspective on subjects including strategies surrounding early intervention, inclusion, education, independent living, employment and a careful measure of tough love to achieve best outcomes for your child on the autism spectrum

Daryl has always been a calm and focused hands-on parent and willing to do what is needed to achieve the best for Daniel.

Together, Daniel & Daryl aim to bring our story far and wide and in doing so we aim to provide our audiences with:

- A better insight of the mind of a person on the Autism Spectrum.
- Some ideas for strategies to achieve best outcomes both at home, in the community and in school settings.
- A message of hope to the parents and families of children on the Autism Spectrum.





## For parents/guardians of students:

### 2019 Student Residential Address and Other Information collection notice

This notice is from the Australian Government Department of Education and Training (the department), to advise you that the department has requested that your child's school provide a statement of addresses, in accordance with the Australian Education Regulation 2013 (Cth) (Regulation).

A *statement of addresses* contains the following information about each student at the school:

- Student residential address (not student names)
- Student level of education (i.e. whether the student is a primary or secondary student)
- Student boarding school status (i.e. whether the student is boarding or a day student)
- Names and residential addresses of students' parent(s) and/or guardian(s)

Schools generate a record number for each student for the purposes of this collection, which is also provided to the department.

#### Purpose of the collection

This collection is routinely used to inform Commonwealth school education policy, and to help ensure that Commonwealth funding arrangements for non-government schools are based on need, and are fair and transparent.

On 20 September 2018 the Government announced that it will implement a new, improved capacity to contribute methodology used in the calculation of the Commonwealth's needs-based funding arrangements for non-government schools. This follows a review of the existing socio-economic status (SES) score methodology by the National School Resourcing Board. Further information about the review and the Government's response can be found here: <https://www.education.gov.au/review-socio-economic-status-ses-score-methodology>.

The information collected in the *statement of addresses* will be used to refine the new capacity to contribute methodology and may also be used in school funding calculations from 2020.

#### Use and disclosure of personal information

Your personal information is protected by law, including the *Privacy Act 1988* (Cth). Any use and disclosure of your personal information relating to the *statement of addresses* will occur in accordance with the Regulation.

Your personal information may be used by the department, or disclosed to the Australian Bureau of Statistics (ABS), for the purposes of SES score policy development, reviewing SES score methodology, calculating SES scores, Commonwealth school education policy development (including school funding), or where it is otherwise required or authorised by law.

For example, your personal information may be provided to the ABS for statistical and research purposes, which includes data integration projects such as the Multi-Agency Data Integration Project (MADIP). Further information on the MADIP can be found here:

[http://www.abs.gov.au/websitedbs/D3310114.nsf/4a256353001af3ed4b2562bb00121564/9099c77cb979d558ca258198001b27a0/\\$FILE/MADIP%20PIA\\_2018.pdf](http://www.abs.gov.au/websitedbs/D3310114.nsf/4a256353001af3ed4b2562bb00121564/9099c77cb979d558ca258198001b27a0/$FILE/MADIP%20PIA_2018.pdf).

The department may, from time to time, carry out audits of school submissions. In the event of an audit, contracted auditors may seek to compare a school's *statement of addresses* with student enrolment information held by the school. These contractors will not use the information for any other purpose.

The department may also be required to disclose your personal information to its service providers, including the Australian Government Department of Jobs and Small Business, for the purposes of the provision of information and communications technology (ICT) support services to the department:



### **What do you need to do?**

You are not required to do anything. Your school is responsible for providing the requested details to the department, however, you may wish to ensure that your school has the most up-to-date and correct details for your family.

### **Contacts for further information**

Your school can provide additional information about the process of the address collection.

If you have any further questions regarding the collection, you can contact the department by:

- Email: [seshelpdesk@education.gov.au](mailto:seshelpdesk@education.gov.au)
- Phone (free call): SES helpdesk on 1800 677 027 (Option 4)

The department's privacy policy is available on the department's website at [www.education.gov.au](http://www.education.gov.au). The privacy policy contains information about:

- how individuals can access and seek correction of the personal information held by the department;
- how complaints about breaches of the *Privacy Act 1988* (Cth) can be made; and
- how the department will deal with these complaints.



## FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

### WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of adjustment they are receiving to access education on the same basis as other students.

Each of the included students has been identified by a school team as receiving a reasonable adjustment to address a disability under the *Disability Discrimination Act 1992*.

### WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. However, until recently, the type of information collected has varied between each state and territory and across government, Catholic and independent school sectors. The national data collection ensures that, for the first time, information about students with disability is transparent, consistent and reliable at a national level.

A nationally consistent approach to collecting data provides evidence on:

- the number of school students receiving an adjustment due to disability
- the level of adjustment they receive
- the broad type of disability.

From 2018, the student with disability loading provided by the Australian Government is based on the national data collection. Funding is being provided via a loading at different rates based on students' received level of adjustment (supplementary, substantial or extensive). This will enable funding to be better targeted to student need as identified through the collection. Schools will continue to manage their total resources to meet the learning needs of their students based on the educational expertise of their staff.

It is important to note that states and territories are responsible for decisions about the level of funding for government schools; and non-government education systems and approved authorities are responsible for the distribution of the needs-based Commonwealth funding that they receive. While Government funding is calculated with reference to students enrolled at a school, the Government expects schools and school systems to pool their funding from all sources— Australian Government, state/territory and private— and prioritise their spending to meet the educational needs of all of their students. This is because the Government recognises that schools and school systems are best placed to understand the individual needs of students and budget accordingly.

The students with disability loading may be used for broader supports at the classroom, school and sector level, as well as for supports for individual students. Education authorities may, for example, opt to use funding for professional learning and to build capacity and inclusive cultures in schools.

Better information about school students with disability helps parents, carers, teachers, principals, education authorities and government to gain a more complete understanding of students who are receiving adjustments because of disability and how to best support them to take part in schooling on the same basis as other students.

### WHAT INFORMATION WILL BE COLLECTED?

Every year, your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's year of schooling
- the student's level of adjustment
- the student's broad type of disability.

If a student has multiple disabilities, the school team, using their professional judgement, selects the broad category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory. The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

## HOW WILL THIS DATA BE USED?

In addition to informing funding, the data will inform work at a school and system/sectoral level. It will help to ensure that better support for students who are receiving adjustments because of disability becomes routine in the day-to-day practice of schools through:

- strengthening understanding of schools' legislative obligations and the Disability Standards for Education 2005 in relation to students who are receiving adjustments because of disability
- focusing attention on the individual adjustments required to support students with disability to participate in learning on the same basis as other students, and enabling schools to better reflect on the needs of these students and to support them more effectively
- facilitating a more collaborative and coordinated approach to supporting students who are receiving adjustments because of disability, including through encouraging improvements in documentation at the school level
- strengthening communication between schools, parents/carers and the broader community about the needs of students who are receiving adjustments because of disability.

## WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the *Disability Discrimination Act 1992*.

For the purposes of the national data collection, students with learning difficulties (such as dyslexia or auditory processing disorder) or chronic health conditions (like epilepsy or diabetes) that require monitoring and the provision of adjustments by the school may be included.

## WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff identify the number of students receiving an adjustment due to disability in their school, the broad type of disability and the level of adjustment provided, based on:

- consultation with parents and carers in the course of determining and providing adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

## WHAT ARE THE BENEFITS OF THE NATIONAL DATA COLLECTION FOR MY CHILD?

The aim of the national data collection is to collect quality information about Australian school students receiving adjustments due to disability.

This information will help teachers, principals, education authorities and governments to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for students with disability and all students.

## WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together to ensure students with disability can participate in education.

## WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. For the Disability Standards for Education 2005, an adjustment is reasonable in relation to a student with disability if it balances the interests of all parties affected. Schools are required to make reasonable adjustments for students with disability under the Standards.

## WHEN DOES THE COLLECTION TAKE PLACE?

The national data collection is conducted in August each year.

## IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

## HOW IS MY CHILD'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Data is collected within each school, and personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available in the [Public Information notice](#).

## FURTHER INFORMATION

Contact your child's school if you have further questions about the NCCD. You can also visit the [NCCD Portal](#).

An [e-learning resource](#) about the Disability Discrimination Act 1992 and Disability Standards for Education 2005 is freely available for the use of individuals, families and communities.

The document must be attributed as Parent, guardian and carer fact sheet.

