

St John's Parish

Primary School



May 21, 2018 No. 13

COMING UP AT ST JOHN'S

MAY	21	Monday	Year 5 School Camp to Sovereign Hill
	23	Wednesday	Bread Making Day Year 5 returns from Camp
JUNE	27	Sunday	Parish Family Mass, 9.45am
	2	Saturday	Year 2 Level Mass, 6.00pm
	3	Sunday	Year 2 Level Mass, 9.45am
	4	Monday	School Assembly, 8.50am
	5	Tuesday	Education Board Meeting, 7.00pm
	8	Friday	Feast of the Sacred Heart Mass, 10.00am
	11	Monday	Queen's Birthday - No School

SAVE THE DATE
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MAJOR FUNDRAISER!
MORE DETAILS TO FOLLOW.....

Click here to access St John's [Parish Newsletter](#)

Dear Parents,

We have managed to fit a lot in over the past two weeks here at St John's. The Year Fives left this morning for their three day/two night camp at Sovereign Hill. We look forward to hearing about their adventures. Thank you to the staff that are accompanying them - Kristina Reid, Tom Jackson, Melinda Kerwin and Jacqui Marshall, all of whom will have time away from their own families in order to support the camping program. We have had many wonderful community events over the past two weeks, including Grandparents/Special Friends Day and 130 year celebration of St John's School, Confirmation, Mother's Day Breakfast and Movie Night, a home mass, NAPLAN, a book fair and a school closure day. Thank you to all those who contribute to our vibrant learning community. This week is National Volunteer Week and we acknowledge the contributions that volunteers make in our communities. We are so fortunate to have so many people willing to lend a hand and contribute here at St John's.

Grandparent/Special Friend Day and 130 Year Anniversary of St John's School

We had a wonderful celebration last Friday celebrating our school and grandparents and special friends. We thought it was appropriate to celebrate both occasions on the same day as we acknowledge and give thanks for the gift of faith that has been passed on through the families of this community. Many thanks to all members of our community who contributed to the celebration, especially Suzie, Rhyannon, Courtney, Maria, Vickie and Anna who served the birthday cake and morning tea.

Confirmation

Last Saturday 12 May, sixteen of our students celebrated the sacrament of Confirmation with other candidates from our parish. Monsignor Tony Ireland spoke of the presence and role of the Holy Spirit in our lives today. Many thanks to Fr Dispin, Maree O'Keefe, and staff members involved in planning and coordinating the ceremonies and preparing the candidates for the sacrament.

Welcome Chapagain Family

A warm welcome to Palpasa and her parents Smita and Saurav. Palpasa started in 3/4KC at the beginning of the month.



SCHOOL OFFICE HOURS

Monday -Friday, 8.30am -4.00pm

UNIFORM

RHSport , Ringwood PH: 9870 1377

SECOND HAND UNIFORM

CO-ORDINATOR

Kathleen Spicer

Open first Tuesday of each month
8.30 -9.00am Multi Purpose Room

CAMP AUSTRALIA

Before & After School Care 1300 105 343

CO-ORDINATOR

Rachel Spencer

HOURS: 7.00 -8.30 am
3.20 -6.15 pm

LUNCH ORDERS

Every Tuesday Lunchtime

To order register online:

www.flexischools.com.au

PARISH CONTACTS:

PH: 9873 1341

PARISH PRIEST

Father Dispin John

PARISH SECRETARIES

Mrs. Elisa Kelesidis

Mrs. Martine Giles

PASTORAL ASSOCIATE

Mrs. Maree O'Keefe

Improvement and Re-Development Works Update

Last week Jacqui met with the architect/project manager from Etch Architects to set a timeline in place for our re-development works. We are in the process of engaging our design team in consultation with Catholic Education Melbourne. One of the important starting points is to establish a "Project Control Group" which will consist of a team from Etch Architects, staff and a group of parents. Jacqui would like to open up this opportunity to our parent community. If you are interested in being part of the control group please email Jacqui your expression of interest by answering the following question - What could you bring to the team? Applications close by Thursday 24 May. Fr Dispin, Andrew Puls (Chairperson of the school board) and Jacqui will then choose the parents best suited for this project. At this stage we are planning to conduct our meetings monthly after school hours. If you have any further questions about this please feel free to email Jacqui at jmarshall@sjmitcham.catholic.edu.au

Pick Up and Drop Off at the Front of School

A quick reminder to all, of the importance of following road rules to ensure the safety of all our students and community members. When dropping off and picking up, only stay for the maximum of five minutes, as signed, and please do not double park or park on the other side of the service lane closest to Whitehorse Road. We all need to share the responsibility of ensuring the safety of all.

National Consistent Collection Data

The Nationally Consistent Collection of Data on School Students (NCCD) is an annual collection that counts the number of school students receiving adjustments because of disability and the level of educational adjustment they are currently receiving. Until now there has been a lack of nationally comparable data about school students with disability. The national data collection ensures that for the first time, information about students with disability is transparent, consistent and reliable at a national level. From 2019 onwards schools will receive funding based on students counted in the NCCD at supplementary, substantial and extensive adjustment levels. This is a different model to how we now receive funding to support students who require adjustments to assist with their learning. Please read the information sheets in this newsletter for more information.

Have a good week,

Monica



ABOVE: The happy year 5 campers set off to Sovereign Hill for three days this morning.

BELOW: A snapshot of the Mother's Day Breakfast on Friday 11 May, enjoyed by many!





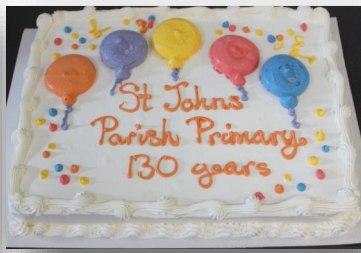
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Grandparent Day 2018 at St John's



Computational and Algorithmic Thinking Competition (CAT) - Maths Extension Education

In Term 1, nine students were selected from Year 5 and 6 (upper primary) to compete in the Computational and Algorithmic Thinking (CAT) competition at St John's.

The competition is a one-hour problem-solving competition which seeks to identify computer programming potential. Some questions test the ability to accurately perform procedures, others require logical thought while the more challenging problems require the identification and application of algorithms. In the weeks leading up to the competition the students practiced on trial material. The results for St John's were outstanding, with Chloe Moran being awarded a distinction, coming in the top eleven percent of the competition. Five students received a credit certificate. Congratulations to all participants who worked diligently on the challenging problems.

Interschool Sports Round 3, 18.5.18

NETBALL REPORT

In netball we played St Phillips and it was our home game so we played the netball games at our school. The girl's netball team won, the score was 24-2.

The open team won as well and the score was 14-3. We enjoyed playing St Phillips and continue to improve. Thank you so much Jo Novak and Ange for coaching us again. Next week in round four we will be playing St Peter and Paul's.



FOOTBALL REPORT



In footy the team did really well winning 36 to 6 against St Phillips. Some of our goal kickers were Luke, Gabe and Hamish. Our grade four players contributed well and we had a strong finish to the game after a slow first quarter. Thank you to Mr Jackson for coaching and umpiring the game and those parents and family members who came along to support us. We look forward to next week's game against St Peter and Paul's.

TEE-BALL REPORT



In round three we played St Phillips at Halliday Park. The girl's team also played at Halliday Park and we all had lots of fun. Our girl's team won 14-6 and our open team drew 14-14.

It was great to have these results and show improvement from our round 1 game. We are looking forward to our match against St Peter and Paul's next week. Thank you to Mrs Reid and Melinda for your help coaching and umpiring.

Education in Faith News

Our Gospel Challenge this week is to: *Speak kindly to others*

Come Holy Spirit!

*Fill our hearts with your gifts and kindle
in them the fire of your love.*

Amen

Pentecost

We celebrated Pentecost yesterday, when the tongues of fire appeared above the disciples' heads and they began to speak in other languages. The reason why the disciples were in Jerusalem on the day of Pentecost was that they were celebrating the Jewish Harvest Festival which occurs fifty days after the Passover. This festival also celebrated the covenant made by God with the people of Israel on Mt Sinai. The feast of Pentecost is fifty days after Easter Sunday and marks the culmination and closure of the Lent-Easter-Pentecost cycle. The word for spirit in Hebrew is the feminine 'ruah', meaning literally breath, wind or air. The Spirit is bestowed at baptism and 'confirmed' for us. Galatians 5:22 lists the fruits of the Spirit as love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control. Let's try to live these fruits this week.

Confirmation

As the name implies, the Sacrament of Confirmation confirms or strengthens the new life received at Baptism. As Monsignor Ireland made the sign of the cross on the candidate's forehead using an oil called *chrism*, he said (by his or her Confirmation name): "*Be sealed with the gift of the Holy Spirit.*" Although the Holy Spirit is received at Baptism, Confirmation is often regarded as a sign of maturity in Christ. Having usually been baptised as a baby and raised in the Christian life, the youth is now called upon to make a more mature commitment to the Gospel. In particular, Confirmation underlines our commissioning to be bold, apostle-like witnesses to the Gospel.



Last week, the Browne family hosted a home mass for a group of children receiving Eucharist and their families.

There were candles, wine, water and a table that we used as an altar. There were lots of people at my house. My principal came, Father Dispin came, Sophie, Emily and Zoe came with their parents and so did Monica, Jenny and Ange. We sat in our lounge room where Father Dispin held mass. He asked us questions such as "Do we believe in God?" and are "We ready to receive Eucharist?" He explained the different parts of the mass to us. After mass we all ate a meal together. I enjoyed the evening. It was fun to have mass at my house. - Elizabeth

Have a wonderful week everyone,
Monica

Important Dates to Remember:

May	23	Wednesday	Bread Making Day for Students Receiving First Eucharist 2018
	27	Sunday	Parish Family Mass, 9.45am
	25	Friday	Sorry Day Flag Raising Ceremony at Whitehorse Council
	27	Sunday	Parish Family Mass 9:45am
June	29	Tuesday	The Long Walk at Aquinas College
	2	Saturday	Year Two Level Mass 6:00pm
	3	Sunday	Year Two Level Mass 9:45am
	8	Friday	Feast of Sacred Heart Mass 10:00am

Zones of Regulation



It is important for students to take ownership of their emotions and behaviours. The Zones of Regulation are commonly used at St John's to help assist students in this goal. They consist of four colours - Blue Zone (sad, sick, tired, bored), Green Zone (happy, calm, okay, focused), Yellow Zone (frustrated, worried, silly, excited) and Red Zone (angry, terrified, elated). They highlight to students that at times everyone will feel different types of emotions but we need to self regulate when we are losing control. Recognising each zone and when we are in the incorrect zone is an important step to enable self regulation. Strategies students are taught to try when they are in the blue, red or yellow zones include: getting a drink of water, taking deep breaths, talking with an adult and counting to 10.

Questions to use with the Zones of Regulation could include:

Which zone do you think you need better control of?





Which zone do you think you're currently in?

What strategy can you try to get back into the green zone?

If you would like to find out more or would like a copy of the below Zones of Regulation poster for your home, please feel free to email or come and see me.

Emma Buis - Student Wellbeing Leader
ebuis@sjmitcham.catholic.edu.au

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

School Closure Day at St John's

Monday 14 May, 2018

Literacy Directions - Led by Ange Crowe with the support of Melinda Kerwin.

We have been fortunate to be a part of a Professional Learning focus titled *English as an Additional Language or Dialect (EAL/D) in Catholic Schools - Scaffolding Language Learning*. This is an initiative from Catholic Education Melbourne (CEM) to address the needs of a growing number of students in Melbourne with English as an additional language. On Monday we were able to share with our staff the CEM's Discussion paper that invites us to take up the opportunity to embrace diversity and to practice a culture of dialogue around the possibilities of supporting EAL/D students in our schools. The paper includes:

- The importance of culture and identity
- The importance of becoming literate in English.
- The importance of maintaining first language skills
- The importance of explicit EAL/D teaching approaches AND
- The importance of us as a staff learning together.

We engaged in many activities and strategies eg: Running Dictation, Low Stakes Writing, and Jigsaw Activities that we can use in the classroom to assist with the language needs of our EAL learners and consequently all language users at St John's.

STEM Education - Led by Bianca Martino with the support of Kristina Reid & Rebecca Fry.

This part of the closure day had an emphasis on our Term Three inquiry topic. Next term all students from Prep to Year 6 will participate in a STEM unit with the focus on sustainability. This focus was chosen due to a growing need to teach students about our impact on the environment and a new curriculum area that was recently introduced 'Design & Technologies'.

We began this session by reviewing our understanding of STEM and exploring the focus of sustainability in more depth. It was decided that from Prep-Year 2 all students will participate in an inquiry about recycling, Years 3 and 4 will explore the impact our waste has on animals and Years 5 and 6 will deepen their understanding of renewable energy.

From this we brainstormed activities, possible excursion opportunities and wondered about local organisations we could connect with to allow this unit to be authentic and meaningful to all students. We were provided with a STEM planner and began to brainstorm a range of 'immersion activities' which will set the direction of the unit and allow students to develop empathy and a need to take action to make changes to our local or global environment.

Our goal for this inquiry is that, through STEM Education, we:

- Transform our teaching practices
- Improve learning outcomes
- Measure growth and progress
- Provide deep learning opportunities

School Review Led by the school leadership team.

This final session of the day was reviewing our 2017 and 2018 yearly curriculum overviews.

Your Parents' Association needs YOU!

In National Volunteer's week it's a good time to think about getting involved in the St John's Parents Association. The community building events and initiatives during the year could not run without the commitment, time and energy of the school families. On the PA there are roles of all sizes and it's always a team effort.



WE WANT YOU!

In particular we're in need of a **President for 2019**. The current president will complete three years in the role this year and there is a great opportunity for new ideas for future years. If you feel like you have some time and could share your talents, then please get in contact with Rhyannon Elliott (Patrick 3/4RF) on 0423 151 848.

Italian Phrase of the Week

Sono andato/a in campagna (M/F)

(Soh-noh un-dah-toh/tah een cahm-pahn-ya)

I went to the countryside



BIRTHDAYS

Congratulations to Zarah Anthony, Leah Pal, Harry Willis and Ben Oakley who have either celebrated their birthday last week or will celebrate it this week.

We wish you all a "Happy Birthday!"



ENTERTAINMENT BOOKS

If you have not already done so, your Entertainment Book needs to be returned immediately to the school office. You are still able to purchase books online. Thank you to everyone who supported this fundraiser and special thanks to Suzie for co-ordinating it.

Any questions see Suzie Leyden or call 0448 223 966 (Abbey 5/6KR)



SCHOLASTIC BOOK FAIR

Thank you all for your support with our recent book fair which was extremely popular. More information regarding the money raised will be in next weeks newsletter.



In the meantime enjoy your reading!



It's time for St John's annual Cadbury Chocolate Drive

Each family will receive a box of Cadbury chocolates this week.

Each box contains 50 products which are \$1 each

We encourage you to support this fundraising activity and return your envelope (with money enclosed, \$50.00 per box) to the school office in the coming weeks.

Please ensure you complete your child's family name and class group as well as the amount enclosed on this envelope. Any unsold chocolates/boxes can be returned to the office in order to be reallocated to any other families who are able to sell additional boxes.

Please contact **Maria Wallis** (Chris 3/4RF) on 0409 966 951 / wallis.maria@gmail.com or **Vickie Stutchbury** (Oliver 3/4RF) on 0408 417 017 / vtotino31@hotmail.com with any queries or to obtain additional boxes.

With thanks in advance, St Johns PA

Thanks and regards
Maria & Vickie



PIZZA SPECIAL FOOD DAY!

Thursday 31st May is Pizza Special Food Day!

Order forms will be sent home this week.

All orders will need to be completed and returned with correct money by *Monday 28th May*.





NUNAWADING NETBALL CLUB

WANT TO LEARN SOME NETBALL SKILLS???

Come and try our free 8 week 'Netta' program

ANTONIO PARK PRIMARY SCHOOL

TUESDAYS

(Commencing Tuesday 22 May)

3.45pm– 4.30pm

Expression of interest to registrar@nunanetball.com.au

All other enquiries to **Jan Melvin** on 0417 051 248

NOTE: Children will need **My Netball** registration for 2018
\$53.00 my.netball.com.au

FUNDRAISER BBQ



BUNNINGS
warehouse



Saturday 16th June, Nunawading Bunnings

If you are able to sign up for a 90 minute spot,
please register at the address below..

<https://www.volunteersignup.org/QRM77>

Or contact Steve (Jess34RF/Lucas12EB)

0417 119 078 or steve@clbis.com.au



CECV Students with Disabilities (SWD) Program

The Catholic Education Commission of Victoria Ltd (CECV) Students with Disabilities (SWD) Program aimed to improve the learning outcomes of educationally disadvantaged students, especially in reading and writing ability and numeracy. Each year, schools could submit SWD applications in either Round 1 (October) or Round 2 (February). Eligibility for the program was then decided by the CECV SWD Committee.

There were seven disability categories: physical disability, chronic health impairment, severe language disorder (including severe developmental verbal dyspraxia), intellectual disability (including global developmental delay), hearing impairment, vision impairment and social-emotional disorders (including autism spectrum disorder). Each disability category had criteria and documentation requirements that had to be met.

Disability funding for Victorian Catholic schools from Federal and State government sources was based on eligible SWD students flagged on the census.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

The *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* is a process that all schools must do every year. It counts the number of students who receive extra adjustments or 'help' at school because of a disability, as defined by the [Disability Discrimination Act 1992](#) (DDA).

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.

There are four disability categories: physical, cognitive, sensory and social-emotional. There are four levels of adjustments: quality differentiated teaching practice (QDTP), supplementary, substantial and extensive adjustments.

Changes to Funding

Both Federal and State governments have indicated that the NCCD will now be used to inform funding. From 2019 onwards, schools will receive funding based on students counted in the NCCD at supplementary, substantial and extensive adjustments levels. Therefore, the CECV SWD Program will transition to the NCCD for the 2019 program year.

What does this mean for students currently on the CECV SWD Program?

NCCD Eligibility

Specialist documentation (e.g. paediatrician, speech pathology, psychology, GP) that was used for the CECV SWD Program can be used as 'evidence' for NCCD. The NCCD does not currently have specific documentation requirements (e.g. documentation from specific specialists or date requirements). Where available, information and advice from specialists combined with school-based evidence will continue to provide rich information to inform educational programming (i.e. adjustments).

Evidence of the help given can be seen in documents such as teacher work plans, monitoring sheets, specialist support timetables, Program Support Group (PSG) minutes and Personalised Learning Plans (PLPs). It is highly likely that students on the CECV SWD Program have already been, and will continue to be counted in the school's NCCD.

Review Assessments

NCCD does not currently have specific documentation requirements. Where students may have needed updated review assessments for the CECV SWD Program, they are now not necessary for NCCD. Where available, information and advice from specialists combined with school-based evidence will continue to provide rich information to inform educational programming (i.e. adjustments).

NCCD Submissions

Schools must submit their NCCD in August every year and cannot change their NCCD after the due date. The Australian Government will apply post enumeration processes (census audit) to a random sample of the school's NCCD submission.

Parental Consent

Changes were made to the law ([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 access more information?

Please contact your child's school if you have further questions about the NCCD. You may also find these links helpful:

- [CECV NCCD Information Sheet for Parents, Carers and Guardians](#)
- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education and Training–NCCD](#)

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 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 who 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 child'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 in 2018?

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 student. 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 student and the help that they might need. Letters from doctors, psychologists, speech pathologists 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 the student'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?

Changes were made to the law ([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?

If you have questions, you can ask your child's school for help. You can find out more by looking at these links:

- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education and Training–NCCD](#)
- [2019 Students with Disabilities \(SWD\) Information Sheet for Schools, Parents, Carers and Guardians.](#)