

# doxaschoolbendigo

valuing the diversity, resilience and potential of young people

April 2022



## A WORD FROM OUR PRINCIPAL

The end of term one is upon us. What a busy term it's been. The first term always rushes by and keeps everyone on their toes. Our students have generally settled well after what have been a couple of pretty disrupted years, however, I think everyone is looking forward to the Easter holiday break.

Thanks to all of our parents, carers and extended families for attending ILP meetings over the past month. There has been a lot of positive feedback from the staff regarding the plans and goals for the students for the remainder of the year. We value the partnership we have with our families and understand how important it is that we all work together to support our students to achieve their goals.

COVID is still with us and making things challenging at times. Thanks to the staff team for their tireless efforts in keeping classes going when we have had staff members in isolation. Hopefully, the new term will see things improve and we will have a community that is safe, healthy and happy.

It's been a great term for student experiences, with students participating in a wide range of activities aimed at building stronger connections between class groups and the broader school community. With Term 2 just around the corner, it is a perfect opportunity to let everyone know what we have coming up. Of course, our Safe, Kind & Curious afternoon program continues; these programs provide students the opportunity to demonstrate their social and emotional learning in hands-on, fun ways. Throughout term 2 there will also be a number of experiences for students to participate in, beginning with the Wild Action Zoo incursion in week 2, a trip to Sovereign Hill in Week 4 and trips to the footy and a musical in Melbourne. As always, the costs for these trips will be covered by Doxa School and all students are encouraged to participate in the best way they can. More information about excursions will be sent home with students closer to the date.

A reminder that students will be dismissed at 12pm on Friday April 8<sup>th</sup> for the end of term 1 and return to school on Tuesday 26<sup>th</sup> April, the day after ANZAC Day.

We hope everyone has a safe and happy Easter break and look forward to a safe return to school for all students and staff members at the start of term 2.

John Russell

### Important Dates to remember

Friday 8th April - Last day of term 1 students dismissed at 12pm

Friday 15th April - Good Friday

Sunday 17th April - Easter Sunday

Monday 25th April - Anzac Day

Tuesday 26th April - Students return for the start of term 2



**Ways to contact the school on 54428140 or 0417 108 870 or message us on Facebook**



# WHAT'S HAPPENING AROUND THE TRAPS

## AMINDA'S CLASS

Well, I cannot believe that we have almost finished the first term of 2022! It has been a very productive and engaging first term of the year. The students in Aminda and Claire's class have been very busy both in the classroom and out in the community. We have been fortunate to gain another teacher in our room on Tuesday's. We welcome Pete to our class (and school) and look forward to sharing all the experiences that we have coming throughout the year with you!

We have been building on our division skills this term, as well as touching on percentages and understanding their relationship with fractions. Students have been working on their written pieces, including using word processing to publish their work.

We have managed to visit a number of parks in the local area, including some local landmarks and hiking tracks. We enjoyed the opportunity to visit the Tech School in Bendigo, and tinker with some new technology! We were fortunate to have a class lunch at Schnitz on our last week of school before relaxing at Ross Park. On behalf of the students of Doxa, our class would like to wish you all a safe and happy Easter break!

**Aminda & Claire**

## KY'S CLASS

We have been working hard in the VCAL space to finish off our term 1 units, 'The Kindness Pandemic' and 'Beyond the Fire'.

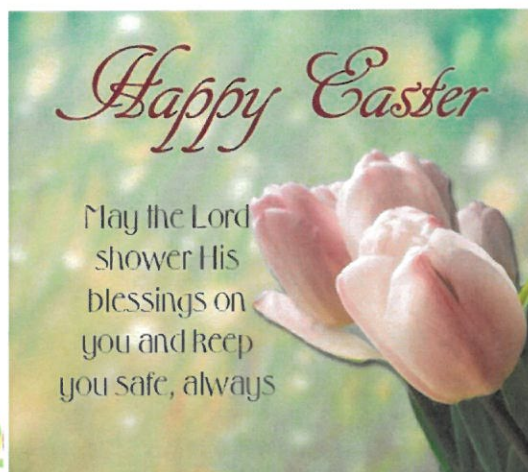
Students have been engaging in the shed program where they have been constructing folding laptop tables and consolidating their skills with power tools and equipment.

It has been lovely meeting our students' parents, guardians and support people during our ILP's this term and we are really looking forward to what the rest of the year brings in helping our students reach their goals.

Next term we will aim to support more of the group into work experience. During the holidays we encourage you to chat with your child about this opportunity.

Wishing you and your family a safe and happy Easter holiday break.

**Ky, Jac, Scott, Pete, Nick and Amy**





# WHAT'S HAPPENING AROUND THE TRAPS cont.

## RUTH'S CLASS

Welcome to the end of Term 1. It's been a long term with students and families doing their bit to help keep the community safe and healthy and we really appreciate it.

We have been working on Number and Algebra during the term for our Numeracy focus in the areas of Addition & Subtraction, Multiplication and Division.

All of the students have engaged with the online platform of Essential Assessment as well as completing group learning activities and individual work tasks and all students have been able to move up levels in their learning. This is great to see. Well done, to you all.

Our focus for Literacy this term has been on Informative Writing. Students have looked at the various informative writings including reports, newspaper articles, recipes as well as instructions. Some students have completed their own pieces of work to show their knowledge of informative writing.

Next term our focus will be around imaginative texts and we will also begin our whole school curriculum on Indigenous and Sustainability studies.

We had all our parents and students engage in their ILP's this term and appreciate the time parents and students give to this vital part of their educational journey. ILP's are a time to reflect on the importance of school as well as the learning of each student as an individual. Goals are set and met and this gives students the opportunity to reflect and feel a sense of accomplishment along the way in a safe and supported environment.

Thank you all for a great first term and we wish you all a safe and happy Easter break. We look forward to working alongside our families again in term 2.

**Ruth and Tony**

## LOU'S CLASS

Throughout the last few weeks, students have continued to build their attendance and participation at school. Students have had lots of opportunities to consolidate their connection to peers and staff in the school.

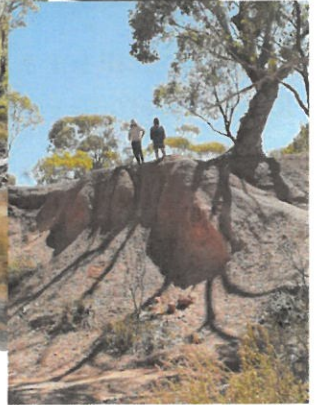
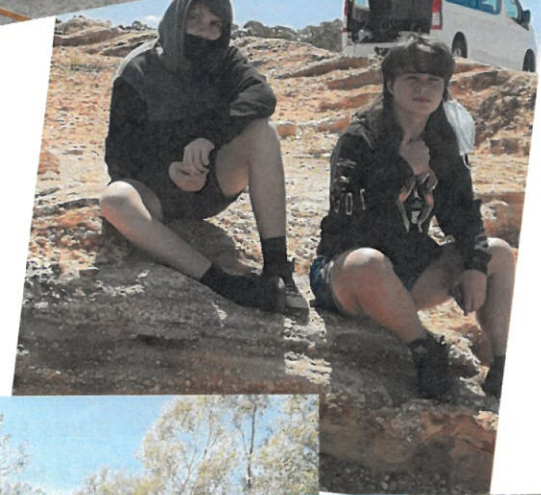
As we move into term 2 we are looking forward to seeing this consolidation translate into greater on-site attendance and participation in broader school activities.

Wishing you and your families a happy and safe Easter break. See you all when school resumes on Tuesday 26th April.

**Lou & Carla**



# Photo Gallery





## 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*.



- NAPLAN is the name of some literacy and numeracy tests completed by students in Australia.
- All students do NAPLAN tests when they are in Year 3, 5, 7 and 9.
- Students are tested in English about their knowledge in reading, writing and maths.
- The test questions are presented in Standard Australian English dialect.
- Some of the questions are written and some of the questions are spoken.
- The tests will get easier or harder, depending on how students are going.
- Students do four different tests during two weeks in May each year.

**The names of the four tests are:**



- Students in Year 3 will do the Writing test using pencil and paper. Year 3 students will answer the other test questions on the computer.
- Students in Years 5, 7 and 9 will answer all their test questions on computers.
- Teachers will help students get ready for NAPLAN tests.
- After getting the results back in Term 3, schools will give parents and carers a report showing how their child did.
- Parents and carers can talk to the teacher about these results.
- The information from the NAPLAN tests is used by people working in the Australian Government, your state or territory education authority and the school to find out how students are going all over Australia. It lets them see which schools are doing well and which schools might need help.

**Talk to the teacher if you are worried about your child being able to do the tests.**

For more information on NAPLAN, visit [nap.edu.au](http://nap.edu.au)