



Friday, 4th July 2025



Dear Parents, Carers, & Students,

As Semester 1 concludes and we take a two week break to re-energise and prepare for Semester 2, it is worth taking a moment to look back at all that has occurred this first half of the year. For myself, it is an opportunity to look back at the last 18 months and see the impact that our efforts are having in improving the learning and teaching experiences and outcomes of our students.

As a school, it is not just the physical changes but the implementations of Melbourne Archdiocese Catholic School's Vision for Instruction & Engagement that has had the greatest impact. To see students engaged in their learning, the ability to provide targeted support to students identified with specific learning needs through the various intervention programs and an application by both teacher and students to do their best.



The introduction of 'Year 5 Has Talent' show was a great hit last week and a prelude to our Year 6's performing next term in the stage show titled 'Alice In Wonderland'. Students are already preparing their costumes along with learning their lines in preparation of the performance taking place in Week 8.



For our staff at St Catherine of Siena, I wish to take this opportunity to personally and professionally recognise their service, dedication and commitment to our students and school. Our staff truly reflect in their actions, both professionally and personally, a desire to do their best for their students.

I thank you as parents and carers for meeting with your child's teacher this week to discuss your child/ren's progress and future focus so that the

next two terms of learning can be the best we can possibly make it.

Wishing all our families every blessing as the next two weeks provides an opportunity to rest, be together and learn as a family through enjoying family excursions, adventures and activities.

With much to be grateful for.

Des Noack
Principal

Mathematics Acceleration Program (MAP)



St Catherine of Siena has been fortunate in being selected to participate in Melbourne Archdiocese Catholic Schools initiative to uplift mathematics within its schools. Being one of the first schools to be part of this program, our students and teachers have a wonderful opportunity to grow in mathematical knowledge and capability.

The program is specifically designed to provide targeted support to selected schools, such as our own, helping to sustainably accelerate mathematics performance through a series of structured interventions over 12 months.

The program provides:

- Diagnostic & Strategic Support
- Professional Learning & Development
- Tailored Resources & Expert Guidance
- Collaboration & Networking

Although the program is specifically for Year 2 & 4 students, we have sought to apply it to all year levels providing additional time each day to numeracy.

This initiative will commence in Week 6 of Term 3. For parents who are teachers, you will be familiar with Westwood Data collection. We will be using the data collected in Week 5 of Term 2 of this year, comparing it to Westwood Interim Data Collection in Week 9 of Term 3 and then again in Week 8 of Term 4 in order to monitor growth and identify areas of further improvement.

HIDDEN HARMS

How Anonymous Parent Complaints Online Create Negativity in Schools

Anonymous member

• 10 m •

Just wondering if other parents are feeling this too...

My child's results haven't improved since the last report and they've been marked as well below expectations again. But it doesn't feel like much has changed—no extra support, minimal intervention due to ongoing behaviours and limited teacher helper support, and barely any homework. We're told they get enough learning during the day, but how is a parent meant to believe their child will grow if, after six months of new learning, they still haven't made any significant progress?

I know schools are under pressure—staff shortages, illness, behaviour issues, and a new curriculum that's tough on the kids. ~~But as a parent,~~ it's

In today's digital age, parents have more ways than ever to voice their concerns about their children's education. Social media groups, anonymous forums and local community pages often become platforms for parents to share grievances about schools, teachers and administrators. The example above, highlights one such post made this week.

While constructive feedback is essential for improvement, the trend of posting anonymous negative messages online can foster a toxic

environment that harms students, educators and the school community as a whole.

With the anonymity provided by platforms like Facebook groups, Reddit, or local review sites, some parents feel emboldened to vent frustrations without accountability. Common complaints range from dissatisfaction with teaching methods and school policies to personal grievances against staff members. While some concerns may be valid, the anonymous and often public nature of these posts can escalate minor issues into full-blown conflicts.

The Negative Impact on Schools

1. Erodes Trust Between Parents and Educators

When complaints are made anonymously and publicly, they create an atmosphere of suspicion and defensiveness. Teachers and administrators may feel unfairly targeted, leading to strained relationships with parents. Open, respectful dialogue is far more productive than passive-aggressive online posts.

2. Damages School Morale

Educators already face immense pressure and anonymous negativity can demoralize staff. Seeing their school or colleagues criticized online—without the opportunity for constructive discussion—can lead to burnout and decreased job satisfaction.

3. Sets a Poor Example for Students

Children learn from the behaviour of adults around them. When parents resort to anonymous complaints rather than direct communication, they model conflict avoidance and passive aggression rather than problem-solving and respect.

4. Creates a Culture of Fear and Rumour-Mongering

Anonymous posts often lack context and can spread misinformation. Rumours gain traction quickly online, leading to negativity and division within the school community.

A Better Approach: Constructive Communication

Parents naturally want the best for their children and as a school, we greatly appreciate feedback to assist us in improving St Catherine of Siena for all.

There are however, healthier ways to address concerns:

- **Speak Directly to the School** – Most issues can be resolved through a conversation with the teacher or principal.
- **Use Official Channels** – Many schools have formal processes for complaints and suggestions.
- **Be Respectful and Solution-Oriented** – Even when frustrated, framing concerns constructively leads to better outcomes.
- **Avoid Public Shaming** – Posting anonymously may feel cathartic, but it rarely leads to real solutions and often backfires.

While parents are encouraged to and have every right to advocate for their children, anonymous online negativity does more harm than good.

Schools thrive on collaboration, trust and open communication. By choosing constructive dialogue over anonymous complaints, parents can help create a more positive and supportive educational environment for everyone.

If we want our school to be better, we must also be better participants in the process—starting with how we voice our concerns.



St Catherine of Siena currently has a student enrolled who is diagnosed with Type 1 Diabetes. The school is working collaboratively with the family to ensure their time at school is not only successful in learning but also meeting the health needs.

What is Type 1 Diabetes?

Diabetes is a condition where there is too much glucose in the blood. The body can't make insulin, enough insulin or is not effectively using the insulin it does make. Over time high glucose levels can damage blood vessels and nerves, resulting in long term health complications and can be life threatening.

What does this mean for everyday life?

Type 1 diabetes is managed with insulin injections several times a day or the use of an insulin pump. Glucose levels can be measured using a blood glucose monitor or a continuous glucose monitor which measures glucose in the body's interstitial fluid. Balancing your blood glucose levels (BGLs) is important to feeling good and staying healthy. When you have diabetes, it can be hard to get this balance right. Some things lower your BGLs like insulin and physical activity. Other things raise your BGLs, like food or being ill.

Low blood glucose is known as hypoglycaemia, or 'hypo' for short. Hypos can happen for different reasons – too much insulin, not enough carbohydrates or as a result of being active. When a hypo happens, you might get confused, start to sweat, feel dizzy and could even pass out (lose consciousness). Hypos can happen very quickly and they must be treated immediately. Usually, they can be corrected by eating some lollies like jelly beans, drinking juice or soft-drink.

When your body doesn't have enough insulin, glucose builds up in your blood and makes you feel unwell. This is called hyperglycaemia, or 'hyper' for short. Hyperglycaemia happens gradually. The early symptoms (thirst and going to the toilet a lot) can be mild. If your BGL is above high and you're feeling alright, you can do most of the things that your friends are doing. If you're feeling unwell, you might have ketones. High BGLs and ketones can make you really unwell because it means that things are out of balance in your body.

What does this mean for a student at school?

It is important that staff working at St Catherine's engage in training to be able to support the student in managing their Diabetes. Help in monitoring BGLs, checking levels and administering insulin across the day are part of the student's new normal and the staff role is to facilitate this in ways that maintain dignity and minimal disruption. Staff are strategically engaging in training across the coming weeks to ensure responses to the condition can be managed both respectfully and effectively.

National diabetes Awareness week occurs July 13-19 this year and we encourage families to engage in this important social justice activity of sharing awareness.

The Problem of Arriving Late to Class Every Morning

Student A

Student A Attendance Record	
Morning Absence	1
Full Day Absence	3
Late Arrival at School	70

Student B

Student B Attendance Record	
Full Day Absence	13
Early Departure from School	1
Late Arrival at School	43

The above tables are examples of the records kept in regard to individual student attendance. Arriving late to class may seem like a minor issue, but when it becomes a habit, it can have serious consequences for students, teachers and even the overall classroom environment. Chronic lateness disrupts learning, creates a negative impression and can lead to long-term academic struggles.

Here's why showing up late to class every morning is a significant problem:

1. Disruption of Learning

When a student walks in late, it interrupts the flow of the lesson. The teacher may have to pause to address the latecomer and other students lose focus. Repeated interruptions make it harder for everyone to stay engaged, reducing the overall effectiveness of the class.

2. Missed Important Information

Teachers often start class with key instructions, announcements, or essential lesson introductions. Students who arrive late miss these critical details, which can lead to confusion later on. Over time, consistently missing the first few minutes of class can result in gaps in understanding.

3. Negative Perception by Teachers and Peers

Frequent tardiness sends a message that a student does not value the class or respect the teacher's time. Teachers may perceive late students as irresponsible or unmotivated, which can affect their willingness to offer extra help. Additionally, classmates may become frustrated if late arrivals repeatedly disrupt their learning.

4. Development of Poor Time Management Habits

Being late every morning reflects poor time management skills, which can carry over into college and future careers. Employers and professors expect punctuality and students who don't learn this skill early may struggle with deadlines and professional expectations later in life.

5. Increased Stress and Anxiety

Rushing to class at the last minute creates unnecessary stress. Students who are always late may start their day feeling flustered, making it harder to concentrate. Over time, this can lead to anxiety and a negative attitude toward school.

How to Fix the Problem

To avoid the negative effects of tardiness, students should:

- **Set a consistent morning routine** (wake up earlier, prepare the night before).
- **Leave home with extra time** to account for unexpected delays.
- **Use reminders or alarms** to stay on schedule.
- **Prioritize punctuality** as a key part of academic and personal responsibility.

Arriving late to class every morning is more than just an inconvenience—it disrupts learning, damages relationships and fosters bad habits. By making punctuality a priority, students can improve their academic performance, reduce stress and demonstrate respect for their education and peers.

Being on time is a small change that can lead to big benefits in school and beyond.



This weekend's Gospel reading is
the holy Gospel according to Luke
10:1-9

Your peace will rest upon him.

The Lord appointed seventy-two others and sent them out ahead of him, in pairs, to all the towns and places he himself was to visit. He said to them, 'The harvest is rich but the labourers are few, so ask the Lord of the harvest to send labourers to his harvest. Start off now, but remember, I am sending you out like lambs among wolves.'

Carry no purse, no haversack, no sandals. Salute no one on the road. Whatever house you go into, let your first words be, "Peace to this house!" And if a man of peace lives there, your peace will go and rest on him; if not, it will come back to you. Stay in the same house, taking what food and drink they have to offer, for the labourer deserves his wages; do not move from house to house. Whenever you go into a town where they make you welcome, eat what is set before you. Cure those in it who are sick, and say, "The kingdom of God is very near to you."

Gospel Reflection

The first thing that is striking about this gospel passage is the fact that there are 72 disciples whom Jesus sends out on mission. We can have an image of Jesus strolling around Galilee with just a small group of followers but this passage makes it clear that a significant number of people were engaged in his ministry. And the gospel writer has not just made an error in naming 72 rather than the Twelve because just one chapter earlier the Twelve were

sent out. This sending out to mission is a significant element of the gospel of Luke. The first sending of the Twelve represents the mission to the Jews – the twelve tribes of Israel are frequently used symbolically to represent all of the Jewish people. The sending of the 72 then represents the mission beyond the Jewish people to all nations and all people.

Another theme that is significant in the gospel of Luke is the message of hospitality. Jesus teaches on it frequently and tries to convey a message that the hospitality of God is available to all. In the sending of both the Twelve and the 72, Jesus tells them to take nothing with them for the journey. He is telling them to rely on the hospitality of strangers. If they are welcomed and shown hospitality then they are to bless the household and carry out their ministry. The ability to show hospitality to the messengers of God is a sign that the household will welcome the message of God. However, wherever they do not receive hospitality they are to leave the town, shaking the dust from their feet, as their ministry will not be welcomed by people who are not ready to hear it. It is an excellent message about not wasting your efforts in unproductive ways – not hitting your head against a brick wall!

Gospel Focus – Blessing and Curse

The 72 who are sent out are given very clear instructions about how to respond when their message is welcomed and when it is rejected, but in both cases they are to tell the town, 'The kingdom of God is very near.' In the case of a welcoming town, these words serve as a blessing, but for an unwelcoming town the same words are a threat or curse. For those who welcome the kingdom it will be a blessing but for others it will be a curse: changing boundaries and redistributing power; bringing down the mighty and lifting up the lowly.

Living the Gospel – Discipleship

Today's gospel passage immediately follows the passage used last week that spelt out the difficulties of discipleship. Having explained how hard it is to be a disciple, Jesus sends his followers out to 'have a go' at being a disciple. When they come back successful he tells them not to be boastful or proud at their achievements but rather to be happy that their 'names are written in heaven'. In other words, anything they accomplished was because they were 'known' by God and that God was working through them. Disciples make themselves 'known' to God and God works through them to accomplish great things!

Have you thought? – The harvest

This gospel is often used to make a point about the need for vocations to priestly and religious life. Jesus makes the comment that 'the harvest is rich but the labourers are few'. This image of labourers in the harvest is often applied to the work of priests and

other religious vocations. However apt the image may be, when we read it in the context of the whole passage we can see that this sending out of the 72 was a general challenge to live out the call to discipleship – to go out into the world and bring about the kingdom.



Introducing Ms Kandi Barrowcliffe

To enhance the learning programs throughout the school and support Miss Maree Nesci (1A) as she attends to furthering her teaching qualifications, Maree will be supporting Miss Julie Gill in Year 2C.

In her place, we have employed Mrs Kandi Barrowcliffe to teach Year 1A from the commencement of Term 3 for the remainder of the year to ensure consistency of the learning program for our students.

Kandi is a highly experienced Junior school teacher who is currently teaching at St Lawrence of Brindisi Catholic Primary School - Weir Views. She has also taught at St Dominics in Melton and has been a past parent of St Catherine of Siena.

Kandi, this week, has met with parents & carers during the parent teacher conversation as a great way to get to build positive relationships and gain great insight into the students of Year 1A.

TERM 3

dates for your diary

Week 1

Monday 21/07

- **School Closure - Staff Catholic Identity PD**
- *Saint Lawrence of Brindisi*

Tuesday 22/07

- **Students Return To School**
- No Breakfast Club
- Staff Meeting 3.30pm - 4:30pm

Wednesday 23/07

- *Saint Bridget*
- **YEAR 3 and 4 ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2.15pm

Thursday 24/07

- Staff Meeting 3.30pm - 4:30pm
- Yr 4 Camp Information Night – 6:00pm

Friday 25/07

- *Saint James*

Saturday 26/07

- *Saints Joachim and Anne*

Sunday 27/07

- [World Day for Grandparents and the Elderly](#)
- 17th Sunday In Ordinary Time-GREEN

Week 2

Monday 28/07

- Emergency Displan Practice
- Parent Support Group Meetings

Tuesday 29/07

- *Saints Martha, Mary and Lazarus*
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

Wednesday 30/07

- *Saint Peter Chrysologus*
- Parent Support Group Meetings
- **Grandparents Day Mass (Whole School) & Celebration – 9:15am**
- Whole School Assembly 2.15pm

Thursday 31/07

- *Saint Ignatius Loyola*
- Year 3 Incursion Professor Bunsen
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

Friday 01/08

- *Saint Alphonsus Liguori*
- Parent Support Group Meetings
- Year 6 Excursion to Scienceworks

Saturday 02/08

- *Saint Eusebius of Vercelli*
- *Saint Peter Julian Eymard*

Sunday 03/08

- 18th Sunday In Ordinary Time-GREEN

Week 3

Monday 04/08

- Saint John Vianney
- Parent Support Group Meetings
- 100 Days Of Learning for Preps
- Morning Tea for Prep Parents 9am
- 100 Days of Learning Assembly 2:30pm - Prep & Year 6

Tuesday 05/08

- The Dedication of the Basilica of Saint Mary Major
- Staff Meeting 3.30pm - 4:30pm
- Confirmation Family Night @ 6:30pm
- Parent Support Group Meetings

Wednesday 06/08

- The Transfiguration Of The Lord
- Whole School Mass – St Mary of the Cross Mackillop 9.15am
- Parent Support Group Meetings
- Whole School Assembly 2.15pm

Thursday 07/08

- Saints Sixtus II and companions
- Staff Meeting 3.30pm - 4:30pm
- Yr 4 Camp - Lady Northcote
- Parent Support Group Meetings

Friday 08/08

- [Saint Mary Of The Cross](#)
- Saint Dominic
- Yr 4 Camp - Lady Northcote
- Parent Support Group Meetings

Saturday 09/08

- Saint Teresa Benedicta of the Cross
- Confirmation Presentation and Commitment Mass @ 6pm

Sunday 10/08

- Saint Lawrence
- 19th Sunday In Ordinary Time-GREEN

Week 4

Bullying No Way: National Week of Action

Monday 11/08

- Team Leaders Meeting 3.30pm - 4:30pm

Tuesday 12/08

- Saint Jane Frances de Chantal
- Staff Meeting 3.30pm - 4:30pm

Wednesday 13/08

- Saints Pontian and Hippolytus
- Saint Cajetan
- Whole School Mass – Feast of the Assumption
- Whole School Assembly 2.15pm

Thursday 14/08

- Saint Maximilian Kolbe
- Staff Meeting 3.30pm - 4:30pm

Friday 15/08

- The Assumption Of The Blessed Virgin Mary
- Wear Purple for Bullying No Way
- St Francis Catholic College Applications for Year 7, 2027 Close

Saturday 16/08

- Saint Stephen of Hungary
- Sacrament of Confirmation @11am and 2pm

Sunday 17/08

- 20th Sunday In Ordinary Time-GREEN

Week 5

Book Week – “Book an Adventure”

Monday 18/08

- Scholastic Book Fair all week

Tuesday 19/08

- Saint John Eudes
- Book Week Parade
- Staff Meeting 3.30pm - 4:30pm

Wednesday 20/08

- Saint Bernard
- YEAR 5 ATTENDING PARISH MASS @ 9:15am
- Whole School Assembly 2.15pm

Thursday 21/08

- Saint Pius X
- LSO Meeting 2:15pm - 3:15pm
- Staff Meeting 3.30pm - 4:30pm

Friday 22/08

- The Queenship of the Blessed Virgin Mary

Saturday 23/08

- Saint Rose of Lima

Sunday 24/08

- Saint Bartholomew
- 21st Sunday In Ordinary Time-GREEN

Week 6

Monday 25/08

- Saint Joseph Calasanz and Saint Louis

Tuesday 26/08

- Staff Meeting 3.30pm - 4:30pm

Wednesday 27/08

- Saint Monica
- YEAR 6 ATTENDING PARISH MASS @ 9:15am
- Whole School Assembly 2.15pm

Thursday 28/08

- Saint Augustine
- Staff Meeting 3.30pm - 4:30pm

Friday 29/08

- The Passion of Saint John the Baptist
- Year 6 Mad about Science Incursion

Sunday 31/08

- [Social Justice Sunday](#)
- 22nd Sunday In Ordinary Time -GREEN
- MACSIS Open for Input this week - Students, Families, Staff

Week 7

Monday 01/09

- [World Day of Prayer for the Care of Creation](#)

Tuesday 02/09

- Staff Meeting 3.30pm - 4:30pm

Wednesday 03/09

- Saint Gregory the Great
- Father's Day Breakfast 7am & Mass (Whole School) 9.15am
- Whole School Assembly 2.30pm

Thursday 04/09

- Father's Day Stall
- Staff Meeting 3.30pm - 4:30pm

Friday 05/09

- ONWZ Principals Network

Sunday 07/09

- 23rd Sunday In Ordinary Time-GREEN
- **Father's Day**

Week 8

National Child Protection Week

Monday 08/09

- Year 4 Shelter Building Incurison
- Team Leaders Meeting 3.30pm - 4:30pm

Tuesday 09/09

- *Saint Peter Claver*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 10/09

- **YEAR 1 and 2 ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2.30pm
- **2025 Year 6 School Matinee Production 11.30am**
- **2025 Year 6 School Production 6.30pm**

Thursday 11/09

- Staff Meeting 3.30pm - 4:30pm
- **2025 Year 6 School Production 6.30pm**

Friday 12/09

- *The Most Holy Name of Mary*
- Instalment 3 - Family Fee Payment Due

Saturday 13/09

- *Saint John Chrysostom*

Sunday 14/09

- The Exaltation of the Holy Cross-RED

Week 9

Monday 15/09

- *Our Lady of Sorrows*

Tuesday 16/09

- *Saints Cornelius and Cyprian*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 17/09

- **PREP ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2.15pm

Thursday 18/09

- Staff Meeting 3.30pm - 4:30pm

Friday 19/09

- *Saint Januarius*
- **End of Term 3**



Prep A

Sienna S - For excellent writing, remembering what a sentence needs. A capital letter, finger spaces and a full stop. Awesome!

Avaliah T - For showing positivity and the love for learning. Prep A will miss you!

Prep B

Siobahn A - For being an inquisitive learner and always asking questions to further your understanding.

Ezekiel S - For beginning to use your letter sounds knowledge to find the initial sounds in words.

Prep C

Antonio T - For being a dedicated learner who confidently identifies missing numbers on number tracks to 20. Your enthusiasm and readiness to learn show a true love of learning.

Elizabeth G - For reading and writing our heart words, and for consistently being a dedicated learner, showing our PBL values in all that you do.

Year 1A

Marcus L - For demonstrating great literacy skills, confidently using sound knowledge and connecting correct spelling patterns in your writing. Keep up the great work!

Penelope V - For writing a fantastic summary using the conjunctions 'but', 'because' and 'so', including all the important information. Well done on your hard work!

Year 1B

Dante A - For always trying your hardest and giving everything a go. Keep it up!

Madelyn F - For showing compassion and kindness to your classmates. It's great to see you display our PBL values.

Year 1C

Grace D - For your growth in sounding out and blending words. Keep up the brilliant reading!

Tomislav J - For demonstrating impressive growth in solving addition sums this term. Keep up the amazing adding!

Year 2A

Gloria M - For showing fantastic improvement when segmenting, blending and changing sounds in words. Super effort Gloria!

Logan B - For your excellent understanding of partitioning, number lines and regrouping to solve addition and subtraction equations. Well done Logan!

Year 2B

Bol P - For consistently applying regrouping on number lines to solve addition and subtraction problems! You are a maths superstar!

Nyanring M - For consistently demonstrating patience and embodying the PBL value of respect in all interactions and learning situations.

Year 2C

Ana D - For showing great progress in decoding and spelling words! You're working hard to sound out tricky words and spell them correctly. Keep up the amazing work, Ana.

Liam P - For your fantastic growth in class participation and focus during learning tasks. You've shown great enthusiasm, stayed on task, and contributed more confidently during lessons.

Year 3A

Yuot Y - For showing fantastic growth in being a responsible learner. You are now showing your teacher that you are ready to learn. Keep up the great effort, your positive choices are making a big difference.

Eden F - For writing an amazing factual recount about the year 3 excursion to the NGV. Well done on beginning to use commas in your sentences - your writing is becoming very engaging.

Year 3B

Peyton-Ivy F - For your positive attitude to catching up on testing. You demonstrated great responsibility for your learning by being so focused during this time.

Michaiah A - For demonstrating resilience with your Inquiry presentation when needing to start over. Your positive attitude towards learning was evident throughout this process.

Year 3C

John H - For always being respectful. It's great to see you regularly showing our PBL values.

Mary H - For confidently contributing to our class discussions during our literacy lessons on poems.

Year 4A

Krishna C - For your excellent application of mental addition and subtraction strategies to solve problems involving up to three-digit numbers. Awesome!

Georgia A - For your insightful contributions to our class discussions about the purpose of different structures and materials. Amazing!

Year 4B

Violet B - For demonstrating focus and diligence when completing her Maths work using mental computation strategies

Brian C - For demonstrating focus and diligence when completing his Maths work using ordered operations

Year 4C

Bunny M - For demonstrating the value of kindness by including classmates, listening with empathy, and showing respect for others' ideas. Well done!

Lekky M - For being a focused and dedicated learner. You are a fantastic role model for your classmates in 4C! Well done!

Year 5A

Sophie C - For consistently showing our PBL values of kindness and respect in everything you do. It has been truly wonderful to see the way you care for and support your peers.

Jacob D - For doing an outstanding job as the MC for the Year 5 Talent show. Your confidence, energy and natural stage presence made it engaging and fun for everyone! Great work!

Year 5B

Kaylee P - For showing fantastic confidence during the talent show last week. It was wonderful to see you up on stage sharing your talent. Keep it up. We're so proud of you!

Donovan J - For absolutely smashing your solo performance in the Year 5 Talent Show! What an amazing achievement, we're all so proud of you!

Year 5C

Sifa A - For consistently being attentive, hard working and respectful. It is wonderful to see the maturity you display. Well done!

Ellie Y - For an amazing performance at the Year 5 Talent Show. You are truly talented and we are very proud of you. Keep it up!

Year 6A

Aiden Q - For your consistent engagement with all learning tasks and always giving it your personal best effort! Super Star!

Annabelle B - For your increased confidence in classroom discussions and engagement within our learning independently! Well done!

Year 6B

Marita M - For consistently paying close attention during lessons and demonstrating a strong desire to learn by asking thoughtful questions to deepen your understanding. Well Done!

Zac F - For actively participating during whole class explicit teaching and consistently showing a positive attitude by giving every task a go. Well done!

Year 6C

Priscilla L - For the excellent work ethic last week. You didn't just complete your work — you went the extra mile with effort. Keep it up!

Miron F - For reflecting on your behaviour, taking responsibility, and making real efforts to grow.

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*.

St Catherine of Siena

GRANDPARENT'S DAY CELEBRATION

Wednesday 30th July 2025

9.15am Mass

10.15am Classroom Visits

10.45am Morning Tea for
Grandparents

RSVP via Operoo note

