



Friday, 9th May 2025



Dear Parents, Carers, & Students,

This past Wednesday, we gathered as a school to celebrate, honour and bless our Mums through the celebration of Eucharist, class visits and morning tea. The photos of our mums published in this week's newsletter, although only a snippet of the photos taken, highlight the reciprocal love and joy between mother and child.

The staff wish to thank the many parents who had taken the opportunity to express their thanks and affirm the efforts taken this year to ensure that this day is as special as possible.

Wishing all our Mums a wonderful Mother's Day.

Mr Des Noack
Principal



God, this coming Sunday, we celebrate mothers, but the truth is, we ought to celebrate them every day. Their love manifests in small, subtle ways each day—in the mundane that sometimes we can take for granted. We thank you for their sacrificial love and ask you to uplift them today. Thank you for the gift they are in our lives. We ask that when our mothers are tired, Lord, give them strength. When they feel alone, give them comfort. When they feel overwhelmed with the challenges of parenting, help them to know peace. In their darkest moments, be their Light. At times in our lives, our mothers are everything to us, meeting our every need. We ask You to provide them today with whatever gift they need. In gratitude, we pray. Amen.

House Names That Reflect Our Catholic Identity & Mission

Our current House names are:

McKillop - Blue

Freeman - Green

Roberts - Red

Hollows - Gold

Throughout the year, the Year 6 School and Sports Captains have been working hard to discuss, research and decide potential candidates for a change of the House Names of St Catherine of Siena Primary School. This action came about when reflecting upon how our House names reflect and showcase Catholic Identity & Mission. St Mary McKillop, through her life, demonstrated her faith through her actions. Public figures such as Cathy Freeman and Fred Hollows, also demonstrate wonderful human qualities, but more so through civic values rather than those that are explicitly professed and lived through faith.

Through their research and discussions, the students have identified the names of nine saints as potential names for our Houses. Our aim is to ensure that when a student is asked what House they belong to, they not only name a colour but also the name of the saint and can articulate the qualities of that saint.

The saints being put forward as potential candidates for Houses are:

St Mary McKillop
St Joan of Arc
St Anne
St Jude
St Patrick
St Mary Magdalene
St Mother Teresa of Calcutta
St Bernadette
St Francis of Assisi

The next step in this process is to allow our students, staff and community to vote for who they believe should represent our houses. This process is identified below.

Process

Week 5 - Students, Staff and community are to be sent a Google Form to fill out to choose which Saint would best represent the Houses of St Catherine of Siena. A Google slideshow with a description of each saint will accompany this Google form.

Week 6 - Responses to be collected and collated.

Week 7 - Discussions with executive leadership, and potentially student leaders, to decide which Saint would be the representative for each House.

Week 9 - Presented to the school during Assembly

It has been great to see the student leaders actively research and spend time finding the different values that each saint has that would create the characteristics of each house.

We look forward to announcing the new names of the Houses later this term

Mrs Angela Giordimaina and Mr Matt Galea



NEW COLLEGE TOUR DATES
Register now for Term 2 tours at
www.sfcc.vic.edu.au/join-us/college-tours

Year 6 Excursion to the Melbourne Immigration Museum – Many Stories Program



Our Year 6 students had the wonderful opportunity to take part in the Many Stories program at the Melbourne Immigration Museum. This curriculum-aligned program allowed students to explore Australia's rich immigration history through real-life stories, museum artefacts, and guided learning activities.

The day began with a staff-led education session where students worked in small groups to examine historical objects, documents, and artefacts. These items helped students uncover the stories of immigrants who came to Australia from the 1800s to the 2000s. They shared their findings with their peers and reflected on the role these individuals played in shaping Australia's multicultural society.

As part of the experience, students learned about the different reasons people have migrated to Australia, the challenges they faced, and how immigration has contributed to the nation's development. They also explored how museum objects can help uncover stories from the past, and were encouraged to think critically and compassionately about what it means to leave one's home country and start a new life elsewhere.

Following the classroom session, students explored the museum galleries with a specially designed booklet that helped guide their learning. They recorded key information, answered questions, and learned more about individual immigration stories, immigration procedures in Victoria, and First Peoples' culture and history.



A highlight of the day was the walk to Sandridge Bridge, an important Melbourne landmark with a strong link to immigration. Originally a railway bridge used by immigrants arriving at Station Pier in Port Melbourne, Sandridge Bridge has now been transformed into a public art space. It features ten large sculptures known as The Travellers, which represent different migrant groups who have journeyed to Australia. Along the bridge are also glass panels inscribed with the names and stories of thousands of immigrants. This powerful display helped students make real-world connections to the stories they explored at the museum.



The excursion was an engaging and thought-provoking experience that brought history to life for our Year 6s. Each student returned to school with a deeper understanding of Australia's immigration story and a new appreciation for the diverse backgrounds that make up our community today.

A Recount On Our Grade 6 Excursion to the Melbourne Immigration Museum

On Friday the 1st of May, the Grade 6s went to the Immigration Museum for an excursion.

When we got off the bus, we went to the side of the museum to eat our snacks. Then one group went to do a different activity, and my group went into the museum.

The first thing we did was an activity with Krissy. It was really fun and interesting because we got to answer questions about a migrant's life and look at different items from their past. The box on my table had an apron in it.

After that activity, we went to the main building for three more activities. My favourite one was when we wrote down facts about different stories that were written on a wall. The story I worked on was about a Ukrainian woman, and we actually met the person who donated the items to the museum! She told us lots of facts about the things in the glass case, but then we had to go outside for lunch.



After lunch, we walked to the bridge called *The Sandridge Bridge*. It has 10 statues, and we read some information about them. After that, we walked back to the bus and returned to school.

From visiting the Immigration Museum, I learned how hard it can be for people to move to a new country. I found out that many migrants had to leave their homes because of war or danger, and they brought special items with them to remember their past. I also learned that everyone has a different story, and it's important to listen to them and show respect.

By Marita M

6B

TERM 2

Week 4

ONLINE CYBERSAFETY SESSION FOR YEAR 1-6 THIS WEEK

Monday 12/05

- Saints Nereus and Achilleus Saint Pancras
- Yr 4 Excursion – Melbourne Museum
- Yr 2 Incursion – Metro Trains Awareness

Tuesday 13/05

- Our Lady of Fatima
- Shon Productions onsite – Filming Day 2
- Staff Meeting 3.30pm - 4:30pm

Wednesday 14/05

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

Thursday 15/05

- International Day of Families
- Staff Meeting 3.30pm - 4:30pm

Friday 16/05

- MPSSA Winter Sports – Round 1

Saturday 17/05

Sunday 18/05

- Saint John I
- 5th Sunday of Easter - White

Week 5

ONLINE CYBERSAFETY SESSION FOR PREP THIS WEEK

Monday 19/05

- Emergency DISPLAN Practice

Tuesday 20/05

- Mary, Mother of the Church
- Saint Bernadine of Siena
- Yr 2 Incursion Transport Rail Awareness & Safety
- Staff Meeting 3.30pm - 4:30pm
- Parent Advisory Committee 7:00pm

Wednesday 21/05

- Saints Christopher Magallenes and companions
- MPSSA Yr 5/6 Girls AFL
- Staff Flu Vaccination Program
- Whole School Assembly 2.15pm
- YEAR 4 ATTENDING PARISH MASS @ 9:15am

Thursday 22/05

- Saint Rita of Cascia
- Staff Meeting 3.30pm - 4:30pm

Friday 23/05

- MPSSA Winter Sports – Round 2

Saturday 24/05

- Our Lady, Help of Christians
- First Eucharist Presentation and Commitment Mass @6pm

Sunday 25/05

- Saint Gregory VII

- Saint Mary Magdalene de Pazzi
- Saint Bede
- 6th Sunday of Easter-WHITE



Week 6

National Reconciliation Week

Monday 26/05

- Saint Philip Neri
- National Sorry Day

Tuesday 27/05

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

Wednesday 28/05

- YEAR 3 ATTENDING PARISH MASS @ 9:15am
- Whole School Assembly 2.15pm

Thursday 29/05

- Saint Paul VI
- LSO Meeting 2:15 - 3pm
- Staff Meeting 3.30pm - 4:30pm

Friday 30/05

- MPSSA Lightning Prem

Saturday 31/05

- The Visitation of the Blessed Virgin Mary
- First Eucharist for SCS and SD @11am (SD Choir) and 1pm (SCS Choir)
- Sunday 01/06
- The Ascension of the Lord-WHITE
- Jesus commissions the eleven, ascends to heaven-Luke 24: 46-53

Week 7

Monday 02/06

- *Saints Marcellinus and Peter*

Tuesday 03/06

- *Saint Charles Lwanga and companions*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 04/06

- **YEAR 2 ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2.15pm
- **Interrelate Human Development Family Night - Tricky Talks 6:30 - 8:00pm**

Thursday 05/06

- *Saint Boniface*
- LSO Meeting 2:15 - 3pm
- Staff Meeting 3.30pm - 4:30pm
- Inform and Empower Parent session

Friday 06/06

- **School Closure Day**
- *Saint Norbert*
- *Saint Marcellin Champagnat*

Saturday 07/06

-

Sunday 08/06

- **Feast of the Immaculate Heart of Mary**
- **PENTECOST SUNDAY-RED**

Week 8

Monday 09/06

- **King's Birthday – Public Holiday**
- *Mary, Mother of the Church*

Tuesday 10/06

- Staff Meeting 3.30pm - 4:30pm

Wednesday 11/06

- *Saint Barnabas*
- **YEAR 1 ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2:15pm

Thursday 12/06

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

Friday 13/6

- *Saint Anthony of Padua Feast Day*
- ONWZ principal Network
- Instalment 2 - Family Fee Payment Due

Sunday 15/06

- **SOLEMNITY OF THE MOST HOLY TRINITY-WHITE**

Week 9

Monday 16/06

-

Tuesday 17/06

- Staff Meeting 3.30pm - 4:30pm

Wednesday 18/06

- **YEAR 6 and Prep ATTENDING PARISH MASS @ 9:15am**
- **Year 5 Talent Show 11:30am – 1:30pm**
- Whole School Assembly 2.15pm

Thursday 19/06

- *Feast of Corpus Christi*
- *Saint Romuald*
- Staff Meeting 3.30pm - 4:30pm

Friday 20/06

- Saturday 21/06
- *Saint Aloysius Gonzaga*

Sunday 22/06

- *Saints John Fisher and Thomas More*
- **SOLEMNITY OF THE MOST HOLY BODY AND BLOOD OF CHRIST (Corpus Christi) - WHITE**

Week 10

Monday 23/06

- *Saint Paulinus of Nola*

Tuesday 24/06

- *THE NATIVITY OF SAINT JOHN THE BAPTIST*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 25/06

- *Saint Romuald*
- **2026 Prep Enrolments Close**
- **Whole school mass for the Feast of the Sacred Heart @ 9:15am**
- Whole School Assembly 2.15pm

Thursday 26/06

- Staff Meeting 3.30pm - 4:30pm

Friday 27/06

- *Saint Cyril of Alexandria*
- *Solemnity of the Most Sacred Heart of Jesus*
- **Semester 1 Student Reports Sent Home**

Saturday 28/06

- *The Most Immaculate Heart of Mary*

Sunday 29/06

- *Saints Peter And Paul - RED*

Week 11

Monday 30/06

- *The First Martyrs of the Holy Roman Church*

Tuesday 01/07

- **Parent Teacher Learning Conversations 3.45pm to 7.15pm**

Wednesday 02/07

- **YEAR 5 ATTENDING PARISH MASS @ 9:15am**
- **Parent helper afternoon tea**
- Whole School Assembly 2:15pm

Thursday 03/07

- *Saint Thomas*
- **Parent Teacher Learning Conversations 3.45pm to 7.15pm**

Friday 04/07

- *Saint Elizabeth of Portugal*
- **Last Day of Term 2**
- **Dismissal Time 3.15pm**





This Weekend's Gospel

A reading from the holy Gospel according to John (10:27-30)

I give my sheep eternal life.

Jesus said:

'The sheep that belong to me listen to my voice; I know them and they follow me.

I give them eternal life; they will never be lost and no one will ever steal them from me.

The Father who gave them to me is greater than anyone, and no one can steal from the Father.

The Father and I are one.'



Gospel Reflection

Shepherds in the first century did not have a particularly good reputation. Whilst the task itself was a responsible one, it was usually undertaken by hired help – usually young men or even boys. Being hired help, they had little allegiance to the flock and were generally regarded as basically untrustworthy and often accused of illicitly selling off the sheep's milk and even the occasional lamb.

They lived for months at a time out in the hills with the sheep; often risking their lives in defence of their flock, yet still regarded with suspicion. Shepherds were held in such low regard that they could not appear in court as a witness. Yet, despite this grim picture of shepherds, Jesus described himself as the Good Shepherd. With that one word, he acknowledged the reputation of shepherds but utterly dismissed it by describing himself as a shepherd – but a good shepherd. He chose to describe himself as the worst of all occupations but raised the status to unimpeachable heights.

In describing himself as the good shepherd, Jesus joined a distinguished list of biblical shepherds: Abraham, his son Isaac, and grandson Jacob were all shepherds; Moses was tending the flock of his father-in-law, Jethro, when God appeared to him in the burning bush and revealed God's name; and the great King, David, began life as a humble shepherd-boy. So, despite the poor reputation of shepherds in Jewish society, some of the greatest leaders of the Jews began life as shepherds.

Today's gospel passage follows the famous 'good shepherd' passage in the gospel of John and continues on the image. The passage portrays Jesus as 'claiming' his flock; guaranteeing them not only safety but also eternal life. This oath of loyalty and commitment is all the stronger and more remarkable in light of Jesus' rehabilitation of the status of shepherds.

Scriptural context – The Father and I are one

The final sentence of today's passage has Jesus declaring, 'The Father and I are one.' It seems a fitting way to finish the gospel reading for liturgical use in the Easter season. However, the passage in John's gospel continues on. Immediately upon hearing these words, the listening crowd grab rocks and are about to stone Jesus to death! They were horrified by his apparent blasphemy – claiming to be one with God. Such a bold declaration of oneness with the Father was no doubt used by the gospel writer to try to eradicate emerging questions about the divinity of Jesus.

Have you thought? Why John?

You may have noticed that during the Easter season, we have been hearing exclusively from the gospel of John. But aren't we in Year C of the liturgical cycle – the year of Luke? Well, yes, but ... The gospel of the year is predominantly proclaimed during Ordinary Time. However, there is no Year of John. This gospel is read during the Easter season and at other specific feasts and seasons. As the synoptic gospels focus on the life and ministry of Jesus, the theological and metaphoric nature of John's gospel is much more suited to the post-resurrection season of Easter.

Gospel Focus – Eternal life

In the gospel passage, Jesus says of the sheep that belong to him, 'I give them eternal life.' He does not say, I give them the promise of eternal life. The message that comes through the gospel of John is clear that eternal life is not some future existence, but rather a new way of being in the here and now. But that is not to suggest that there is not an 'eternal' quality to eternal life. The gospel of John makes clear that eternal life begins in the here and now but has no end.



Prep A

Julia B - For building up your confidence this term. Keep it up, You're a superstar.

Charbel B - For writing an amazing weekend recount, using finger spaces and a full stop. Keep it up!

Prep B

Elizabeth E - For being an inquisitive learner during mathematics and partitioning numbers to 5.

Manyang M - For being a knowledgeable learner and using your letter sound understanding when spelling unknown words.

Prep C

Chrisanna T - For identifying the sounds in the beginning, middle and end of CVC words. Awesome work!

Kabir S - For displaying a readiness to learn and trying your best to complete set tasks with a growth mindset.

Year 1A

Esme H - Continuously showing dedication to your learning, keep up the great work!

Penelope V - For always getting involved in class discussions and having a go in all learning areas. Well Done!

Year 1B

Abieei B - For being a responsible learner and always putting in your best effort. Keep it up!

David D - For your fabulous, neat handwriting you continue to deliver every day. Well done!

Year 1C

Jessie M - For demonstrating our PBL value of responsibility, by completing a detailed diagram of a plant and correctly labelling all of its parts. Keep up the great work!

Rubaab K - For making connections in your learning, by completing 'because', 'but', 'so' sentences about plants and what they need to grow.

Year 2A

Alaura M - For your dedication shown towards practising and improving your reading. Keep up the excellent effort!

Anthony G - For your effort and persistence when writing to make improvements to your sentences. Keep it up!

Year 2B

Zemichael G - For leading by example and helping others learn, showing our school values every day. Your efforts to support your classmates make a meaningful difference in our school.

Evelyn P - For producing exceptional writing including adjectives, complex sentences, and detail. Keep up the fantastic work!

Year 2C

Ryan A - For increased fluency in reading words containing r-controlled vowels. Keep up the fantastic work.

Arsema G - For your increased ability to add and subtract two-digit numbers using your knowledge of place value. Well done on having a growth mindset with this skill

Year 3A

Lily W - For your amazing effort in representing fractions of collections and shapes. It was so wonderful to see you fully engaged in this unit. Keep up the fantastic learning!

Mello Z - For showing outstanding participation during choral reads. Your enthusiasm and consistent involvement is amazing!

Year 3B

Bailee W - For your reflection on how your actions can show the values that St Catherine of Siena demonstrated.

Dhieu A - For your fantastic effort with identifying fractions of shapes and collections. Keep up the great work!

Year 3C

May T - For building on your confidence and becoming more involved in class discussions - your contributions are truly valued.

Charlie S - For engaging in your learning in writing and completing tasks to a high standard, in particular your cursive writing skills.

Year 4A

Ava K - For accurately identifying decimals to the hundredths place on the number line. Amazing effort!

John P - For accurately identifying decimals to the hundredths place on the number line. Superstar!

Year 4B

Ivan D - Actively participating in our literacy routine using the whiteboards to show sound letter and image relationships.

Bakita M - Actively participating in our literacy routine using the whiteboards to show sound letter and image relationships.

Year 4C

Abraham T - For his hard work and determination in recalling multiplication facts up to 8. Amazing work, keep it up!

Alexia M - For consistently giving her best effort in class while demonstrating a positive attitude toward learning! Well done!

Year 5A

Mace Z - For doing an amazing job on your multiplication and division post-assessment. You should be so proud! We are! Keep up the great learning.

Alana F - For doing an outstanding job on your multiplication and division post-assessment. You should be so proud! We are! Keep up the great learning.

Year 5B

Isabel R - For consistently following all PBL expectations and setting a great example for others. What a fantastic role model you are! Well done

Leon P - For demonstrating enthusiasm during our Inquiry lesson, especially when investigating and discovering information about artifacts

Year 5C

Chelsea H - For your consistent hard work and showing growth in both Maths and writing. Keep up the great work!

Matilda Ha - For your contributions in class and your engagement with the novel 'The War Horse'. Well done!

Year 6A

Avalon S - Showing great maturity and enthusiasm during our Immigration Museum excursion when participating within a group and asking insightful questions.

Semira C - For showing growth in your resilience, actively collaborating with your peers and tackling challenges together with confidence.

Year 6B

Julian M - For trying hard to stay focused during learning time and for showing great progress in plotting fractions with related denominators on a number line. Keep it up!

Yara B - for being a flexible, positive learner who always gives your best and never complains, no matter the task. Your attitude is an inspiration!

Year 6C

Anna K - responsibility in monitoring class behaviour and helping maintain a focused and respectful learning environment

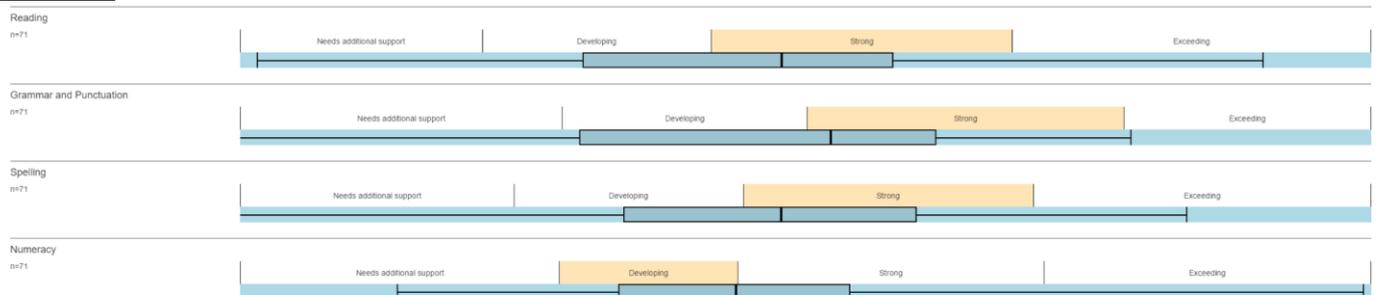
Dhieu Y - Enthusiasm, curiosity, and active participation during our recent school excursion to the Immigration Museum



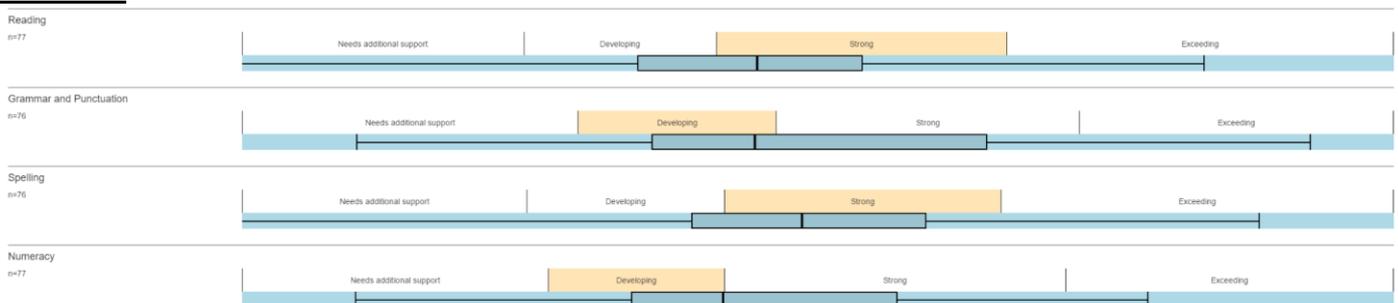
This week at St Catherine of Siena, we received our preliminary NAPLAN data. Schools receive a School and Summary Student Report (SSSR). In this report, we can access the following data:

1. Access to data around 4 of the 5 NAPLAN tests offered
 - a. Grammar and Punctuation
 - b. Reading
 - c. Spelling
 - d. Numeracy
2. Item analysis i.e., we can see how each testing item from the 4 tests listed above links to the curriculum, how many of our students accessed the questions, and how many answered the questions correctly.
3. Box and whisker plots i.e., looking at our students at a cohort level (see below).

YEAR 3:



YEAR 5:



The above box and whisker plots above show many valuable things in regards to learning and teaching e.g.

1. Our 2025 Year 3 cohort is operating at *Strong* in 3 out of the 4 areas tested

2. Our 2025 Year 5 cohort is operating at *Strong* in 2 out of the 4 areas tested
3. We have more students in our 2025 Year 3 cohort operating in *Strong* and *Exceeding* than *Needs additional Support* and *Developing*

The Curriculum team and the Executive leadership team will unpack the data to ensure strategic Learning and Teaching decisions are continued to be made moving forward.

We would like to take this opportunity to congratulate all our Year 3 and 5 students who undertook the NAPLAN testing back in Term 1.

NAPLAN services have advised that NAPLAN 2025 reporting packages will be distributed to schools in the week commencing **Monday, 21 July**. These reporting packages will contain:

- A confidential Individual Student Report (ISR) for each student who participated in the tests.

The ISR will display students' results against the four proficiency levels for each NAPLAN domain, as well as performance ranked against the national average for the applicable year level.

The report also includes descriptors for each proficiency level and NAPLAN test domain.

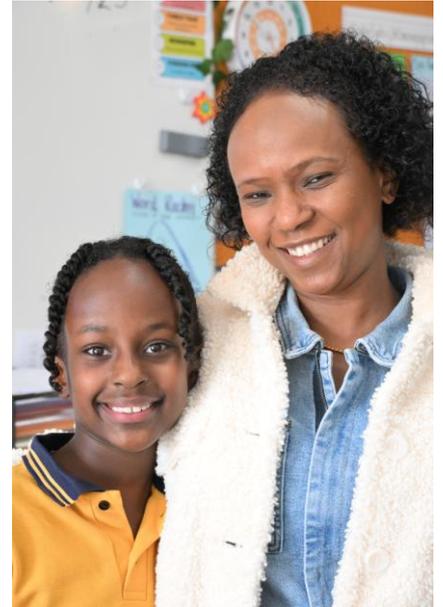
These will be sent home to families as soon as possible.

Lisa McCallin

Deputy Principal of Learning and Teaching









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*.