



Newsletter 5th May, 2021

PRINCIPAL'S REPORT

Dear Parents/Carers,

MOTHER'S DAY

Mother's Day is on Sunday and I wish all our mothers a fantastic day. Thank you for all the wonderful things you do for your families.

COVID SAFETY - SICK STUDENTS TO STAY AT HOME

We ask that any students who show any signs of being unwell must remain at home. Parents please note that students will be isolated in the sick bay and we will call parents if we identify that your child is unwell.

This protocol is in place for the safety of all students and members of our community.

NAPLAN

The National Assessment Program - Literacy and Numeracy [NAPLAN] will be held next week. Our students will complete the 2021 NAPLAN tests on the 11th, 12th and 13th May.

2022 FOUNDATION [PREP] ENROLMENTS FOR EXISTING FAMILIES

Our school has received a large number of enrolment enquiries for 2022. To ensure that we can cater for the children of our existing families in 2022, we are bringing forward the enrolment process. Enrolment interviews for these families will commence this month. If you have already completed and submitted an enrolment form to the office you will be contacted to arrange an interview. If you have not yet submitted an enrolment form for your child please ensure that this is done by no later than Wednesday 12th May 2021.

ST LAWRENCE OF BRINDISI PRIMARY SCHOOL

I congratulate Mr Bill Hill, the Principal of St Lawrence, on the upcoming 'sod turning' ceremony for the new catholic primary school in Melton South.

St Lawrence is to open for the start of the 2022 school year.

Damien Schuster

A handwritten signature in black ink, appearing to read 'D. Schuster'.

PRINCIPAL



The St. Anthony's Primary School Community promotes the safety, wellbeing and inclusion of all children.



CALENDAR OF EVENTS

Date	Event	Date	Event
Wednesday 5th May	MPSSA Cross Country Event	Wednesday 12th May	NAPLAN Yr 3&5
Thursday 6th May		Thursday 13th May	NAPLAN Yr 3&5
Friday 7th May	Senior Winter Sports	Friday 14th May	
Saturday 8th May		Saturday 15th May	
Sunday 9th May		Sunday 16th May	
Monday 10th May		Monday 17th May	
Tuesday 11th May	NAPLAN Yr 3&5	Tuesday 18th May	

With Grateful Hearts

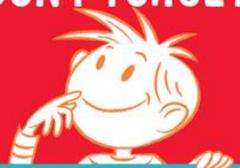
Loving God, on Sunday 9th May we celebrate Mothers' Day. We pray for our mothers and those who are like mothers to us – our grandmothers, our aunties, our sisters, our teachers and our friends. May we always remember how intelligent, capable, responsible and hard-working they are and thank them for the love, care and protection they show for us. O God, shower our mothers with abundant blessings.

Loving God, you are always with us, holding us in your loving embrace. We place our mothers in your tender care and ask you to help us to support them when they are weary, to show them compassion and kindness when they need it, and to show them constant love and gratitude. We ask this in Jesus' name.

2021 GPBS eNews



DON'T FORGET!



SCHOLASTIC
Book Club
 orders are due:
Friday 7th May

The Best Love

Jesus set the ultimate standard for love: putting your life on the line for your friends. Most of us don't go anywhere near that far. I have a differently-abled friend who's greatly loved within our parish community. Everyone declares how much she means to them, and how they would do anything for her. But there are things that few will actually do. Sitting with her is one thing; bathing her is another. Bringing over dinner is okay, but cleaning potties is not. Some will only come by when she's particularly well; when she's especially frail and helpless, some can't bear the sight of her suffering. Each of us has limits on how far we're willing to go with love, how much responsibility we're prepared to assume. None of us has a perfect record, and no one shows signs of the "best love" that Jesus models.

Yet Jesus calls us his friends anyway. Even though he's a better friend to us than we'll ever be in return to him. Jesus takes our imperfect love and breaks it, blesses it, and passes it around like Eucharist to a hungry world. Jesus multiplies our little fragments of love and makes them sufficient. Our love may not be perfect, but that's no excuse to withhold what we've got. Jesus will make it what it needs to be. Our task is to offer it.



What have you done, and failed to do, in loving those around you?

Name three proofs that you are a loving person. Add to that three ways you would like to be more loving. Look for ways to practice those new frontiers of the heart.

"I've named you friends because I've let you in on everything I've heard from the One who sent me".

The Commissioning

In the midst of conflict and hatred, **we offer love to one another.**

When we are met by despair and loneliness, **we offer love to one another.**

Where uncertainty and apathy are found, **we offer love to one another.**

When haste threatens to cloud our judgement, **we take time to love one another.**

When it is hard to forgive and forget, **we will keep the struggle to love one another.**

Jesus said, *"I give you a new commandment: love one another, just as I have loved you".*

We have heard, and we will obey. We will love one another. Amen.

Learning and Teaching News

In Foundation, students were tuning into their Inquiry Big Question: "What is it made of and why?". This term Foundation students are learning about the properties of different materials as part of Chemical Sciences. They listened to a story about Little Red Riding Hood, but there was a storm and Little Red Riding Hood got wet because she wasn't wearing a coat.

Foundation students knew they had to help Little Red Riding Hood so they used different materials to find out which material is best to make a rain coat for Little Red Riding Hood. They tested the different materials by dressing toys in the materials and sprayed water on them.

Some of the materials had holes in them and the toys got wet. If the toys got wet students had to try a different material. Some of the materials kept the toys dry and Foundation found out that those materials are called waterproof.

Students found out that plastic was the best material to keep Little Red Riding Hood dry because it was waterproof. Foundation had a great time learning about materials and tuning into their Inquiry topic.



St Anthony's school acknowledges the traditional custodians who have cared for the lands and waters for thousands of years. We pay our respects to the Wurundjeri Woi Wurrung people, their Elders past and present, who maintain strong spiritual connections and traditions to this land. We commit ourselves to the on-going work of reconciliation and justice for all Aboriginal and Torres Strait Islander people.



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 the 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 that 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 student'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 this year?

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

Amendments were made to the [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?

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).