

St Mary's School, Rutherglen (a child safe school)

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Newsletter *Issue 17 - Term 2 - Wednesday 19 June, 2019*

Dear Parents/Guardians,

This Sunday is the Feast of the Body & Blood of Christ



First Communion

Congratulations to Henry Ross, Patrick Walsh, Felicity Hartung, Murray Enever-Cooper, Maiya Lea, Faith Barkley,

Brodie Upton, Flynn Verhulst, Samuel Moloney, Arthur Morris, Milligan Morris and Eva Maddison who all celebrated the Sacrament of the Eucharist for the first time last Sunday. It was a beautiful ceremony conducted by Fr. Carey. A special thanks to Hannah Kelly for all her hard work in preparing the day so well. Also, thanks to all families for being a vital part in their children's preparation for the sacrament.



Weekend Mass Times:

Chiltern Saturday 6pm

Rutherglen Sunday 9am

Wahgunyah Sunday 10.30am

IMPORTANT DATES

Friday 21 June

Glenview Visit - Juniors

Thursday 27 June

4.00pm - Reports released - access through PAM (Parent Access Module)

Friday 28 June

**Last Day Term 2 (Casual Clothes Day - gold coin donation)
School finishes at 2.30pm**



Open Day Tour Guides:

Thank you to our Year 6 student tour guides (pictured right), who did a fantastic job showing families around our school yesterday during Open Day. Feedback from the families to me was they were obviously all very proud of their school.

School Reports

PAM ACCESS

Your child's first Semester reports will be available to be accessed through **PAM** next

Thursday 27th June from 4pm.



SCHOOL ATTENDANCE & EXCURSION FEATURE ARE NOW LIVE

IMPORTANT:

PAM - School Attendance & Excursion Links are Now Open

We have now opened the School Attendance and Excursion links on PAM (Parent Access Module). These links will allow you to notify the school of absenteeism or late to school and provide the school with any excursion permission requirements once you have logged into PAM.

Safe on Social Media Parents TIPS

"Sit down as a family and develop some rules about internet use."

Reassure them that they can always talk to you


Research suggests that most children are actually more cautious than adults online, and that most are good at navigating the internet safely. Often when they do come across upsetting content, it's not because they've gone looking for it, but because they've found it by accident, or because someone's sent it to them.

It is a good idea to reassure your child that they can always talk to you.

- Ask them if they've seen anything online that they are not comfortable with. (They might have seen things like nasty comments, sexual content, violent images.)
- Tell them that you won't overreact if they tell you about something they've seen, that you'd much rather that they talked to you, instead of keeping it to themselves.
- If they are upset or worried about something they've seen, talk about how they feel, and how they can avoid seeing them again in future.
- If necessary, help them to report or block content they find disturbing.
- Whatever happens, stay calm if you find they've come across something you don't approve of.

PBIS Awards (Positive Behaviour in Schools):

This week's Focus: Expectations when Eating.

Etiquette when eating	Respect Ourselves	Respect Others	Respect our Environment
	<ul style="list-style-type: none"> ⇒ Clean up after ourselves ⇒ Stay seated for the eating time ⇒ Make good food choices ⇒ If required, wash hands and face after eating 	<ul style="list-style-type: none"> ⇒ Talk quietly to the people around you ⇒ Eat with your mouth closed ⇒ Keep your lunchboxes and drink bottle in your own space ⇒ Only eat your own food 	<ul style="list-style-type: none"> ⇒ Put lunchboxes in bags when finished ⇒ Put classroom rubbish in the correct bins ⇒ Take your lunchbox rubbish home ⇒ Leave a clean space

Congratulations to this week's PBIS Winners

(pictured below):

Dusty Fisher (3/4 JS), George Morris (1/2 LD) & Patrick Colman (1/2 LD)



Have a great week,

Matt
Principal



St John Ambulance - First Aid in Schools Program

Michelle from St John Ambulance conducted First Aid sessions for all of our students last Thursday.



D DANGER
Ensure the area is safe for your self, others and the patient

↓

R RESPONSE
Check for response—ask name—squeeze shoulders
No response Response
Make comfortable
Monitor response

↓

S SEND for help
Call triple zero (000) for an ambulance
or ask another person to make the call

↓

A AIRWAY
Open mouth—if foreign material present
Place in recovery position
Clear airway with fingers

↓

B BREATHING
Check for breathing—look, listen, feel
Not normal breathing Normal breathing
Start CPR Place in recovery position
Monitor breathing

↓

C CPR
Start CPR—30 chest compressions : 2 breaths
Continue CPR until help arrives
or patient recovers

↓

D DEFIBRILLATION
Apply defibrillator if available
and follow voice prompts



Please find following, an overview for the Nationally Consistent Collection of Data (NCCD) on school students with disabilities, for parents, guardians and caregivers. Every year, all schools across Australia have to submit data in relation to level of adjustments school need to make to support students with disabilities. This process is done in consultation and collaboration between our school and families during Program Support Group Meetings (PSGs). If you have any further questions in relation to this process, don't hesitate to contact me.



NCCD Information Sheet for Parents, Carers and Guardians

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](#).

CHILDREN'S CHATTER MATTERS

Word Sort: Ask your child to sort the following words according to their affixes. The affixes at the beginning of words are called "prefixes" because "pre-" means before, and a "suffix" comes at the end of a base word.

Then they should guess the meaning of the affix based on their prior knowledge and the patterns they see.

Forgetful
Management
Disappear
Neglectful
Distrust
Government
Rightful
Disown
Shipment
Careful
Disengage
Beautiful
Disability
Statement
Temperament



BRIGHT RED FOOTBALL IN THE COMMUNITY

MUFC ACADEMY

SCHOOL HOLIDAY CLINIC

Wodonga / Albury

July 10th, 11th, 12th 9am - 1pm

Ages :

5 - 13 years

Cost :

\$40 per day or \$100 for 3 days

Dates :

Wed 10th, Thu 11th, Fri 12th July NSW/VIC Holidays - Kelly Park, Wodonga

Location :

Register via this jotform link : <https://form.jotform.co/91677845128873>

Registrations close: 1st July 2019

ENQUIRIES: Deanne Sweetland - info@murrayunitedfc.com.au



Last days.....

Please return your stickers to school or pop them in our box at Corowa Woolworths by the end of Term.

COROWA PCYC BLUE LIGHT PRESENTS

BLUE LIGHT DISCO

21.06.18 6pm-8pm

COROWA RSL CLUB
Friday June 21
For ages 5 to 12.
All children must be collected from the RSL Club.
Entry tickets \$4 per child.

LUCKY DOOR PRIZES | DANCE COMPS
DRINKS, HOTDOGS AND ICE-CREAMS AVAILABLE

NO ALCOHOL | NO DRUGS | NO PASSOUTS

All Blue Light events are drug and alcohol free and supervised by Police Officers

www.pcyctnsw.org.au

Important Calendar Dates - 2019

Term 2

Friday 21 June	Glenview Visit - Juniors
Thursday 27 June	4.00pm - Reports released - access through PAM (Parent Access Module)
Friday 28 June	Last Day Term 2 (Casual Clothes Day - gold coin donation) School finishes at 2.30pm

Term 3

Monday 15 July	First Day Term 3
Friday 19 July	9.30am - Junior Mass
Tuesday 23 July	3.00pm - Assembly
Tuesday 13 August	Stage Door Performance at Victory Lutheran College (whole school)
Friday 20 September	Last Day Term 3 (Casual Clothes Day - gold coin donation) School finishes at 2.30pm

Term 4

Monday 7 October	First Day Term 4
Wed 30 October	Canberra Camp (Grades 5 & 6)
Thur 31 October	Canberra Camp (Grades 5 & 6) Borambola Camp (Grades 3 & 4)
Fri 1 November	Canberra Camp (Grades 5 & 6) Borambola Camp (Grades 3 & 4)
Mon 4 November	Report Writing Day (School closed)
Tue 5 November	Melbourne Cup Public Holiday (School closed)
Fri 29 November	Bishop's Holiday (School closed)
Wed 18 December	Last Day Term 4 (Casual Clothes Day - gold coin donation) School finishes at 3.30pm

Staff email addresses

Matt Attwater (Principal) - mattwater@smrutherglen.catholic.edu.au
Libby Dickinson (Junior Classroom teacher) - edickinson@smrutherglen.catholic.edu.au
Hannah Kelly (Junior Classroom teacher) - hkelly@smrutherglen.catholic.edu.au
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John McNamara (Senior Classroom teacher) - jmcnamara@smrutherglen.catholic.edu.au
Jodie Smith (Senior Classroom teacher) - jsmith@smrutherglen.catholic.edu.au
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