



# ST. PAUL'S KEALBA

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## KEEPING OUR CONNECTIONS

### Friday 28 June 2024

Dear Families & Friends of St. Paul's,

Term 2 draws to a close today; after eleven weeks of learning & teaching it is time for us all to stop & rest.

Your children have worked hard & learnt a great deal; their teachers have spent countless hours planning & delivering rich & rigorous learning experiences & routines; and, you, as parents, have supported & guide them at home.

Student Achievement Reports (reports) were emailed to you last week and yesterday evening you spoke with teachers about your children's progress throughout Semester One. Every child has progressed in their learning in Terms 1 & 2; their learning achievements & efforts should be acknowledged & celebrated.

Thank you everyone for a combined effort to achieve goals and reach learning & teaching milestones and for the trust & confidence we place in one another to be the best we can be.

The holiday break will hopefully allow us all to slow down, rest up & rebuild our energy levels, for all that Semester 2 may hold for us.



I would like to say "Thank you" to the children for their engagement in & love of their learning; I would like to say "Thank you" to the teachers & staff for their dedication & commitment to ensuring the children are safe & engaged when they are with us; and, I would like to say "Thank you" to you, our parents, for your trust in us to work with your children & to keep them safe.

Have a well-earned & welcome break everyone; travel safely, rest up & enjoy a slower pace of life.

Gentle regards,  
Denis

**Denis J. Daly**  
Principal

# TERM 2

Term 2 starts at 8.50 am on Monday July 15 and finishes at 2.30 pm on Friday September 20



## CURRICULUM NEWSLETTERS

The Term 3 Curriculum Newsletters are due to be emailed out to families in Week 2, on Monday July 22. The newsletters will provide details of the curriculum at each year level for Term 3 and will allow parents to have informed conversations with their children about what they are learning throughout the term.

## PANCAKE PARLOUR SCHOOL REWARDS

St. Paul's has registered with the Pancake Parlour's 'School Rewards' program. An Information Pack was sent home earlier today on See Saw, detailing how families can register with The Pancake Parlour (download their App) and begin earning rewards for themselves and the school. Thanks for your support of the program everyone!



## MASS FOR GRANDPARENTS

The 2024 World Day for Grandparents & The Elderly will be celebrated on Sunday July 28. Prior to that the school & parish will celebrate our Grandparents & elderly, at a parish Mass, on Thursday July 25.



## REGIONAL GIRLS TEE BALL FINALS

Our Senior Level girls were fortunate, talented & skilful enough to make their way through to this year's Regional Finals. Congratulations girls! The finals will be played in Geelong, on Friday July 26. We wish the girls well and hope for another win!





## SCHOOL CLOSURE

Our Term 2 School Closure Day is in the calendar for Friday August 2. Staff will spend the day in professional learning focussing on Student Wellbeing & Safety.

## BOOK WEEK

The Children's Book Council of Australia's Book Week will be held from Monday August 19 to Friday August 25, under the theme of, 'Reading Is Magic'! Further details of our St. Paul's Book Week celebrations & activities, will come home early next ter.



## PARISH FEAST DAY: FEAST OF THE ASSUMPTION

On Thursday August 15, all students & staff will attend mass to celebrate our Parish Feast Day and acknowledge The Assumption of Mary Into Heaven. The Assumption is a Holy Day of Obligation for all Catholics worldwide, meaning we must attend Mass.

## FATHERS DAY STALL & FATHERS DAY

2024 Fathers Day will be celebrated on Sunday September 1. Prior to that, on Tuesday August 27 & Wednesday August 28, the children will have an opportunity to purchase gifts at the Fathers Day Stall.



## SCHOOL DISCO

The Parents Group have organised for the return of the St. Paul's School Disco, in the second last week of Term 2, on Friday September 13. Further details will be provided closer to the event.

# NEW MATHEMATICS VERSION 2.0 AND REPORTING

Dear Parents, Guardians and Carers,

In a previous newsletter, I highlighted a change to the new 2.0 Mathematics Curriculum. Due to the changes that occurred within the revised curriculum, there was no indication of progress from previous years. There will be just a single, overall achievement level for your child indicated, as an example, on the report as shown below:

## Victorian Curriculum 2.0

Learning Area	Prev Ach	Year 1	Year 2	Year 3	Year 4	Year 5	Achievement
Mathematics				●			At Standard

It is also very important to convey that with the changes made to the curriculum and the aggregation of your child's results in the different strands of mathematics to a single result, teachers have had to consider the following when assessing the overall achievement of your child in Mathematics. They have reviewed:

- which of the 5 strands were taught for that semester (Prep to Year 2)
- which of the 6 strands were taught for that semester (Year 3 to Year 6)
- the quantity of each strand in Maths for that year level (e.g. in Level 1 there is more Number content than Space content)
- how much of each strand was covered in that semester for that year level
- the extent to which your child has achieved the revised standards for each year level

Given all of this information, it is not possible to make a direct comparison with your child's previous Maths report. To help you interpret what that single achievement level indicates, the report will still contain a Mathematics Overview as well as some of the Mathematics descriptors covered this semester.

If you have any questions about the revised reporting in Mathematics, please feel free to contact me. Likewise, when you receive your child's report towards the end of Term Two, if you have any questions, please contact your child's teacher or myself.

Kind regards,  
Narelle White

# STAFF PROFESSIONAL DEVELOPMENT DAY

## DAY

*On Friday, the 7th of June, the staff of St Paul's were involved in a Professional Development Day with consultant Katrina Bourke. The day was dedicated to working with colleagues to embed coaching into the St. Paul's culture. We were given opportunities to be a coach and coachee, using a personal and/or professional goal, in a safe and collaborative way.*

**We used of the GROWTH model as one way to work through a coaching conversation.**



After our coaching sessions, we debriefed our coaching session using FEELING.

<b>Fact</b>	How did you go with that?
<b>Emotion</b>	How does / did that feel?
<b>Encouragement</b>	Good on you for ...
<b>Lesson</b>	What's your number one takeaway?
<b>Implications</b>	What are the implications of this? What does it mean for your leadership?
<b>New Goal</b>	Do you have a sense of what your next step is?

***It was a very productive day. With the staff on board, coaching conversations will become part of the St Paul's culture, especially during staff meetings or PLTs next term and beyond.***

*Many different evidence-based approaches are used as each student is different and requires specific supports. A key goal is to ensure neuro-affirming practices are utilised to make sure each student feels safe and comfortable to access intervention. We discuss how different people's brains work differently and support a strengths-based approach where unique abilities and interests are recognised, celebrated and used to inform the therapy that may be required.*

*Within the school community I work closely with the wellbeing team, classroom teachers and learning support staff to support the students focusing on the ways that best help them to learn and grow. Students from Foundation all the way through to Grade 6 are supported over 4 days a week during the school terms. Consultations with families are also provided as needed through PSG meetings throughout the year.*

### **Working with Prep Students**

*Speech Pathologists assess and treat communication difficulties. Here at St. Paul's, students are supported with their speaking, understanding language, using language & social communication. All the Prep students underwent an Articulation Screener and an Expressive Language Screener. The information gained from these screeners has helped to identify where supports need to be put into place to assist the students with their learning. This information is shared with the teachers and each family is provided with a short overview of the results for their child. Students are then seen at school one-to-one or in small groups, throughout the school week.*

# WHAT'S THE BUZZ AT ST PAUL'S IN TERM TWO

## Aspiring the Year 6s

On Thursday, the 30th of May, our Year 6 students were involved in the Aspire 2 workshop. The students continued their journey on what it is like to be a leader and to step out of their comfort zone and work with others. The students were encouraged to: **LISTEN & ENGAGE, FOCUS and give 100%.**

Find out what some of the students thought!

I enjoyed watching all the great team work and leadership shown by the Year 6 students.  
My favourite group activity was building a tower with blocks. (Lily)

I loved the presenter from Aspire that came to talk to us about leadership.  
My favourite group activity was building the tower together. (Yousif)

I enjoyed doing the activities with my group and seeing how we could all work together. (Annalisa)

I enjoyed doing all the activities and learning about how to be a leader for the school. (Georgia)

I enjoyed all the fun team games with my group and I enjoyed learning how to be a leader for the school. (Jacob)

## What is your favourite subject this year?

Check out the answers to this question from some of our Year 3/4 students.

I love Sport with Mr McCall because I like playing different sports and learning new things. (Micheal 3AM)

I love Art with Mrs Van Beek because I love being creative, trying new things and creating new works of art. (Alexandra 3AM)

I love Sport because we get to play different sports. I loved playing soccer. (Daniel 3TS)

I love Reading because I get to complete a matrix and have time to read my favourite books. (Carlos 3TS)

I love Mathematics because I like to be challenged and because it makes me think. (Evangalina 4CR)

I love Writer's Notebook because you can write about different topics. (Alexander Lu & Georgia F 4CR)

I love Writing. I love Writer's Notebook because it lets me be creative and we are also writing a Newspaper Report about what we are learning in Inquiry. I am looking forward to writing my own Newspaper Report on a topic of my choice. (Emily P 4CR)

I love eLearning! I love playing Dungeons and Dragons, Minecraft and we get to learn new things. (Mia 4BZ)

My favourite subject this year is Sport because we get to do a lot of running around and playing with our friends. I also enjoyed playing KickBall with Mr Zambara. (Harley 4BZ)



# ***IT'S TIME THAT ST. PAULS CROSSES THAT FINISH LINE***

## ***BY TAHLIA DE BONO CROSS COUNTRY CHAMPION.***

On the 29th of May 2024, Tiana Enriquez and Tahlia De Bono, two cross country champions, went to the District Cross country at Brimbank Park. To Compete for a spot at Regionals Cross Country, alongside other companions of the St. Paul's community including Mackenzie, Ben, and Annabel.

Sadly, only two athletes have progressed to the Regionals, that being Tahlia De Bono, and Tiana Enriquez. We asked Tiana, "How did you feel when you crossed that finish line?" She said, "I felt very happy and relieved, I also felt excited because I have never crossed the finish line on the second level before". We are very proud of Tiana so we asked her, 'Are you excited to be going to the Regionals?' She paraphrased, "Yes but I am also very nervous because I have never done it".

District Cross Country was held on the 29th of May 2024, as the qualifying round. Regionals shall be held on the 20th of June 2024. If we qualify we may make it to state. We interviewed Tiana and asked her, "Do you think you will make it to state?" She said, "Well I am not %100 sure but I need to have a positive mindset".

On the 20th of June 2024, we shall see if St. Paul's has what it takes to make it to state level. Will Tiana Enriquez and Tahlia De Bono qualify. If Cross Country Interests you, the Years 3-6 can compete next year in 2025.

Tahlia De Bono and Tiana Enriquez at Cross Country District on the 29th of May 2024.



# 2024 SCHOOL CALENDAR

## TERM 3: MONDAY JULY 15 TO FRIDAY SEPTEMBER 20

Monday July 15: Term 3 Starts

Tuesday July 23: School Advisory Council meeting

Thursday July 25: Mass for Grandparents & The Elderly

Friday July 26: Regional Girls Tee Ball Finals

Friday August 2: SCHOOL CLOSURE - Staff Professional Learning - Student Wellbeing

Monday August 19 - Friday August 23: BOOK WEEK: 'Reading Is Magic'

Thursday August 15: Mass of The Assumption - 9.30 am

Thursday August 22: Author Visit - Mark Wilson

Monday August 26: Book Week Performance

Thursday August 29: Care for Creation Mass

Friday September 20 Term 3 ends 2.30 pm

## TERM 4: MONDAY OCTOBER 7 TO WEDNESDAY DECEMBER 20

Monday October 7: Term 4 starts

Thursday October 24: Mission Mass

Friday November 1: SCHOOL CLOSURE - Staff Professional Learning: Wellbeing

Monday November 4: SCHOOL CLOSURE - Report Writing

Tuesday November 5: Melbourne Cup Public Holiday

Monday November 18 - Wednesday November 20: Year 4 Camp - Portsea

Wednesday November 27 - Friday November 29: Year 5 Camp - Cave Hill Creek

Thursday December 12: Year 6 Graduation - 7.00 pm, St. Paul's Church

Friday December 13: Year 6 Farewell Guard of Honour & Finish

Monday December 16: Kinder - Year 5 Step Up Day / Term 4 finishes 2.30 pm Tuesday

December 17: Staff Development Day / Staff finish / Office closes

### Please Note:

Dates may be subject to change due to unforeseen information / circumstances arising throughout the year

Further dates will be added throughout the year as they come to hand.





## 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](#).

## Thu Thập Dữ Kiện Nhất Định Trên Toàn Quốc về Học Sinh Khuyết Tật ở Trường (NCCD)

### Thu Thập Dữ Kiện Nhất Định Trên Toàn Quốc Về Học Sinh Khuyết Tật ở Trường (NCCD) là gì?

Các trường hiện phải hoàn tất *Thu Thập Dữ Kiện Nhất Định Trên Toàn Quốc Về Học Sinh Khuyết Tật ở Trường (NCCD)* mỗi năm, để đếm/tính số học sinh cần nhận điều chỉnh hay "giúp đỡ" thêm ở trường vì bị khuyết tật. NCCD giúp chính phủ các cấp lập kế hoạch cho nhu cầu của học sinh khuyết tật.

### Ai được tính trong thu thập dữ kiện?

Để tính một học sinh trong NCCD, các trường cần nghĩ qua một số câu hỏi chính:

1. Có phải học sinh ấy cần giúp đỡ ở trường để tham gia học tập theo căn bản như các học sinh khác hay không?
2. Có phải sự hỗ trợ này là do bị khuyết tật hay không? Từ "khuyết tật" trích ra từ Đạo luật Khuyết tật [Disability Discrimination Act 1992](#) (DDA) và có thể bao gồm nhiều học sinh.
3. Nhà trường có nói chuyện với quý vị và con về hỗ trợ mà trường đưa ra chưa?
4. Nhà trường có lưu hồ sơ về những hỗ trợ dành cho quý vị, về nhu cầu học sinh và lý do học sinh cần nhận hỗ trợ này hay không? Nhà trường cần lưu hồ sơ những bản sao bài kiểm, bài làm của học sinh, tường trình các buổi họp, báo cáo y khoa hay những giấy tờ khác và thông tin về việc học ra sao của học sinh theo thời gian.

Một khi trường quyết định tính một học sinh vào trong NCCD, họ sẽ chọn nhóm khuyết tật và chọn một trong bốn cấp hỗ trợ cho học sinh ấy.

### Từ "khuyết tật" có nghĩa ra sao đối với NCCD ?

Trong NCCD, từ "khuyết tật" trích ra từ Đạo luật Khuyết tật [Disability Discrimination Act 1992](#) (DDA) Có bốn loại khuyết tật mà trường có thể chọn ra: giác quan, nhận thức, cảm xúc- xã hội và thể chất.

Có nhiều học sinh cần giúp đỡ ở trường đều có thể được tính vào chương trình NCCD. Ví dụ như các học sinh gặp khó khăn trong học tập, v.d bị khiếm khuyết khả năng học hay bị khó khăn khi đọc (đôi khi được gọi là chứng khó đọc Dyslexia), bị vấn đề sức khỏe (v.d bị động kinh hay tiểu đường ) khuyết tật thể chất ( v.d. bại não ) có vấn đề về thị lực / thính lực hay trở ngại về xúc cảm - xã hội (v.d bệnh cảm nhiễm ý , nhiều dạng Rối loạn Tự kỷ , lo âu).

Các thư từ bác sĩ và chuyên viên y tế có thể sẽ hữu ích cho nhà trường để họ lập kế hoạch hỗ trợ học tập cho học sinh. Các trường không cần có những tài liệu thư từ này trước lúc họ đưa tên học sinh vào NCCD. Giáo viên có thể dùng tất cả những gì họ biết được về việc học của một trẻ em và những hồ sơ lưu mà họ thu thập theo thời gian để quyết định việc tính em ấy vào NCCD hay không.

### **Nhà trường dành cho học sinh những loại giúp đỡ nào ?**

Các em học sinh cần những loại giúp đỡ khác nhau ở trường học. Có em đôi khi cần giúp đỡ một ít, trong khi các em khác lúc nào cũng cần thật nhiều giúp đỡ. Hình thức giúp đỡ đưa ra tùy thuộc vào nhu cầu của mỗi học sinh. Giúp đỡ có thể là việc sửa đổi phòng ốc, sân nền, (v.d đường dốc thoải hay vật dụng đặc biệt như bàn, ghế), thêm giáo viên phụ đạo trong lớp, các chương trình học đặc biệt, thay đổi trong công tác học tập dành cho học sinh hay thêm người lớn hỗ trợ.

### **NCCD sẽ có khác biệt gì trong năm 2018?**

Các trường sẽ tính học sinh vào NCCD kể từ 2015. Chính phủ sẽ sử dụng dữ kiện của NCCD như một thành phần để cấp tài trợ cho trường.

### **Nhà trường cần biết gì về con tôi trong NCCD?**

Nhà trường cùng làm việc với gia đình để tìm hiểu nhu cầu của mỗi em học sinh. Điều hữu ích là nếu gia đình cung cấp được cho giáo viên của con bản sao thư từ tài liệu báo cáo cần thiết. Thư từ của bác sĩ, chuyên viên tâm lý, chuyên viên chỉnh ngôn, bác sĩ chuyên khoa hay chuyên viên phục hoạt.v... có thể hữu dụng cho nhà trường. Những tường trình báo cáo này cùng với thông tin giáo viên có được ( v.d bài kiểm ở trường, kế hoạch học tập và bài làm của con quý vị ) sẽ giúp trường hiểu được và đáp ứng nhu cầu của học sinh.

### **Điều gì xảy ra với dữ kiện NCCD? Ai sẽ có được thông tin của CNCCD?**

Hiệu trưởng của mỗi trường phải kiểm tra dữ kiện NCCD vào tháng Tám hàng năm. Nhà trường sẽ cấp thông tin cho Văn Phòng Giáo Dục Công Giáo. Nhà trường sẽ làm việc với Văn Phòng Giáo Dục Công Giáo để bảo đảm dữ liệu NCCD được hợp lý trước khi chuyển đến chính phủ. Chính phủ sẽ không nêu tên bất cứ học sinh nào trên bất cứ báo cáo tường trình hay hồ sơ nào. Xin hãy hỏi nhà trường để biết thêm về chính sách bảo vệ đời tư cá nhân của trường nếu muốn biết thêm.

### **Nhà trường có cần tôi ưng thuận để tính con tôi vào NCCD không?**

Các thay đổi được làm dựa theo luật pháp ([Australian Education Act 2013](#) and [Australian Education Regulation 2013](#)). Trường không cần quý vị ưng thuận để tính một em học sinh vào NCCD. Quý vị không thể yêu cầu nhà trường không tính con quý vị trong chương trình.

### **Tôi có thể biết thêm thông tin ở đâu?**

Nếu có câu hỏi, quý vị có thể yêu cầu trường của con giúp đỡ. Quý vị có thể xem thông tin thêm tại:

- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education - NCCD](#)

## جمع البيانات المتسق وطنياً (NCCD) حول طلاب المدارس ذوي الإعاقة

### ما هو جمع البيانات المتسق وطنياً؟

يجب على المدارس الآن استكمال جمع البيانات المتسق وطنياً حول طلاب المدارس ذوي الإعاقة *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* كل عام. ويتم حصر عدد الطلاب الذين يحصلون على تعديلات إضافية أو "مساعدة" في المدارس بسبب الإعاقة. يساعد جمع البيانات المتسق وطنياً (NCCD) الحكومات على التخطيط لاحتياجات الطلاب ذوي الإعاقة.

### من يتم حصره خلال جمع البيانات؟

حتى يتم حصر الطالب في NCCD، يجب على المدرسة أن تفكر في بعض الأسئلة الأساسية:

1. هل يحتاج الطالب إلى الحصول على المساعدة في المدرسة ليتمكن من المشاركة في التعليم على نفس الأساس كالطلاب الآخرين؟
2. هل المساعدة التي يتم تقديمها بسبب إعاقة؟ تأتي كلمة "إعاقة" من قانون التمييز بسبب الإعاقة لعام 1992 [Disability Discrimination Act 1992](#) (DDA) والتي يمكن أن تشمل الكثير من الطلاب.
3. هل قامت المدرسة بمخاطبتك أو مخاطبة طفلك بشأن المساعدة التي يمكنها تقديمها؟
4. هل قامت المدرسة بالاحتفاظ بسجلات حول المساعدة التي قدمتها، واحتياجات الطالب، والأسباب التي يحتاج من أجلها الطالب لتلك المساعدة؟ ستحتاج المدرسة إلى الاحتفاظ بنسخ من الاختبارات، أو أعمال الطالب، أو التقييمات، أو سجلات الاجتماعات، أو التقارير الطبية، أو غيرها من الأوراق والمعلومات الخاصة بتطور تعلم الطالب بمرور الوقت.

بمجرد أن تقرر المدرسة أن الطالب ينبغي حصره في NCCD، فسيكون عليها اختيار مجموعة إعاقة ومستوى واحد من مستويات المساعدة الأربعة التي يتم منحها للطلاب.

### ما معنى كلمة "إعاقة" في NCCD؟

تأتي كلمة "إعاقة" في NCCD من قانون التمييز بسبب الإعاقة لعام 1992 [Disability Discrimination Act 1992](#) (DDA). هناك أربعة أنواع من الإعاقة يمكن للمدرسة أن تختار من بينها: الحسية، والإدراكية، والاجتماعية – العاطفية، والبدنية.

يمكن حصر الكثير من الطلاب الذين يحتاجون للمساعدة في المدرسة في NCCD. على سبيل المثال، الطلاب الذين يعانون من مشاكل في التعلم، مثل إعاقة تعلم معينة أو صعوبة في القراءة (والتي يطلق عليها أحياناً ديسلكسيا *dyslexia*)، ومشاكل صحية (مثل الصرع *epilepsy* أو السكري *diabetes*)، وإعاقة بدنية (مثل الشلل الدماغي *cerebral palsy*)، وفقدان البصر/السمع، والمشاكل الاجتماعية – العاطفية (مثل الخرس الانتقائي *selective mutism*)، اضطرابات طيف التوحد (*Autism Spectrum Disorder*)، القلق (*anxiety*).

يمكن أن تكون خطابات الأطباء أو المختصين مفيدة جداً للمدارس في التخطيط لكيفية دعم الطلاب في عملية التعلم. لا تحتاج المدارس للحصول على هذه الخطابات قبل أن تتمكن من حصر الطالب في NCCD. يمكن للمدرسين استخدام كل ما يعرفونه حول تعلم الطفل والسجلات التي قاموا بجمعها على مدار الوقت للوصول إلى قرار بشأن ما إذا كان يمكن حصر الطالب في NCCD.

### ما نوع المساعدة التي تقدمها المدرسة للطلاب؟

يحتاج الطلاب إلى أنواع مختلفة من المساعدة في المدرسة. يحتاج بعض الطلاب إلى القليل من المساعدة بينما يحتاج طلاب آخرين إلى الكثير من المساعدة طوال الوقت تقريباً. يعتمد نوع المساعدة المقدمة على احتياجات الطالب. يمكن أن تشمل المساعدة تغييرات

في مباني أو مساحات المدرسة (على سبيل المثال الانحدارات أو أثنياء مثل مكاتب أو كراسي خاصة)، أو مساعدة إضافية من المدرس في الفصل، أو برامج تعلم خاصة، أو تغييرات في العمل المعين للطالب، أو مساعدة إضافية من البالغين.

### كيف سيختلف NCCD في عام 2018؟

تقوم جميع المدارس بحصر الطلاب في NCCD منذ عام 2015. ستقوم الحكومة باستخدام بيانات NCCD كجزء من التمويل للمدارس.

### ما الذي ستحتاج المدرسة إلى معرفته حول الطفل من أجل NCCD؟

تعمل المدارس مع الأسر لفهم احتياجات كل طالب. ويكون مفيداً إذا قامت الأسر بإعطاء مدرس طفلها نسخة من جميع الخطابات أو التقارير لديهم. ستساعد الخطابات أو التقارير المدرسة على فهم الطالب والمساعدة التي قد يحتاج إليها. ومن الممكن أن تكون الخطابات من الأطباء، وعلماء النفس، وأخصائيو أمراض التخاطب والمعالجين والمهنيين، وغيرهم مفيدة جداً للمدارس. تساعد هذه التقارير، بالإضافة إلى المعلومات لدى المدرس (بمعنى الاختبارات في المدرسة، عمل طفلك، وخطط التعلم) المدرسة على فهم احتياجات الطالب وتلبيتها.

### ماذا يحدث لبيانات NCCD؟ من سيحصل على بيانات NCCD؟

يجب أن يقوم مدير المدرسة بفحص بيانات NCCD في آب/أغسطس من كل عام. وتقوم المدرسة بتقديم المعلومات إلى مكتب التعليم الكاثوليكي Catholic Education Office. ستعمل المدرسة مع مكتب التعليم الكاثوليكي للتأكد من أن بيانات NCCD سليمة قبل تقديم البيانات للحكومة. لن تُعطى الحكومة أسماء أي من الطلاب أو أي من الخطابات أو السجلات. الرجاء سؤال مدرستك عن سياسة الخصوصية لديها إذا رغبت في معرفة المزيد.

### هل تحتاج المدرسة إلى موافقتي على حصر طفلي في NCCD؟

تم إدخال تغييرات على القانون (قانون التعليم الأسترالي لعام 2013 *Australian Education Act 2013* ولائحة التعليم الأسترالي لعام 2013 *Australian Education Regulation 2013*). لا تحتاج المدارس إلى موافقتك للسماح لهم بحصر الطفل في NCCD. ولا يمكنك الطلب من المدرسة عدم حصر طفلك.

### أين يمكنني معرفة المزيد؟

إذا كان لديك أسئلة، يمكنك طلب المساعدة من مدرسة طفلك. يمكنك معرفة المزيد عن طريق زيارة الروابط التالية:

- الموقع الوطني لجمع البيانات المتسق وطنياً [NCCD national website](http://www.nccd.gov.au)
- معايير الإعاقة للتعليم لعام 2005 [Disability Standards for Education 2005](http://www.education.gov.au/disability-standards-for-education-2005)
- وزارة التعليم والتدريب بالحكومة الأسترالية – NCCD [Australian Government Department of Education and Training–NCCD](http://www.education.gov.au/nccd)
- ورقة معلومات الطلاب ذوي الإعاقة (SWD) لعام 2019 للمدارس وأولياء الأمور ومقدمي الرعاية والأوصياء [2019 Students with Disabilities \(SWD\) Information Sheet for Schools, Parents, Carers and Guardians](http://www.education.gov.au/2019-students-with-disabilities-sw-d-information-sheet-for-schools-parents-carers-and-guardians)