

Principal's Report

A Family Blessing

*Blessed are we as family
as we share our time together.*

*Blessed are we as
each person meets the demands
of the day.*

*Blessed are we as
each of us contributes to
the identity of our family.*

*Blessed are we as
we take joy in the events
that we share.*

*Blessed are we as
we support each other through the
difficult times that come our way.*

*Blessed are we as
we acknowledge who we are
as a family.*

*Blessed are we
when against all odds our family
shines through with the love we have
for each member and the love we
share with others.*

*For God has blessed us
with our family –
unique in its identity,
one together in love.*

*We make this blessing
through Christ our Lord.*

Amen.

(Catholic Care 2018)

Friday 11 May 2018

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Next week is Family Week in many Catholic schools and parishes across Melbourne. It's an opportunity to support and celebrate families in all their diversity and richness. Each family is unique and whatever its structure, it's where people find love, support and unity; experience a deep sense of belonging and are able to be themselves.

A key premise in Catholic education is that parents (and families) are the first and foremost educators of children. Everything in life educates. However, it is in our homes and in the thousands of apparently insignificant happenings of everyday life that young people learn how to build relationships, how to behave and what to expect from life. It is within the family that young people often pick up some of the strongest messages about values, ways of acting and get a sense of the presence of God in their lives.

Our opening prayer is a blessing for families. We invite College families to place this in a special place and to reflect on the way that their family is blessed. We pray for all families. Fittingly, Family Week begins on Mother's Day. We look forward to celebrating this very special day at our annual Mothers' Day breakfast tomorrow morning. It should be a lovely morning as we gather for a chat, a lovely breakfast and the chance to hear from our guest speaker, Lauren Hichaaba, the Director and co-founder of the Cagliari Project.

We wish all the mums in our school community a very happy Mother's Day for Sunday. We remember also the mums who are no longer with us. May all mums know that their unconditional love, support and all that they do for us are very much appreciated, even though we may not say this nearly enough.

We invite parents / carers to assist us in running some of the carnival activities. You would need to be available from about 11am until 2.30pm. As well as being a great help on the day, it is also a good chance to meet other parents/carers and to be part of the fun. If you can assist with the sausage sizzle, making fairy floss, serving at the café, running the High Striker, helping with the Atomic Drop Slide or one of the many other activities please let us know. No prior experience is needed!

Earlier this week we welcomed Marcos Blandon to our staff. Marcos will be working as a member of the cleaning team. He will be a great addition to the very dedicated team.

New Staff

Earlier this week we welcomed Marcos Blandon to our staff. Marcos will be working as a member of the cleaning team. He will be a great addition to the very dedicated team.

Farewell

This week we farewell Louai Al Sammour. Louai has worked at the College for just on a year as a Multicultural Education Aide (Arabic). In this time he has been a wonderful support to our Iraqi and Syrian students and families as they settled into the school community. His work with students in the intensive English program and his liaison with families has been very much appreciated. He will be missed but we are delighted that he has an opportunity to work in the field for which he was trained. We wish Louai every blessing as he pursues his new career.

Feast Day 2018

It is now only two weeks till Feast Day on **Friday 25 May**. This is a day we very much look forward to in the College calendar. The day begins with mass which is followed by activities in pastoral care groups and the annual Feast Day Carnival.

Over the past few weeks students from the SRC have been working hard to plan the carnival whilst the Liturgy Team is finalizing the mass. We're very appreciative of the work both groups are doing.

On Feast Day we always get great support from family members who are happy to assist with the Carnival - we're again seeking your help.

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Continued overleaf

If you can help, could you please ring Jill on 9366 2544 to let her know that you're available.

Arrangements for Feast Day

School will begin at the normal time of 8.40am and conclude at 3.05pm. It's expected that all students attend unless they're sick. Days such as Feast Day are important in building community and school spirit. Not that anyone would want to miss out on the mega Olympic Obstacle Course, the Footy Challenge, the Bouncy Boxing and other activities too numerous to mention!

Students can come in casual clothes on Feast Day and there is no charge for this. All carnival activities are free, however, there is a small cost for food. The canteen is open throughout the carnival and there'll be a sausage sizzle and fairy floss. Students are encouraged to bring their lunch.

Fingers crossed that we're blessed with a fine day! An alternative program will run should we have rain.

Newsletter Attachment: Nationally Consistent Collection Data (NCCD)

With this newsletter families will receive information for the CECV regarding the NCCD. Schools have been collecting and forwarding this data since 2015, however, from 2019, both the State and Commonwealth governments will use this data to inform funding to schools.

Please note that the College Privacy policy and Standard Collection Notice have been updated to reflect these changes. These can be found on the College website.

Newsletter Days for Term 2 2018:

Thursday 24 May,
Fridays, 8 June, 22 June

The newsletter can also be accessed on Friday morning (Day 10) on the College website at:
<http://www.crcstalbans.catholic.edu.au>

Since our last newsletter....

Over and above the day to day activities of the school since our last newsletter students, families and staff have participated in the following:

Year 7 Reflection Day
Trinity 1,000 steps walk
Year 8 Medieval Day
Mothers' Day Breakfast
Year 7 Premier League
SACCSS Cross Country
Year 7 Drama Performance.
Year 10 Sculpture Class Top Arts visit

I am sure that students and their families are very appreciative of all these opportunities and the time and energy that staff put into organising and offering these experiences.



CHRISTINA UTRI
PRINCIPAL



Year 7 Reflection Day

The theme for the Year 7 Reflection Day was 'We are instruments of peace'. The feedback from both students and staff was very positive. The following is a short excerpt from the day.

"On our reflection day students explored a time in their life where they felt God's peace, they acted as an instrument of God's peace - and the sort of peace our world needs today."

In order for us to be peacemakers, we need to know a sense of peace within ourselves. As Christians we believe that the deepest sense of peace comes from knowing God and knowing that God's spirit of peace is within us. Just as peace was returned to Noah and the world when the dove returned with the olive branch; we believe that God's peace can be restored to the world through our own peaceful actions.



Changed your Contact Details ?

Families are reminded that the school needs to be notified immediately if you have changed your phone contact details or have moved to another address.
**Please contact the office on:
9366 2544
to inform us of any changes.**

SCHOOL FEES 2018

All families should have received their statement of school fees with their current balance showing.

Direct Debit forms are available at the school office for families who would still like to go on a school fee management plan.

If you have any concerns or difficulties please contact Mrs Ross : 9366 2544

If school fees are paid in full before the end of term 2, (29/6/18) a

\$100 DISCOUNT

will apply.

NAPLAN 2018

The National Assessment Program - Literacy and Numeracy (NAPLAN) tests for students in Years 7 and 9 will be held on Tuesday 15 May, Wednesday 16 May and Thursday 17 May.

The results of the tests provide information for parents and teachers about a child's performance in Literacy and Numeracy. This information can be used to support teaching and learning programs at the school level and improve student achievement. Each student's report will be sent home later in the year showing student performance on a national achievement scale for each test.

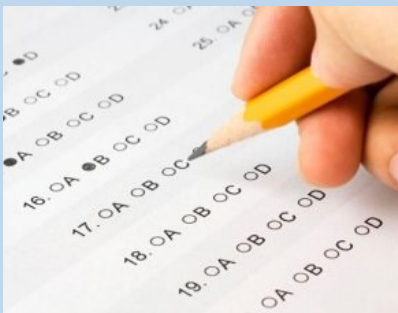
Test Timetable

Language Conventions – Tuesday 15th May

Writing – Tuesday 15th May

Reading – Wednesday 16th May

Numeracy – Thursday 17th May



The students will be completing two numeracy tests. For one of these tests, calculators are permitted. Students **must bring their own calculator** to the test scheduled on Thursday 17th May. If any student does not have a calculator, please ensure that one is purchased as soon as possible to allow time to develop familiarity with its functionality.

Further information about NAPLAN can be found at:

<http://www.vcaa.vic.edu.au/Pages/prep10/naplan/parents/index.aspx>

Key Dates Term 2 2018

MAY

Tues 15 – Thurs 17:
NAPLAN Testing
(Years 7 and 9)

Thurs 17 and Fri 18:
Year 10
Outdoor Education Camp

Friday 25:
Feast Day

JUNE

Friday 1:
Intercampus Mass
(students finish at 12.40pm)

Monday 11:
Queen's Birthday Holiday

Tues 12 – Tues 19:
Year 9 and 10 exams

Wednesday 20:
Correction Day
(Students not required at school)

Friday 29:
Final Day: Term 2

PSYCHOLOGY SERVICE

Public occasions such as Mother's Day can provide opportunities for being together, telling stories, and celebrating. Times like this can also prompt more sensitive memories, feelings, and reflections. Griefline is one organisation that can be helpful if you or anyone you know would like support. Their website is informative and their counselling service is most caring.

So, please remember
griefline.org.au or 1300845745.

- Jenny



Vitamin Zzzzz - Are you getting enough sleep?

Sleep, or a lack of sleep, can have a significant impact on a person's wellbeing and his / her capacity to learn effectively, and to be creative and productive. As we all know, it is more difficult to regulate our emotions and to focus when we are tired.

Sleep experts claim sleep can impact healthy weight management; the onset of type two diabetes and cancer; heart health and brain health; energy levels and the immune system; creativity, resilience and the capacity to create memories and make links in our learning. (*ACEL Wellbeing in Action, April 2018*)

The Australian Sleep Foundation (2011) recommends that 9-11 hours per night for teenagers (14-17) and 10-13 hours for pre-teens (12 - 13).

A number of students come to school very tired. Whilst the reasons for this will be varied, it is vital that young people and families establish good routines around sleep to ensure that they have the best night's sleep possible. Following are some ideas that might help:

During the day:

- get some sun, especially in the morning
 - exercise
 - hydrate – drink plenty of water
- eat healthy foods

Before bed:

- avoid screens 1 – 2 hours before bed
 - relax and wind down
 - reduce distracting sounds and loud music
- have a regular bed time and stick to it

<http://www.md-health.com/Lack-Of-Sleep-Effects.html>



Feast Day Assistance Reply Slip

I am able to help out with the Feast Day carnival on Friday 25 May
between 11.00am and 2.30pm.

Parent's Name:

Student's Name: Class:



CECV Students with Disabilities (SWD) Program

The Catholic Education Commission of Victoria Ltd (CECV) Students with Disabilities (SWD) Program aimed to improve the learning outcomes of educationally disadvantaged students, especially in reading and writing ability and numeracy. Each year, schools could submit SWD applications in either Round 1 (October) or Round 2 (February). Eligibility for the program was then decided by the CECV SWD Committee.

There were seven disability categories: physical disability, chronic health impairment, severe language disorder (including severe developmental verbal dyspraxia), intellectual disability (including global developmental delay), hearing impairment, vision impairment and social–emotional disorders (including autism spectrum disorder). Each disability category had criteria and documentation requirements that had to be met.

Disability funding for Victorian Catholic schools from Federal and State government sources was based on eligible SWD students flagged on the census.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

The *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* is a process that all schools must do every year. It counts the number of students who receive extra adjustments or ‘help’ at school because of a disability, as defined by the [Disability Discrimination Act 1992](#) (DDA).

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.

There are four disability categories: physical, cognitive, sensory and social–emotional. There are four levels of adjustments: quality differentiated teaching practice (QDTP), supplementary, substantial and extensive adjustments.

Changes to Funding

Both Federal and State governments have indicated that the NCCD will now be used to inform funding. From 2019 onwards, schools will receive funding based on students counted in the NCCD at supplementary, substantial and extensive adjustments levels. **Therefore, the CECV SWD Program will transition to the NCCD for the 2019 program year.**

What does this mean for students currently on the CECV SWD Program?

NCCD Eligibility

Specialist documentation (e.g. paediatrician, speech pathology, psychology, GP) that was used for the CECV SWD Program can be used as 'evidence' for NCCD. The NCCD **does not currently** have specific documentation requirements (e.g. documentation from specific specialists or date requirements). Where available, information and advice from specialists combined with school-based evidence will continue to provide rich information to inform educational programming (i.e. adjustments).

Evidence of the help given can be seen in documents such as teacher work plans, monitoring sheets, specialist support timetables, Program Support Group (PSG) minutes and Personalised Learning Plans (PLPs). It is highly likely that students on the CECV SWD Program have already been, and will continue to be counted in the school's NCCD.

Review Assessments

NCCD **does not currently** have specific documentation requirements. Where students may have needed updated review assessments for the CECV SWD Program, they are now not necessary for NCCD. Where available, information and advice from specialists combined with school-based evidence will continue to provide rich information to inform educational programming (i.e. adjustments).

NCCD Submissions

Schools must submit their NCCD in August every year and cannot change their NCCD after the due date. The Australian Government will apply post enumeration processes (census audit) to a random sample of the school's NCCD submission.

Parental Consent

Changes were made to the law ([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 access more information?

Please contact your child's school if you have further questions about the NCCD. You may also find these links helpful:

- [CECV NCCD Information Sheet for Parents, Carers and Guardians](#)
- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education and Training–NCCD.](#)

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 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 who 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 child'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 in 2018?

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

Changes were made to the law ([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?

If you have questions, you can ask your child's school for help. You can find out more by looking at these links:

- [NCCD national website](#)
- [Disability Standards for Education 2005](#)
- [Australian Government Department of Education and Training–NCCD](#)
- [2019 Students with Disabilities \(SWD\) Information Sheet for Schools, Parents, Carers and Guardians.](#)

AKORN Cardboard Engineering Challenge

On the 27th April six students from across the school participated in an engineering challenge at the University of Melbourne. The students were immediately pushed out of their comfort zone by being mixed into small teams with students from six other schools from across Melbourne. The aim of the day was to teach students the value of team work, understanding the design process in everyday situations, sustainability and problem solving. Working in

small teams were given two tasks, design a cardboard house and design a seat, both for use in disaster relief. The students learnt a great deal from the day and came away with a better appreciation of design and how it affects us all.



THE UNIVERSITY OF
MELBOURNE



SCHOOL YARD 1979

TYPING CLASS 1980

1980

INDEX

CRC ST ALBANS
CELEBRATING 40 YEARS

2018 marks the 40th anniversary of the Federation of Catholic Regional College.

We would like to reconnect with past students and families to preserve the stories and memories from your time spent here at the College.

If you would like to share your stories or memorabilia please contact us.

Call Jill on 9366 2544
or email:
40years@crcstalbans.com.au



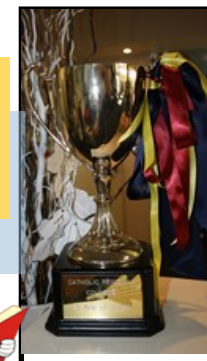
<http://dishfunctionaldesigns.blogspot.ca/>

11 MAY 2018

OUR COLLEGE

LIBRARY NEWSLETTER

NEW BOOKS



READER'S CUP

Current Ladder Leaders:
 7 Wimmera 220
 7 Kiewa 163
 8 Hollows 141
 8 Edison 121
 9 Hughes 53

Congratulation 7 Yarra who moved up 5 places this week and 9 Hughes and 10 Little moved up one place.

GOOD LUCK & KEEP READING

- WIMMERA
- KIEWA
- SNOWY
- HOLLOWS
- EDISON
- HUGHES
- MANNIX
- MCAULEY
- ATTARD
- YARRA
- DEAKIN
- CLARK
- LITTLE
- CURTIN
- ORIFICI
- BARTON
- O'CONNELL
- MACKILLOP
- LYONS



Shine Mountain by Julie Hunt

The button-box gave a gasp as if it was struggling for breath. Then it took off!

Ellie remembers telling stories about the Gleam country as a small child - a land far from Spit Farm and the mountains, with talking goats, sweet grass, and corn that grew so high you had to fell it with an axe. She thinks they were only stories - until, on his deathbed, her pop reveals a magical musical instrument: a button-box from the Gleam country itself.

But the instrument's magic is sinister. At first flowers bloom and crops spring up overnight, but soon Ellie's farm is cursed by drought and her beloved oma is gravely ill, and Ellie must set out with only her horse and beloved goat on a dangerous journey through a desperate land.



The Outsiders by S.E. Hinton

[Reprint of a teen classic.]

The Outsiders is an outstanding story of teenage rebellion, written when the author was only 17 years old. It is one of The Originals from Penguin - iconic, outspoken, first.

Youngsters in a small Oklahoma town have split into two gangs, divided by money, tastes and attitude. The Socs' idea of having a good time is beating up Greasers like Ponyboy Curtis. Ponyboy knows what to expect and knows he can count on his brothers and friends - until the night someone takes things too far.



Jasper Jones by Craig Silvey

Late on a hot summer night in 1965, Charlie Bucktin, a precocious and bookish boy of thirteen, is startled by an urgent knock on the window of his sleep-out. His visitor is Jasper Jones, an outcast in the regional mining town of Corrigan. Rebellious, mixed-race and solitary, Jasper is a distant figure of danger and intrigue for Charlie. So when Jasper begs for his help, Charlie eagerly steals into the night by his side, terribly afraid but desperate to impress. Jasper takes him to his secret glade in the bush, and it's here that Charlie bears witness to Jasper's horrible discovery.

WHAT'S ON WHEN

Reading Hour – 9th May
 Reading Hour was held at Lunchtime on Wednesday 9th May. It was well attended and everyone enjoyed Themselves. See pictures at right.



Read Every Day! Lisez tous les jours! Lies jeden Tag! اقرأ كل يوم! हर दिन पढ़ें। Διαβάζετε Κάθε Ημέρα! Baca setiap hari. ಓದಿ ಸರ್ಕಾರದ ದಿನ. Ye kuen akölkö Leggete ogni giorno! まいごち、本をよもう! (بخوانید) هر روز مطالعه کنید (Faitau i aso uma lava! ழசுநாள் ழுது! Lee todos los días! 每天阅读! Maalin kasta wax akh Faitau i aso uma lava! Hergün Kitap Okuyun! سذب حد ؤمء! Read Every Day! Lee todos los días! Читайте каждый день! දිනපතා කියවන්න! Читайте каждый день! Читайте секој ден! Đọc Hàng Ngày! हर दिन पढ़ें! ழசுநாள் ழுது!

Remember you can access the Library through the school web page at: www.crcstalbens.catholic.edu.au
 Library Hours: Recess and lunchtime everyday Monday – Thursday 8.30 - 4.30pm and Fridays 8.30 - 4.00pm.

SACCSS Cross Country highlights May, 2018



Year 8 Students discovered new skills when they entered the world of the Dark Ages, during this week's Medieval Incursion . . .



Year 8 students are currently studying Medieval History and this week they engaged in activities with the help of a band of Medieval teachers. Activities included Archery, Dance, Lifestyle and everyday living information, clothing, including armoury, writing, embroidering and other interesting activities from the era.