

Holy Child Primary School



NEWSLETTER

Issue 8

21 May 2020



OUR SCHOOL MOTTO
Wisdom, Knowledge and Grace



"Always remember to love one another." Sr Mary MacKillop

Our School

The Josephite Sisters established Holy Child Primary School, Dallas, in 1965 (Parish Reg). The Josephite ethos of pastoral care and community involvement are the hallmark of the Holy Child community.

Holy Child School is part of the Dallas parish, which serves the suburbs of Coolaroo, Meadow Heights, Dallas, Upfield, Campbellfield and parts of Broadmeadows.

Early in 2015, we celebrated 50 years, our silver jubilee, marking a significant milestone in our parish history.

St. Mary MacKillop, in full Saint Mary Helen MacKillop, also called Saint Mary of the Cross, (born 15 January 1842, Melbourne, Victoria, Australia - died 8 August 1909, North Sydney, New South Wales, Australia and canonized 17 October 2010. Feast day 8 August, religious figure, educator, and social reformer who was the first Australian beatified by the Roman Catholic Church and the first Australian to be recognised as one of its saints.

The staff and children of Holy Child School, Dallas are proud that their school was the first in Australia to start a children's Mary MacKillop group!

Australia's first Saint

"Let us try to keep God with us by charity of thought, word and act."

15 September 1890



Principal Message

Mr Alan Smith

principal@hcdallas.catholic.edu.au



Dear Parents/Guardians,

Congratulations – we are now coming to the end of Week 6 – that's six weeks of learning from home with us all working together to support our students. Thank you, once again, for all of the fantastic work you have been doing at home.

The time has come for our Prep-Year 2 students to come back to school. We have been working very hard to make sure everything is in place to keep all of the children, staff and our families safe at Holy Child. The following information is VERY IMPORTANT. Please read it carefully.

Monday 25 May: There is NO SCHOOL on this day. Teachers will be working together to make sure that all of the final preparations are complete for students to return to school. They will not be sending work through Google Classroom for students to complete. Those children who have been coming to school and completing their work there will also need to stay home on Monday. Unfortunately our Outside School Hours Care program IS NOT running on Monday 25 May.

Tuesday 26 May: Children in Prep-Year 2 will be learning at school. Children in Years 3-6 will be learning at home. Those children in Years 3-6 who have permission from Mr Smith to learn at school will also be able to attend (If your child has been given to work at school for the last few weeks, they are still able to come next week).

Physical Distancing: Even though students are able to learn at school, ALL ADULTS must remember that we are to stay 1.5m apart at all times. We have a number of systems in place to help with this. The Australian Health Protection Principal Committee (AHPPC) has advised that a 'venue density rule' of no more than one person per four square metres is not appropriate or practical in classrooms or corridors, nor is maintaining 1.5 metres between students during classroom activities. Therefore, the previously established ratio of 10 students per class is no longer required in schools.

School Drop Off: So that we don't have too many adults arriving at any one time, we will have three different drop off times for our students:

Year 2	8:40am
Prep	8:50am
Year 1	9:00am

We will have two different places for children to enter the school – the tennis court on Corinella Crescent and the front gates on Blair Street. This will be a stop, drop and go area:

STOP with your child/children at the gate, paying attention to the markings on the ground to keep all adults 1.5m away from each other.

DROP your child at the school gate, where they will have their temperature taken. If your child has a temperature of 37.2 or higher, they are unable to attend school.

GO back to your car and drive safely home. We need the carparks to be as free as possible so that all families can use them so please do not stand talking with others.

Parents are unable to enter the school grounds, unless they have permission from Mr Smith.

If you have children in two or more grades, YOU CAN CHOOSE which time you come (e.g. If you have one child in Year 2 and another child in Prep you can come at 8:40am OR 8:50am)

If your child is showing ANY signs of illness they MUST STAY HOME until all symptoms are gone.

School Pick Up: We will again have three different times:

Year 2 3:00pm

Prep 3:10pm

Year 1 3:20pm

Parents will wait to collect their child from OUTSIDE the school grounds, being sure to stay 1.5m away from one another. You will collect your child FROM THE SAME GATE YOU DROPPED THEM OFF IN THE MORNING. Staff will be on yard duty supervising students as they are collected.

If you have children in more than one grade, they will all leave school together with the ELDEST SIBLING (e.g. If you have one child in Year 2 and another in Prep, they will leave school at 3:00pm).

There will be some changes to drop off and pick up times from June 9 when all children return to school.

Winter School Uniform: All children should arrive at school in their full winter school uniform.

Hygiene: We will be reminding children about the importance of washing/sanitising their hands throughout the day as well as coughing into their elbow. It would be very helpful if you could also remind them of this at home. Another important safety measure will be that CHILDREN CANNOT DRINK FROM THE BUBBLERS. **Please send your child to school with a water bottle** (write their name on it). Children using any shared equipment will use hand sanitizer before and after – this includes the use of playground equipment. Sporting equipment used at lunch breaks will be cleaned daily with an antibacterial spray each day.

Separate Play Areas: Schools have been advised to reduce mixing of students where possible. For this reason, Year levels will be assigned different play areas:

Front of the school	Prep & Year 1
Front playground and area beside the Hub	Year 2
Oval and back playground	Year 3/4
Tennis courts	Year 5/6

Looking after Unwell Students: If a child becomes unwell during the day they will be sent to Sick Bay and their parents will be phoned immediately to organise collection. To help us with this, please ENSURE THAT YOU ALWAYS ANSWER PHONE CALLS FROM HOLY CHILD. You MUST give your current contact details to the office (please phone if you need to let us know about your new phone number). As is our normal practice, the teachers administering first aid will wear gloves (and other personal protective equipment if necessary). The Sick Bay or meeting room will be thoroughly cleaned after it has been occupied by an unwell child.

If any staff or students are diagnosed with COVID-19, we will contact the Department of Health and Human Services and be guided by them in our next steps.

School Cleaning: Our school cleaners have been advised of the new cleaning requirements to ensure that our school follows the guidelines set by the Australian Department of Health. In addition to this, all “high touch surfaces” (e.g. door handles, benches, chairs, tables, light switches) will be cleaned at 1:30pm each day.

Thank you all for following these expectations as it will keep us all safe.

God Bless,
Alan Smith

Deputy Principal Message

Mrs Bernadette Venables

bvenables@hcdallas.catholic.edu.au

Education in Faith News

This week is Catholic Care Family Week. At Holy Child, we are incredibly grateful for the ways our families support us helping our children to learn and grow in wisdom, knowledge and grace. This has been especially noticeable in the last 6 weeks when most children have been learning from home!



We know that strong relationships are crucial in life, and that when we build positive relationships with our families, our children (and their children alike) are more likely to experience the same as they grow and start their own families.

Perhaps you could do something this weekend to celebrate Family Week:

- When you are out on a family walk in the community, take photos of your favourite family places. When you get home, talk together about why these places are special for you.
- Around the dinner table, talk together about what makes your family special – How does each person contribute to the family? What special traditions/rituals do you celebrate together? What are the most memorable times you have shared together? What do you love about one another?
- Take time to pray together as a family – perhaps before meals or at the end of the day. You could pray a traditional prayer (such as the rosary) or share your own prayers (e.g. asking God to bless different members of your family or thanking God for the people in your family)

Loving God,
We ask you to bless our family.
Bless us as we share time together
Bless us as we go about our work
Bless us as we take joy in the events that we share
Bless us as we support one another
Bless us in our love for one another and help us to share this love with others.

We make this prayer, through Christ our Lord.
Amen.

Upcoming Events

May		
25	Monday	NO SCHOOL FOR STUDENTS Teachers preparing for learning to resume at school
26	Tuesday	Children in Prep, Year 1 and Year 2 return to school at Holy Child Children in Years 3-6 continue learning from home
June		
8	Monday	NO SCHOOL FOR STUDENTS Queen's Birthday Public Holiday
9	Tuesday	All students return to school at Holy Child
21	<p>Suspended until further notice Sacramental Dates 2020: Confirmation (usually celebrated in Year 5 or 6) Sunday: Sacrament</p>	
25	Thursday	Last day of Term 2 for students
26	Friday	NO SCHOOL FOR STUDENTS Teacher professional learning day
July		
13	Monday	First day of Term 3
17	Friday	Semester 1 Report Cards sent home
August		
1-2	<p>Suspended until further notice Sacramental Dates 2020: Eucharist (usually celebrated in Year 3) Saturday and Sunday: Commitment Masses</p>	
4-9	<p>Suspended until further notice Sacramental Dates 2020: Eucharist (usually celebrated in Year 3) Wednesday: Family Evening</p>	
21	Friday	Enrolment Applications close
September		
13	<p>Suspended until further notice Sacramental Dates 2020: Eucharist (usually celebrated in Year 3) Sunday: Sacrament</p>	

October				
24	Saturday	Our Lady of Fatima statue will be at Holy Child as part of a Parish celebration of our Lady		
November				
December				

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](#).

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، فيكون 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 آخرون 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 أشياء مثل مكاتب أو كراسي خاصة)، أو مساعدة إضافية من المدرس في الفصل، أو برامج تعلم خاصة، أو تغييرات في العمل المعين للطلاب، 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](#)
- معايير الإعاقة للتعليم لعام 2005 [Disability Standards for Education 2005](#)
- وزارة التعليم والتدريب بالحكومة الأسترالية – NCCD [Australian Government Department of Education and Training-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](#)

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.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](#)

Community Assistance

CRISIS SERVICES

Berry Street Family Violence services	9450 4700
Safety Step Family Violence Response Centre 24 hour support	1800 015 188
InTouch Multicultural Centre Against Family Violence	9413 6500
DPV Health Central intake number	1300 234 263
Kids Helpline	1800 55 1800
Head Space	1800 850 890
Lifeline	13 11 14
Suicide Helpline	1300 651 251
Northwest Adult Mental Health Services	8345 5611
CAT Team Northwest Adult Mental Health - 24 hour services Triage	1300 369 012
Beyond Blue Support Service	1300 224 636
Men's Referral Service	1300 766 491

ENGLISH

Food-bank Program

In response to the COVID-19 health crisis, Kenley Court Neighbourhood House in partnership with Northpoint Centre is continuing its support to our community by running

Food-bank Program on Thursdays from 1 pm to 3 pm.

Please be advised that the centre will ONLY be open during this time and we will ONLY serve 15 clients at a time.

Thank you for your cooperation.

If you have any enquiries, please contact Michael on 0406 323 001 or email Michael.m@banksiagardens.org.au

ARABIC

برنامج بنك - الطعام

تجاءواً للالتزمة الصحية بسبب وباء كورونا كوفيد- ١٩، تواصل دار كينلي كورت نابير هود بالتعاون مع مركز نورث بوينت بدعم مجتمعنا من خلال إدارة برنامج بنك - الطعام.

وذلك في كل يوم خميس من الساعة ١ ظهراً - ٣ بعد الظهر.

يرجى الأخذ بعين الاعتبار بأن المركز سيكون مفتوحاً فقط في الأوقات المذكورة أعلاه. وسوف نخدم ١٥ زبون فقط في المرة الواحدة.

شكراً لتعاونكم.

إذا كان لديكم أي استفسار،

يرجى الاتصال ب مايكل على رقم الهاتف: ٠٤٠٦٣٢٣٠٠١

أو عبر البريد الإلكتروني: Michael.m@banksiagardens.org.au

VIETNAMESE

Chương trình ngân hàng thực phẩm

Để đối phó với cuộc khủng hoảng sức khỏe COVID-19, Nhà hàng xóm của Kenley hợp tác với Trung tâm Northpoint đang tiếp tục hỗ trợ cho cộng đồng của chúng tôi bằng cách điều hành

Chương trình ngân hàng thực phẩm vào thứ năm từ 1 giờ chiều đến 3 giờ chiều.

Xin lưu ý rằng trung tâm sẽ CHỈ được mở trong thời gian này và chúng tôi sẽ CHỈ phục vụ 15 khách hàng cùng một lúc.

Cảm ơn bạn đã hợp tác của bạn.

Nếu bạn có bất cứ thắc mắc nào, xin vui lòng liên hệ với Michael theo số 0406 323 001 hoặc email Michael.m@banksiagardens.org.au

Multilingual Resources on COVID-19

Banksia Gardens Community Services in partnership with DPV health have been working together to provide information about coronavirus into a range of community languages.

That information can be accessed here bit.ly/DPVSupport.




Sacramental Dates 2020

**Due to Covid19
all sacramental dates are suspended until further notice**

Eucharist (usually celebrated in Year 3)

- Commitment Masses: 1-2 August
- Family Evening: 19 August
- Sacrament: 13 September

Confirmation (usually celebrated in Year 5 or 6)

- Commitment Masses: 2-3 May
 - Family Evening: 27 May
 - Sacrament: 21 June
- 

Feelings and Emotions

Emotional skills include being able to recognise, express, understand and manage a wide range of feelings. These skills are important for a child's ability to learn to interact successfully with others and the world around them.

Children who can understand and manage their feelings, stay calm and enjoy their experiences, are more likely to develop a positive sense of self and be better equipped to learn at school.

Children develop emotional skills through their relationships with the important people in their lives. They learn to manage their emotions and feelings by observing how others respond and how those important people react and respond to them.

Here are some ways to help your child manage his or her emotions:

- Soothe your child when they are upset. Be warm, caring and responsive to your child.
- Model effective ways to manage feelings e.g. "I'm feeling upset, I just need some time to calm down." Show your child that having difficult feelings is part of everyday life
- Encourage your child to talk about their feelings and to help them to explain why they are feeling that way. Problem solve ways to become calm and move on to more pleasant activities.
- Talk about feelings in every day conversations. Name feelings in yourself and others, not just focusing on feelings of sadness and anger, but also happiness, surprise and being excited. Link emotions to behaviours that occur during every day experiences e.g. ask your child how they felt when a particular thing happened.
- Try to understand the meaning of your child's behaviour and respond accordingly
- Teach children to consider the feelings of others e.g. show them how to comfort a child who has fallen over.

Shared book reading is also a great way to teach your child about feelings and emotions. Here are some tips for reading together:

- Encourage your child to think about how a character in the story might be feeling and why.
- Ask your child open ended questions to encourage him or her to connect with the story on a deeper level e.g. "Why does the boy feel sad?"
- Discuss with your child what the character could do calm down or feel better.
- Study the facial expressions of the characters and describe how they might be feeling by the way they look e.g. down turned lips indicate sad or upset; furrowed brow indicates confused or angry. Both you and your child could copy these facial expressions in the mirror.
- Link characters' emotions to your child's previous experiences e.g. "Remember the time when you fell over, you felt sad. What did we do to make you feel better? Do you think that would help the character in the story to feel better too?"
- Re-enact the story! Children gain a more sophisticated understanding of a story by acting it out.

Parents

Due to health and safety, we are not able to reheat children's food at school.

Please do not send food that needs re-heating.

Thank you.

Easy Plan Ahead Lunch Box Ideas

Healthy Lunchbox Ideas

Nutrition Australia says that "Packing a healthy school lunchbox will help children to learn and play well and be happy at school." For more information please see

<https://heas.health.vic.gov.au/schools/healthy-lunchboxes>



Chicken Nugget Wraps



Avocado & Salmon Rolls

Enrolments

Year 7 2022 Enrolments Now Open

Penola Catholic College

Applications close Friday, 21 August 2020

Limited enrolment places for some years levels are available for 2021

Year 7 2022 Enrolments Now Open

Kolbe Catholic College

Applications close Friday, 21 August 2020.

Due to COVID-19, enrolments will be accepted and processed remotely. For further details, email registrar@kolbecc.catholic.edu.au or call 8339 3060.

Scholarships 2021

Kolbe Catholic College

Academic Scholarships available now for Year 7 2021

For more information, contact: 8339 3060 or registrar@kolbecc.catholic.edu.au



HUB
Term 2

CANCELLED
until further notice

Holy Child Primary School is committed to the safety, wellbeing and protection of the children in our care



You know what to do. Do it.



Slip



Slop



Slap



Seek



Slide

For further information visit SunSmart.com.au or call 13 11 20



HOLY CHILD
Primary School **Dallas**

227 Blair Street, Dallas 3047 Victoria

Tel: 9309 1620

Fax: 9309 7813

Email: principal@hcdallas.catholic.edu.au