



NEWSLETTER

WEEKS 1-3 | TERM: 3 | 2020

FROM THE PRINCIPAL...



Dear Members of the St John's Catholic College Community,

There are millions of formations that exist in nature designed to improve efficiency and achieve the collective goals of the group. Male Emperor Penguins huddle in concentric circles in the depth of winter to generate heat; alternating position every minute so each penguin experiences both the freezing outer and warmer inner of the circle. Fish swim in schools for protection, improved foraging and more efficient swimming. Scientists believe that this practice is more than just learned behaviour, but is ingrained at a genome level. Migrating geese fly in a classic V formation. Each bird flying slightly higher than the bird in front of them. The purpose is to reduce wind resistance and conserve energy.

Patterns and formations can be found in human behaviour too. Visit the world's most populous cities and commute on the underground mass transport systems and you will learn it's far quicker and easier to walk with the crowd and go with the flow than to fight in the opposite direction. Millions of dollars are spent to plan, design, model, influence and predict how commuters will move through the underground network of passageways and platforms to deliver cities the most efficient mass transport system. In sport we witness these patterns and behaviours too. Cyclists create the peloton, collectively coordinating their actions, even amongst fierce competitors, to conserve energy and travel at higher speeds for longer.

Similarities can be drawn between the above described behaviours and school culture. At St John's we aspire for our graduates to flourish, by leading, living, loving and learning with a strong sense of heart spirituality. We have an aspiration that our graduates have the opportunity to pursue their dreams, make positive contributions to the local and global community, and make good moral decisions that promote a better world.

Today we acknowledge, affirm and celebrate student achievement through our Cum Laude and Magna Cum Laude awards. We want all our students to be positively impacted by being a part of the St John's Community. Therefore we all have a shared responsibility in cultivating and enhancing our positive learning culture. The National School Improvement Tool (NSIT) as developed by the Australian Council of Educational Research (ACER) identifies the following as strategies to cultivate a culture that promotes learning:

- The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully;
- The staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community;
- Interactions between staff, students, parents and families are caring, polite and inclusive;
- The school views parents and families as integral members of the school community and partners in student learning;
- The school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs;
- The school appreciates and values students' varying cultural backgrounds and works to build the cultural competence of school staff;
- The school has clear strategies to promote appropriate behaviour - including agreed responses and consequences for inappropriate student behaviour - and the school provides sufficient support for teachers to implement these policies;
- The school works to create an attractive and stimulating physical environment that supports and encourages learning;
- The school promotes a culture of inquiry and innovation, where creative exploration and

independent learning are valued; and

- All students and staff have an obvious sense of belonging, all parents are welcomed and all staff, students and parents speak highly of the school.

Five practical ways all students can contribute to enhancing our culture of learning include:

- Maintaining a 95%+ attendance record.
- Being punctual and fully prepared for all lessons.
- Engaging in all activities with an inquiring mind promoting critical and creative thinking.
- Taking advantage of every learning opportunity, such as the Learning Nest.
- Being respectful, creating an environment of welcome and belonging.

In the coming weeks all students will have the opportunity to provide feedback to teachers through our Student Perception of Teaching Questionnaire. This important information will provide the opportunity for the Faculty to reflect on our pedagogy and practice and continue to cultivate and enhance our culture of learning.

Fortes in Fide,

Cameron Hughes
Principal



St John's Alumni (Class of 2019) Morice Mutalemba and Kanwar Cheema visited before the holidays to say hello. Students and staff were excited to see them both and hear about their studies in South Australia. Morice is studying Automotive (Technician) at TAFE and Kanwar is studying Mechanical Engineering at the University of South Australia. Good luck for Semester 2!



FEAST OF THE SACRED HEART OF JESUS

Join us at St Mary's Star of the Sea
Cathedral for our 60th year celebration
Mass

Friday 18th September 9:00am



Holy Spirit Windows Day Roadshow



A great day was had by Year 5/6 students from Holy Spirit Catholic Primary School in our Windows Day Roadshow on Wednesday 5th August.



St Mary's Windows Day Roadshow



An enjoyable day was had by Year 5/6 students from St Mary's Catholic Primary School in our Windows Day Roadshow on Tuesday 28th July.



FROM THE ASSISTANT PRINCIPAL: TEACHING AND LEARNING



Dear Members of the St John's Catholic College Community,

Welcome to Term 3, an important term for our Year 12s as they will complete the majority of their work for their subjects this term. Term 4 will see our Year 12s refining their assessment and then preparing for exams. The first exam is Maths Methods on Monday 2 November starting at 8:00 am. It is important that Year 12 students focus and complete their work this term so they can focus on their exams in Term 4.

Assessment Task Calendars – Semester 2:

Assessment Task Calendars for all year levels have been released electronically via the Pastoral Care & Wellbeing Edmodo page. It is important for students to access the calendars and create their study plans using these. If students do not have access to this page, they are encouraged to speak with their Homeroom teachers.

Stage 2 E-Exams:

This year will see Stage 2 Biology and Stage 2 Indonesian Continuers join Stage 2 English Literary Studies in the move to an e-exam (electronic exam). Students undertaking e-exams are provided with opportunities to familiarise themselves with the format prior to the exam. Practice and familiarisation with the SACE Exam Browser will take place from Monday 10 August to the 11 September. Each subject will select a day to practice with the browser. The practice exam is for students to familiarise themselves with the browser and format and is not subject specific.

Students are encouraged to visit the SACE e-exam demonstration site to become conversant with the format:

<https://e-exams.sace.sa.edu.au/engine/index.php/lms/index>

Students undertaking an electronic exam are highly encouraged to bring their own headphones to access any audio components of the e-exam. The College will provide basic ear buds; however, bringing a pair of headphones that students are comfortable with would be of greater benefit.

A SACE informational flyer on the key features of e-exams has been included in the newsletter for students' reference.

Stage 2 Exams:

Stage 2 Exams begin on Monday 2 November and finish on Thursday 12 November. There are 2 exam sessions per day, the first session begins at 7:45 am and the second sessions begins at 12:15 pm. The start time allows for administration procedures to be completed on time prior to the beginning of the exam. Students must arrive by 7:30 am for the first session and 12:00 pm for the second session to get settled and organised for their exams. A copy of the 2020 SACE Exam timetable has been included.

It is also important that all senior students understand the NTCET and how to achieve both the NTCET and ATAR. If Year 12 students have any concerns or questions regarding the NTCET they are welcome to see me.

Please see over the page:



NTCET Pattern



Edmodo:

All our teachers are doing a wonderful job during this period to provide resources for all students on the Edmodo platform. Please continue to encourage your son/daughter to check their Edmodo pages each day. Parent codes are available from Heads of House and subject teachers. If students are studying via distance and engaging in live Zoom lessons, teachers will post Zoom invites to the Edmodo page.

Student Perception of Teaching Questionnaire:

In the coming weeks, students will be asked to complete a survey on their classes; specifically the learning environment and teaching. The data collated from this survey will enable the College to further improve in the area of teaching and learning and provide a voice for students regarding the teaching & learning which occurs at the College. Students will complete one survey for all their classes.

Studying via Distance Students:

Students studying via distance are highly encouraged to maintain contact with the College. Please ensure your contact details are up to date. Contact is being made with students who are studying via distance regularly, if you have any issues please make this known to College.

Academic Detention – Wednesday afternoons:

Academic detention will take place on Wednesday afternoons from 3:30 – 4:30 this year. All students are expected to complete and submit their assessment tasks by the due date. If this expectation is not met, students will be placed on academic detention by the class teacher. It is expected that the assessment task will be completed during this detention and submitted. If a student fails to attend the academic detention then they will be referred to their Head of House and a Restorative Services Detention will be issued. If there are extenuating circumstances surrounding the non-submission of an assessment task, students are asked to speak with their classroom teacher.

Kind Regards,

Cherilyn Hughes
Assistant Principal: Teaching and Learning

Examinations timetable for 2020



External assessment

Date	South Australia 9 am Northern Territory 8 am China, Malaysia 7 am Vietnam 6.30 am Vanuatu 9.30 am	South Australia 1.30 pm Northern Territory 12.30 pm China, Malaysia 11.30 am Vietnam 11 am Vanuatu 2 pm
Tuesday 20 October		Nationally assessed languages* 2 hours 30 minutes Malay (background speakers) [2MLD20] 2 hours 50 minutes
Wednesday 21 October	Auslan (continuers) [2AUC20] (10 am) 2 hours	
Monday 2 November	Mathematical Methods [2MHS20] 130 minutes	Essential Mathematics [2MEM20] 130 minutes
Tuesday 3 November	English as an Additional Language [2EAL20] 160 minutes	English Literary Studies [2ELS20] 100 minutes
Wednesday 4 November	Geography [2GHY20] 130 minutes	General Mathematics [2MGM20] 130 minutes
Thursday 5 November	Specialist Mathematics [2MSC20] 130 minutes	Modern History [2MOD20] 130 minutes
Friday 6 November	Biology [2BGY20] 130 minutes	Italian (continuers) [2ITC20] 190 minutes Modern Greek (continuers) [2MGC20] 190 minutes Spanish (continuers) [2SPC20] 190 minutes Chinese (background speakers) [2CHD20] 190 minutes
Monday 9 November	Legal Studies [2LEG20] 130 minutes	French (continuers) [2FRC20] 190 minutes German (continuers) [2GEC20] 190 minutes Japanese (continuers) [2JAC20] 190 minutes
Tuesday 10 November	Chemistry [2CEM20] 130 minutes	Chinese (continuers) [2CHC20] 190 minutes Indonesian (continuers) [2INC20] 190 minutes Vietnamese (background speakers) [2VND20] 190 minutes Vietnamese (continuers) [2VNC20] 190 minutes
Wednesday 11 November	Psychology [2PSC20] 130 minutes	Accounting [2ACG20] 130 minutes
Thursday 12 November	Physics [2PYI20] 130 minutes	Nutrition [2NUT20] 130 minutes
Friday 13 November	Economics [2EMS20] 130 minutes	Tourism [2TOS20] 130 minutes
Monday 16 November	Australian and International Politics [2AIP20] 130 minutes Music Studies [2MSI20] 130 minutes	

Notes

1. *Dates and times for the following examinations are yet to be advised:

Arabic (beginners) [2ARB20] 2½ hours

Arabic (continuers) [2ARC20] 2 hours

Chinese (beginners) [2CHB20] 2½ hours

French (beginners) [2FRB20] 2½ hours

German (beginners) [2GEB20] 2½ hours

Indonesian (beginners) [2INB20] 2½ hours

Italian (beginners) [2ITB20] 2½ hours

Japanese (background speakers) [2JAD20]
2 hours

Japanese (beginners) [2JAB20] 2½ hours

Korean (background speakers) [2KOD20]
2 hours

Korean (beginners) [2KOB20] 2½ hours

Korean (continuers) [2KOC20] 2 hours and
50 minutes

Latin (continuers) [2LTC20] 3 hours

Modern Greek (beginners) [2MGB20] 2½ hours

Spanish (beginners) [2SPB20] 2½ hours

The examinations timetable will be updated on the SACE website (www.sace.sa.edu.au) when dates and times have been confirmed.

2. *The written examinations for the following nationally assessed languages at continuers level will be held on Tuesday 20 October, 1.30 pm, South Australian time:

Armenian, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish, and Yiddish.

3. Please note: all subjects in **red text** will have additional time for reading only. Please refer to the day-by-day instructions, which will be provided to schools at the beginning of Term 4.
4. Schools with students enrolled in subjects that have examinations scheduled at the same time are to contact the SACE Board by 2 September to discuss special arrangements.



Our first House Assembly for the semester focused on bullying. Students discussed what it is, how to identify it, and what to do if bullying is observed or experienced. Our senior students supported our middle school students through this activity.



South Australian
Certificate of Education



Electronic Examination Features

Examination countdown timer

1:04:26 ⌵

0:04:14 ⌵

The electronic examination displays a countdown throughout the examination.

When the timer reaches 10 minutes to go it will change to display with a pink background to alert users that the examination is nearing the end.

Navigation



Questions can be navigated using the navigation bar at the top of the page.

Users can also navigate by using the previous/next buttons at the bottom of the page.

Examination question pages

Examination question pages are presented in two different ways, depending on the question types that are being asked:

Single-panel screen

For examination questions without reference material (texts, sources), a single-panel screen will be used that makes better use of screen space.

Multi-panel screen

For examination questions containing reference materials, a multi-panel screen will be used that allows users to view reference materials at the same time as responding to the questions. The following information describes the structure of the multi-panel screen:

Reference materials panel

(left panel)

Reference Materials <

The reference materials panel displays thumbnails of available reference materials required for the question. Selected thumbnails will display in the reference display panel.

The reference materials panel can be minimised to allow selected reference material to expand fully to the left margin.

Reference display panel

(middle panel)

Users can adjust the size of the reference material display panel and the question and response panels by selecting and moving the centre 'grab' bar to the left or right. Alternatively, selecting the full screen icon  displays the selected panel at full screen.

Reference material that extends beyond the page constraints (top and bottom) are faded out to indicate there is additional text that can be scrolled to.

Reference text can be copied and pasted into the response area.

Question/response panel *(right panel)*

Users can provide responses by keyboard, as well as copying text from reference materials, questions, notes, or the scribble paper and pasting into the response box.

Response boxes expand to accommodate additional text, or text displayed at an increased zoom.

Responses can be formatted by using the options available in the text editor.



Apart from standard text formatting options, the text editor also contains word count (for extended response question types) and spellcheck.

Spellcheck

The spellcheck function works by checking all the text in the corresponding response box.

Spellchecking does not constantly monitor text as it is entered, users need to run the function by selecting the  icon in the text editor before moving on to the next question.

Tool bar



The tool bar provides a number of resources designed to assist users throughout their examination.

Zoom / Hide screen



Zoom

- Adjusts the display size of text and images to suit the user's preference
- Once the preferred zoom is applied, it is maintained throughout the exam, or until changed

- Browser zoom is also available if preferred:

PC: in: **Ctrl**+**Shift**+**+** , out: **Ctrl**+**-**

Mac: in: **Command**+**+** , out: **Command**+**-**

(Note: user needs to click on page prior to zooming).

Hide

When activated, user's screen is hidden. Used if users need to move away from their workstation during the examination, i.e. bathroom break. (note: examination countdown timer continues when hide screen is active).

Highlight / annotate



- Important information contained within reference texts and questions can be highlighted for quick reference
- The highlighter is activated/deactivated by clicking on a coloured swatch 
- Highlights can be deleted by selecting the eraser tool and then clicking once on the relevant highlight
- Once the text has been highlighted, a note can also be added by clicking on the add note icon 
- Individual notes can be minimised and deleted 
- The hide/show notes button can minimise/maximise all notes
- Highlighted texts and notes remain with the reference text if used for multiple questions.

Scribble paper

Text can be entered into the scribble paper by keyboard, as well as copying and pasting from

- reference text
- question
- notes

- Scribble paper can be closed and reopened and the information previously added remains
- Information added to the scribble paper is available across all pages.

Dictionary

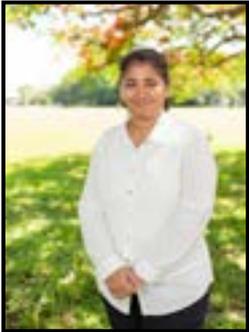
The dictionary displays available words progressively as the user is typing. Text can be copied and pasted into the dictionary search field.

Flag

Clicking on the flag icon provides a red flag on the relevant page on the navigation bar. Users can flag questions they may wish to return to at a later time.



FROM THE ASSISTANT PRINCIPAL: ADMINISTRATION AND PASTORAL CARE AND WELLBEING COORDINATOR



Dear Members of the St John's Catholic College Community,

Parent Teacher Interviews:

I would like to thank those parents and guardians who attended the Parent Teacher Interviews. Any parents and guardians wishing to view their child's upcoming assessment items, please do so through Edmodo. Parent codes are available from Heads of House and subject teachers.

Timetable:

Friday 31st July, 2020, was the last day that students were given the opportunity to change their subjects. No further timetable changes will be made for the semester.

Year 12 Students:

On Thursday 6th August, 2020, all Year 12 students attended a Self-Care and Well-Being Meeting. Strategies around balancing school and a social life were discussed. Term 3 is usually busy, overwhelming and can be difficult for our Year 12 students because they are working on assessment items, preparing for Year 12 exams, completing university applications and making other plans for their future. The Pastoral Care and Well-Being Team will be working alongside our Year 12 students to offer support and to assist with implementing study strategies.

Sports:

Thank you to Mr Johns and Mr Trembath for organising the Middle and Senior Touch Football. On Friday 11th September, 2020, the senior students will be participating in the Senior 3x3 Basketball.

Learning Nest:

Tutors at learning Nest will continue to support our students in Semester 2. The Learning Nest is available to all St John's students from Year 7 - 12. It's an opportunity for students to complete their homework tasks, seek support with assessments and examination preparation.

- Monday – Friday 3:30 – 5:00 at LOTE Centre

Semester 2 Term Break Dates 2020:

- Term 3 Break: Monday 28 September – Friday 9 Oct
- Term 4 Break: Friday 18 December – Monday 1 February

Key Dates:

- Thursday 13 August - Feast of Assumption of Mary (Mass) - Holy Spirit Parish
- Friday 21 August – Athletics Carnival
- Friday 4 September – School Photo Day
- Friday 18 September – Sacred Heart Day
- Friday 25 September – Last day for students and staff

Core Expectations – Stay Safe, Respect Everyone & Learn Everyday:

Homeroom Teachers and Heads of House continue to reinforce our expectations in building and maintaining a safe, respectful learning community that is focused on our Catholic Identity and Learning. Core expectations:

- Stay Safe
- Respect Everyone
- Learn Everyday

Kind Regards,

Ayesha Fatima
Assistant Principal: Administration and Pastoral Care and
Wellbeing Coordinator



HEAD OF FACULTY: STEM



Dear Members of the St John's Catholic College Community,

Twelve students sat for the Australian Mathematics Competition in Week 2. The competition provided opportunity for high-achieving students to solve difficult problems in a fun and engaging way. Many of Australia's leading mathematicians aged below 40 were identified and developed as a result of taking part in this competition. Well done to the following students for stepping up to the challenge.

Year 7: Emma Ryan; Dylan Ngere

Year 8: Aiden Arulkumar; Maria Develos

Year 9: Mirabelle Matyorautah; Leonardo Soares; Keiko Zaicz (Combe)

Year 10: Camille Gavino; Veronica Thomas

Year 11: Kyle Graham; Cadence Kavanagh; Salvador Soares

A big congratulation to the following students for their successful grant application to participate in the upcoming First Lego League Competition. Students were required to upload a video as part of the application process. We are incredibly impressed with their creativity, dedication and amazing speech. The video could be accessed via this link: <https://www.youtube.com/watch?v=vMxneRiKuig>. We thank Ms. Shinead Love for her guidance and support to the students.

Middle School Digital Technology: Aiden Arulkumar; Mack Jackson; Dylan Ngere; Aprilia Emnicke Wakur; Yeheskel Wenda

Kind Regards,

Nelson Tio
Head of Faculty: STEM

IN THE CLASSROOM



Middle School Food and Hospitality class making cheese and bacon rolls with Mr Andries.



FROM THE ASSISTANT PRINCIPAL: RELIGIOUS EDUCATION



Dear Members of the St John's Catholic College Community,

It is hard to believe that we are in Week 3 of Term 3! This is just a reminder for us to use our time wisely and work hard to follow through with our set goals.

Let us remember that we are here on this earth for a reason and we must use every minute wisely. A few inspirational words to get us thinking:

Today is ours, let's live it
 And love is strong, let's give it
 A song can help, let's sing it
 And peace is dear, let's bring it
 The past is gone, don't rue it
 Our work is here, let's do it
 The world is wrong, let's right it
 The battle is hard, let's fight it
 The road is rough, let's clear it
 The future vast, don't fear it
 Is faith asleep, let's wake it
 Because today is ours, let's take it

The Cum Laude Awards Assembly was held on 7th August. Sister Catherine Mead, Leader of Catholic Identity, was our key note speaker for the day. It sure was a celebration and an indication of all the hard work and dedication that our students put into each of their subjects. Well done to all our award recipients!

Year Level	Name	Subjects
Year 7	Lavaigne Elambo	Art, Music, Health & Physical Education, Mathematics, SOSE
Year 7	Felicity Dawson	Religious Education, Health & Physical Education, English, SOSE
Year 7	Septian Tabuni	Religious Education, Art, Indonesian, Mathematics
Year 7	Baxter Hammelswang	Religious Education, Health & Physical Education, Science, SOSE
Year 7	Hannah Thomas	Religious Education, Food & Hospitality, Health & Physical Education, Mathematics
Year 8	Aeiden Arulkumar	Religious Education, English, SOSE, Digital Technologies, Mathematics
Year 8	Maitashe Magodora	Religious Education, Drama, Music, English, Mathematics, SOSE
Year 8	Maria Develos	Religious Education, Mandarin, English, Mathematics, SOSE
Year 8	Raquel Caldwell	Religious Education, Food & Hospitality, Health & Physical Education, Mathematics
Year 9	Keiko Zaicz (Combe)	Health & Physical Education, Mathematics, Religious Education, Music, SOSE
Year 9	Mirabelle Matyorautah	Religious Education, Mandarin, English, Science, SOSE

Year 10	Veronica Thomas	Religious Education, English, Mathematics, Science
Year 10	Anggely Wandikbo	Intensive English Religious Education, Intensive English 1, SOSE, Intensive English 2
Year 11	Kyle Graham	Digital Technologies, Food & Hospitality, Physics
Year 11	Cadence Kavanagh	Biology, Chemistry, English, Mathematics, Physics

The Magne Cum Laude Awards are presented to those students who have achieved a high-distinction in all learning areas. Below are the names of our Magna Cum Laude recipients.

Year 7	Emma Ryan	Religious Education, Indonesian, Japanese, Health & Physical Education, English, Mathematics, SOSE
Year 7	Kiara Ryan	Religious Education, Art, Health & Physical Education, English, Mathematics, Science, SOSE

God bless and may the sacred heart of Jesus be everywhere loved: Forever

Denise Simon
Assistant Principal:
Religious Education



CONGRATULATIONS

CUM LAUDE AWARDS CEREMONY ON FRIDAY 7th August

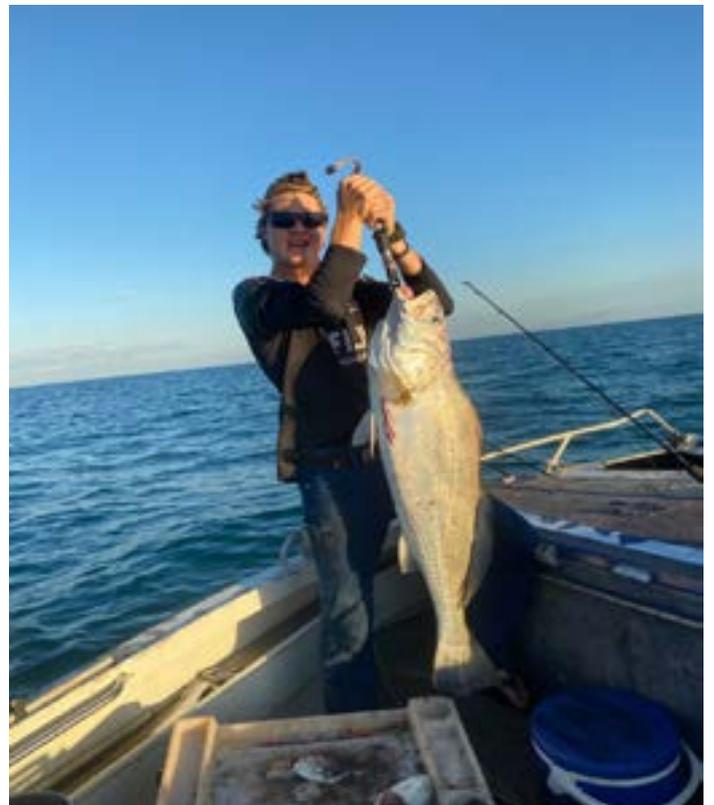




TERM 3 IN BOARDING



DURING THE SCHOOL HOLIDAYS



William Brown blue water fishing at Dundee during the school holidays.



FROM THE BUSINESS MANAGER



Dear Members of the St John's Catholic College Community,

We would like to welcome the new students and parents to the St John community, who have started with us in Term 3.

Thank you to all the families for making fee payments and would like to request families who still have outstanding fees to make payments at the earliest.

Our team at St John's Catholic college has been working towards to make our school a comfortable place for students. Not only it makes the students feel safe, but it also promotes teaching and learning.

Our Boarding repairs and upgrade project is in its final stages which will not only, allow students to have a space to focus on their education, but allow them to relax as well. We are trying to make sure that are boarding students believe St John's to be home away from home.

Our boarding, enrolment and admin team are working hard to get students back who are in communities and interstate while complying with all COVID restriction. We are also, have online/ distance teaching and learning for some students.

We will be having a focussed night time tutoring in Term 3 and term 4 for our students – boarding so that they can regain the time lost due to closure of boarding in Term 2. This program will be an intensive teaching and learning program to position our students back on track with their peers.

Shashank Laroia, CPA
Business Manager



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 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 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 has the NCCD been different in 2018 onwards?

All schools have been counting students in the NCCD since 2015. Since 2018 the government has been using 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 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 - NCCD](#)

Corrugated Iron YOUTH ARTS

CIRCUS AND DRAMA WORKSHOPS
IT'S NOT TOO LATE TO SIGN UP

**BUILD CONFIDENCE, MAKE FRIENDS
AND LEARN SOME AWESOME NEW SKILLS**

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OPEN TO ALL AGED 4-99**



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CHIEF MINISTER

Parliament House
State Square
Darwin NT 0800
chief.minister@nt.gov.au

GPO Box 3146
Darwin NT 0801
Telephone: 08 8936 5500
Facsimile: 08 8936 5576

Dear Parent / Carer

The Northern Territory Government is supporting your kids to have the best start in life, by helping them to be healthy, active and social.

Over the past few months, the COVID-19 pandemic has impacted the sporting and cultural options available to Territorians, but I'm proud that Territorians have done their bit to make sure we can get back to participating in community sport as soon as possible.

We know Territorians love their sport, as well as the many recreational and cultural activities the Territory has to offer, but we know that these come at a cost to Territory families.

The Northern Territory Government's Sport Voucher Scheme will help with some of the costs associated with children participating in sport, recreation and cultural activities.

Under the Scheme, every child enrolled in an urban school or pre-school in the Territory is entitled to a \$100 Sport Voucher every six months, at the start of each school semester.

I am pleased to announce you can now receive your child's Semester 2, 2020 Sport Voucher electronically by completing the online form at www.sportvoucher.nt.gov.au.

Families who are unable to access the internet at home can request a voucher by contacting the activity provider, by using free internet services at a public library or asking for assistance at your child's school.

Vouchers can be redeemed with a wide range of activity providers registered under the scheme, giving your child plenty of opportunity to participate in their chosen activity.

To apply for your child's Sport Voucher, and see a list of registered providers, or if you need any other information about the Scheme, please visit www.sportvoucher.nt.gov.au, email sport.voucher@nt.gov.au or telephone 1800 817 860.

Yours sincerely

MICHAEL GUNNER

DO YOU WANT TO PLAY REP TOUCH?



Touch Football NT Junior Rep Trials
Saturday 8th August 2020
Goodline Park, Rosebery

Divisions:

Under 12's Boys & Girls

Under 15's Boys & Girls

Under 18's Boys & Girls

Players selected will compete at
National Youth Championship
30 September - 3 October 2020

Register your interest by contacting
nathan.mcdonald@touchfootball.com.au
or phone 08 8927 0532