



St James Catholic School, Nar Nar Goon

Newsletter

11th June 2021 Issue 11

Principal's Report

Dear Families,

Welcome back! We are so excited to have everyone back on site and I'm sure this excitement is shared by all of our families. I'd like to thank you all for being so adaptive, patient and supportive during the two week stint of remote learning. I am hoping that we will never need to move back into this space, however, if we do it would be useful to gather what the strengths and weaknesses were from a parent perspective. Could you please email me any **feedback** you have in relation to your child/ren's experience of remote learning 4.0. We once again find ourselves in the space of changing restrictions and we will do our best to keep you updated as these come to light. If you are unsure, can I please ask that you contact me so that I can clarify any concerns.

For some of our children, returning to school after the last lockdown is a welcome return to routine. For some of our students, it could have caused a sense of nervousness, or in adult terms anxiety. The following is from Michael Grose in relation to supporting your child and responding to their worries. .

Typical responses such as ignoring their worries or encouraging them to 'get on with it' are unhelpful. Allowing a child to avoid an activity that makes them anxious is another unhelpful option. Avoidance may help kids feel safe in the short term, but it risks the establishment of a long-term pattern that can be impossible to shift.

Regardless of the source, every child and young person needs an adult in their life that understands them when they are anxious. It may make little sense that an activity makes a child anxious, you just need to understand that they are anxious. They need someone to witness their anxiety without dismissing or ignoring their feelings.

Anxious kids frequently look to parents and teachers for reassurance when they feel anxious. This shows in many ways, including kids continually seeking the opinion of others, wanting parents or teachers to make decisions for them, and continually asking for praise. Adults don't have to fix kids' problems, but we do have to understand they are anxious.

The use of 'Ahhhh' statements to validate how an anxious child is feeling, is a practical way to show that you are trying to understand them. It's also a great way to help a child develop a more nuanced emotional vocabulary. Here are some examples:

'Ahhhh, you're feeling nervous about going to school camp . . .'
'Ahhhh, you're having one of those "I might mess it up" thoughts . . .'

Each child's anxiety is unique. The first and most important response from an adult is to show a child that you 'get' that they are anxious. Having someone understand that they are anxious is an enormous relief, particularly if they haven't been taken seriously in the past. Sitting alongside a child who feels anxious is an underestimated act of compassion that makes a huge difference to their immediate emotional state.

Bec Kollaris

Principal

Address: 60 Nar Nar Goon Road,
Nar Nar Goon VIC 3812

Email: principal@stjamesnng.catholic.edu.au
Website: www.stjamesnng.catholic.edu.au

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2022 Enrolments Foundation to Year Six - Spread the Word

We are now taking enrolments for 2022, officially, this closes at the end of June.

If you have, family or friends who may be considering St James next year please get them to contact the school as soon as possible to avoid a potential wait list.

Enrolment forms can be collected from the office, please contact the office, office@stjamesnng.catholic.edu.au or phone 5942 5404 if you would like them sent home. We also offer School Tours by appointment.

COVID Health and Safety

If your child is experiencing signs or symptoms of coronavirus (COVID-19), they must not attend school until their symptoms resolve and appropriate medical advice is obtained. This includes even mild symptoms of COVID-19.

- **Masks are required to be worn by parents at all times when in the school.**
- **Parents wishing to come into the grounds to drop off their children must scan the QR code on the way in. Please do not enter the rooms and social distance whilst waiting.**
- Upon arrival at school or during the day, if your child becomes unwell, you will be contacted and required to come and collect your child.
- If student who is being tested for COVID-19 have siblings, who attend a school managed and operated by the Diocese of Sale Catholic Education Limited (DOSCEL), then the siblings should also remain at home until a negative test result is provided for the student awaiting test results.
- Birthdays – we are happy to acknowledge and celebrate your child's birthday in the classroom, however as previously stated, due to COVID, children cannot bring chocolate, lollies etc. to share for their birthday.
- Communication with teaching staff is via email or phone.
- All extra cleaning and hand hygiene that was in place last year, is still being adhered to.
- Schools can gather for assemblies but with students and staff only at this stage
- Parents can come onsite for scheduled meetings with staff. Parents need to sign in.(needs to be booked ahead and be for a significant reason)

Student Absences

To avoid students having UNEXPLAINED ABSENCES, Parents/Guardians are reminded to inform the School by 9.00am via Email – office@stjamesnng.catholic.edu.au OR Phone – 5942 5404.

Please provide the student's name, date and reason for absence.

Late Arrivals / Early Departures

If you are dropping your child off late (after the bell has gone) or collecting him/her early you must visit the office and fill in the Sign In / Sign Out Register. Office staff will take your child through to their class at an appropriate time to ensure minimal disruption is made to the classrooms.

E-Safety

When it comes to online safety, the [eSafety Commissioner website](#) is here to help support parents and carers and ensure that together, we keep children safer online.

More advice and information is available at [eSafety parents](#).

St James Prayer

Lord our Guiding Light,

Let us follow in the footsteps of St James with shell in hand

May the Spirit guide us to show love, peace and
forgiveness

Come follow me

Help us to strive to do our best in all the learning we do

We pray for wisdom with God's creation to care for all living
things

Come follow me

Help us to be a friend, like St James was to Jesus

Bless our families, friends and community

Guide our community to nurture and grow in faith

Come follow me

Amen

School Advisory Committee

Committee members for 2021 are:

Rebecca Kollaris	Fr Peter Kooloos
Rob Vermeer	Gehan Dedigama
Ryan Lawlor	Tory Parker
Justine Langley	Liz Cunningham
Steph Katta	Alanna Pomeroy

Next Meeting: ~~Tuesday 8th June~~ to be rescheduled

Parents and Friends

Committee Members for 2021 are:

President	Meagan Rogers
Secretary	Karen Lawlor
Treasurer	Emma Spoard
Monday Lunches	Donna Reilly
Advisory Committee Representative	Justine Langley

We acknowledge the Traditional Owners of the land on which we learn and play. We pay our respects to their Elders, past, present and emerging. The St James Community acknowledges that we are built on the traditional land of the Kulin Nation.

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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](#).

Important Dates to Remember (please note, events will only go ahead if current restrictions ease)

14th June Queen's Birthday Public Holiday	18th June Whole School Mass (COVID restrictions apply)	21st June Division Cross Country
24th June Last Day of Term Milo Morning	25th June School Closure Staff at Professional Learning Day	12th July Term Two Commences

Dates are subject to change, for updates please check our school Website or App.

2021 Term Dates and School Closure Days

Term Dates: Term 2 19 th April – 25 th June Term 3 12 th July – 17 th September Term 4 4 th October – 17 th December	Closure Days: Friday 25 th June – Professional Development Day Friday 17 th September – Professional Development Day Monday 1 st November – Professional Development Day Thursday 16 th December – Professional Development Day Friday 17 th December – Professional Development Day
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Sacrament Dates for 2021

Eucharist - Term 3

Commitment Mass – 31st July and 1st August

Workshops

- 10th August St James NNG
- 11th August Columba Bunyip
- 12th August St Johns KWR

Sacrament

- 21nd August St James NNG
- 22nd August St Johns KWR & Columba Bunyip



11 th June Oscar-6EP	17 th June Maggie-2JV
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