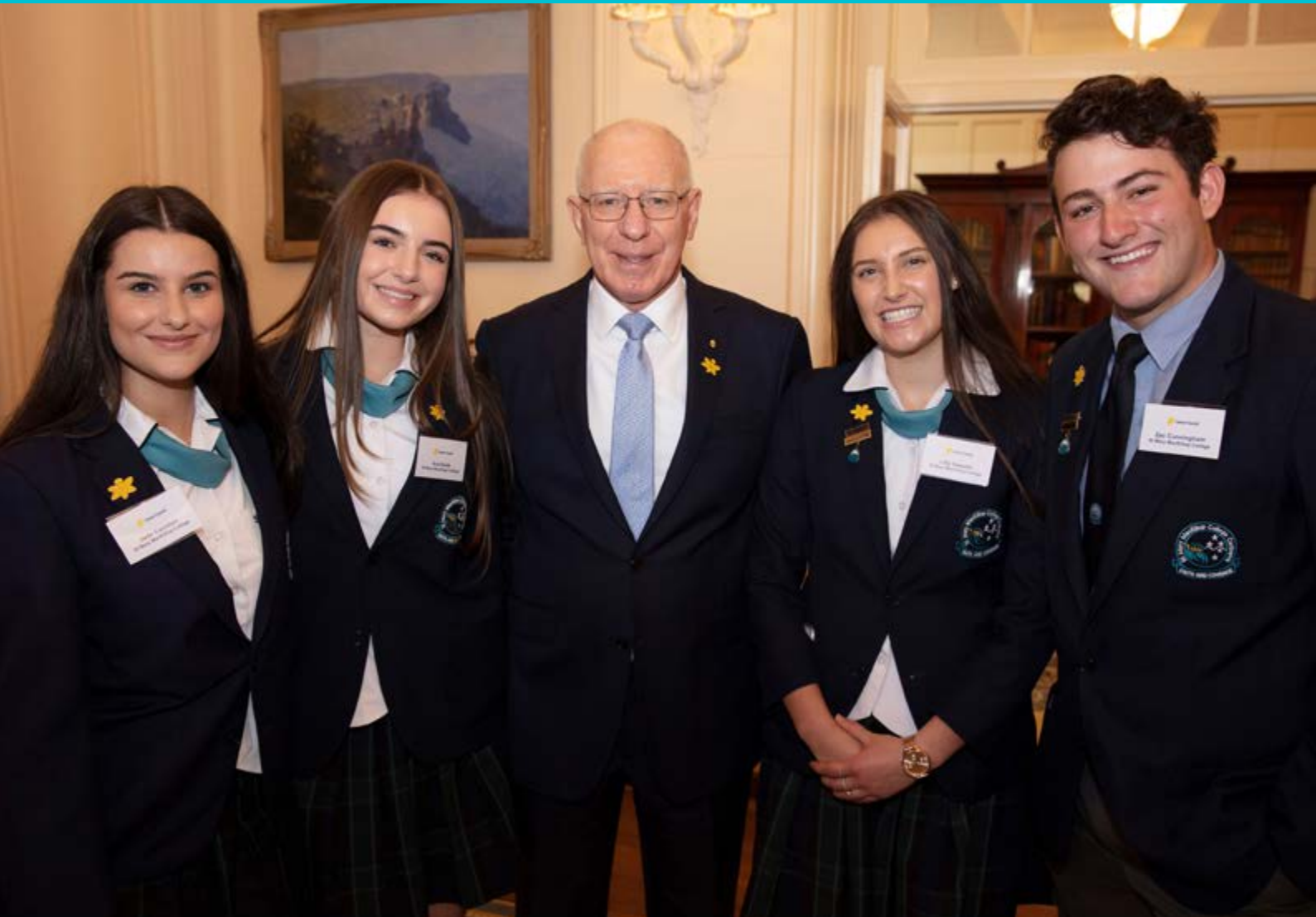


College

Newsletter



MacKillop  
St Mary MacKillop College Canberra



Volume *Six* 2021

14 MAY

GOVERNOR GENERAL VISIT PAGE 4 • PASTORAL CARE PAGE 5 • TEACHING + LEARNING PAGE 6  
SCIENCE PAGE 8 • SPECIAL PROGRAMS PAGE 10 • NOTICES + INFORMATION PAGE 11

# Coming

# Up

MON 1 7 M A Y

- Year 8 Camp - Group 1 departs

WED 1 9 M A Y

- Year 8 Camp - Group 1 returns
- Year 8 Camp - Group 2 departs

FRI 2 1 M A Y

- Year 8 Camp - Group 2 returns

MON 2 4 M A Y

- Year 10 Urban Challenge
- Parent Info Session

TUE 2 5 M A Y

- Year 7 Camp
- Parent Info Session

THU 2 7 M A Y

- Reconciliation Week begins
- Parliament of Youth on Sustainability

FRI 2 8 M A Y

- Year 7 2022 Application Deadline
- ASC Cross Country

MON 3 1 M A Y

- Reconciliation Day Public Holiday

# Contact Us

## Contact details



02 6209 0100



info@mackillop.act.edu.au



www.mackillop.act.edu.au



PO Box 1211  
Tuggeranong ACT 2901



Mackinnon Street, **Wanniassa** (Years 7-9)  
Ellerston Avenue, **Isabella Plains** (Years 10-12)



**Absentee SMS Line**  
0429 131 463

## Socials



www.facebook.com/  
**mackillop.act**



www.twitter.com/  
**mackillop\_act**



www.instagram.com/  
**mackillop\_act**



www.youtube.com/  
**stmarymackillop**

# Principal's

## Letter



Dear parents, staff and students,

### ENROLMENT PERIOD

Thank you and congratulations to the Campus Heads and their teams, including teachers, support staff, and many, many students for the success of Open Day, Try MacKillop Day, and the Careers Expo. The College has had well over 2000 attendees at these events, which have helped to showcase the pulse and rhythm of our school community. Pleasingly, interest in the College for Year 7 and Year 11 has been strong. I would like to acknowledge and thank every parent, student, staff member, and alumni who has spoken positively about MacKillop to people who might be interested in our school as a place for their child's education.

The last two weeks have been fantastic for our College community!

For those interested in enrolments, the key dates are:

- Friday 28 May: Year 7 2022 application deadline
- Friday 25 June: Year 11 2022 application deadline (new students only)

### NAPLAN

There have been meritorious comments on all sides of the NAPLAN debate over the past few weeks. There is a genuine question to be asked about the effect and impact of NAPLAN and its results on improving student outcomes. Just the same, a good school like MacKillop is less interested in braying about results, and more interested in tracking growth, analysing data, and targeting areas of need in particular cohorts. NAPLAN data can play an important but not conclusive role in teacher programming, school assessment, feedback to students, and the allocation of resources.

Congratulations to every student in Year 7 and 9 for bringing the best they have to this one-off test, which points to their achievement and the talents and challenges of their cohort.

### MUSIC PERFORMANCE AT PADUA ASSEMBLY

The entire Padua Campus gasped with amazement and delightfully engaged with the items presented by our musicians at Wednesday's assembly. The high standard is to be acknowledged, but it was the enthusiasm and joy of the musicians that was compelling. Congratulations to Mr Henry South for his leadership of the musicians and for his expert contribution to the performance. The growth of the performing arts at MacKillop under the leadership of Ms Veronica Boulton and Ms Bella van Doorn is exciting to witness!

Yours in St Mary of the Cross MacKillop,

**Michael Lee**  
College Principal

*"Pleasingly,  
interest in the  
College for Year  
7 and Year 11  
has been strong."*

### Prayer

Lord,

*We give thanks for all Your  
providence.*

*Amen.*

## MacKillop helps to launch Australia's Biggest Morning Tea

After Year 12's fundraising efforts in Relay for Life, Cancer Council ACT invited four MacKillop students to the launch of Australia's Biggest Morning Tea at Government House on Wednesday. During the launch, our students were able to meet and speak with the Governor-General, His Excellency General the Honourable David Hurley AC DSC (Retd) and Her Excellency Mrs Linda Hurley.

Last week, Cancer Council ACT visited the College's Senior Campus Assembly to present the new perpetual trophy for the Highest Fundraising School in the ACT.



## SRC Report



This term, the SRC will be collecting donations for the **Vinnies Winter Appeal**. We are looking for good quality warm clothing to be donated to help our city's homeless, especially clothes that might be suitable for the large number of homeless men in our community.

**After School Sport** has been a huge success and is still going strong! There are currently 30 students participating in basketball and netball this term. Everyone is welcome! Grab a note from the Junior Campus' PE Staffroom and head on down on Thursdays from 3:30-4:30 pm.

A massive shout out to the **Junior Campus Sustainability Club** who, in Week 2, collected bottle lids and bread tags to be recycled and donated to Lids4Kids. Lids4Kids recycle the plastic into prosthetic limbs for children who need them. This is a sustainable option as children at young ages grow out of their prosthetics quite often.

**Debating Club** will be starting at both campuses! The club will meet on Wednesday at recess on the Senior Campus and Wednesday at lunch on the Junior Campus.

**Kira Tawton • Communications Captain**

## Student

## Achievement

Genevieve Rohrlach (Year 9) is performing in the Quantum Leap 2 contemporary dance production, **REBEL**, at the Canberra Playhouse between Thursday 20 and Saturday 22 May.

Nate Quigg and Cooper Trussler (Year 8) will represent the ACT in the Australian Junior League Baseball Championships in South Australia next week.

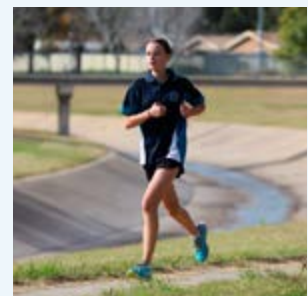
## What's been happening at MacKillop?



We commemorated those who have served our nation in wars, conflicts, and peacekeeping operations at our **ANZAC Ceremonies** on 28 April.



This month, the College held a number of enrolment events, including **Open Day, Try Day, and the Year 11 Info Night/Careers Expo**.



The **Cross Country** took place on Thursday 6 May. The top performers will compete at the ASC Cross Country at the end of the month.

## Year 10 Urban Challenge *Parent info session*

The Year 10 Urban Challenge will take place in the the urban landscape of Sydney and its surrounds during the last week of Semester 1. Students will operate in small teams of approximately 15 with each student taking on the responsibility of a specific role within the team. Teams are required to complete a series of challenges and activities, embarking on an unfolding adventure that takes them all over Sydney. Students are given the freedom to make their own decisions. This includes being responsible for navigating their way around, buying and preparing food, solving clues and managing a team budget.

In preparation for the experience, staff from the Urban Challenge will attend the College to provide information to parents and students. The details of the parent information session are:

Date Monday 24 May  
Time 6.00pm  
Venue Theatre, Sr Noelene Quinane Building, St Peter's Campus

## Year 7 Camp

### *Parent info evening*

A Year 7 Camp Parent Information Evening will be held for interested parents at 6.00pm on Tuesday 25 May in the Padua Campus Theatre. Some Year 7 students (and parents) may be excited and have little concern about the camp. However, others may have anxieties surrounding particular aspects of the camp or the whole camp in general. The information evening will provide an opportunity for parents to receive an overview of the camp and address any general questions in order to ensure that the camp is accessible to all Year 7 students in a safe and enjoyable environment. Please note that the evening is not for the information of students.



## Status *Awards*

Congratulations to the following students who have been presented Status Awards at the Padua Campus Assembly this week:

### BRONZE STATUS

Izabelle Aoun 7W2, Jackson Arnold 7W4, Eric Arrouk 7F2, Jaidyn Azzopardi-Webb 7W1, Jai Beale 8W1, Emily Blenkin 7W4, Baxter Bogg 7E3, Madison Cachia 7W3, Evelyn Campbell 7A4, Thomas Clarke 7E1, William Connolly 7W3, Laura Del Bianco 7W2, Lileah Foster 7W4, Liam Fuller 7W3, Mariann Fulop 7A1, Matthew Gomes 7A1, Maggie Grant 7F2, Alyssa Hair 7A3, Samuel Hall 7F1, Carly Hartcher 7F1, Aiden Henderson 7F2, Hannah Hodges 7W3, Georgina Jenkins 7A1, Foster Jones 7F2, Isabelle Jordan 7W3, Mia Keen 7W4, Tessa Kemp 7A3, Flynn Lovekin 7A1, Martina Luciano 7W3, Arabella McLean 8E4, Joseph Miller 7A1, Isabelle Morton 7W4, Benjamin Napier 7W3, Royce O'Callaghan 7A4, Harrison Orton 7A4, Gabriel Pinzon 7A1, Sam Rizzuto 7E4, Isabel Roussidis 7F1, Annelise Schirripa 7W2, Anusha T Sherli 7W3, Olivia Tapp 7A2, Laura Tarrant 7A1, Darcy Thripp 7F1, Savanna Trimper 7W3, Isabel Vassallo 7W3, Kaidyn Watson 7F2, Thomas Websdane 7F1, Scarlett Wilde 7A4, Angus Withington 7A3, Nathan Ybanez 7W1

### SILVER STATUS

Phoebe Vassallo 8E2

Lachlan McNicol • Assistant Principal Pastoral Care

## Outdoor Education *Camp*

On 28-30 May, Year 9 Outdoor Education students went on an excursion to Tathra, NSW. Students participated in some great outdoor activities that were both fun and challenging. The weather was beautiful and sunny as we hiked along the coast and camped next to the beach. We learnt team building and communication skills as we built rafts and went stand up paddle boarding together. We also surfed and played beach games. This camp taught us resilience and independence while helping us form new friendships. We also learnt new skills such as cooking, building bivvies and navigating maps.



**Year 9 Outdoor Ed Students**

## Exercise Science *Excursion*

In Week 11, Year 12 Exercise Science students visited the University of Canberra Research Institute for Sport and Exercise (UCRISE), to take part in a Biomechanics Lab lead by UC PHD students. The students participated in activities on Force Summation and Landing Techniques. The excursion enabled students to further their understanding as well as see practical applications of the principles they have been learning about in class. The PHD students discussed further study and careers in Exercise Science. Our students were then taken on a guided tour of the UC campus to get a taste of what university life is like. This excursion continues an ongoing relationship between MacKillop PE and UCRISE.



**Sam McCombe • PE**

## Senior Drama *Community Theatre*

This semester Year 11 Drama has been studying Community Theatre using the following quote as one of our guiding concepts: "The theatre itself is not revolutionary: it is a rehearsal for the revolution" – Augusto Boal 1974. The goal of community theatre, and especially that of Augusto Boal, is to create prototypes of the future society co-designed by all participants of the community.

Our Year 11 Drama students spent the last four weeks designing and assisting in the facilitation of a series of workshops at The Woden School, where they endeavored to create a theatrical representation of a prototype of a future society, co-designed by themselves and the Year 7/8 Drama class at The Woden School. The success of these workshops was showcased at the Woden MacKillop Summit at the Woden School on Thursday 6 May.

One of our students, Abigail Boddington, recently reflected on the workshop program and concluded that overall, "this experience has been one of exploration, trial and error, and valuable lessons. After each workshop, I could sense the energy of the MacKillop drama class being overall positive; and this is no exception for the final performance day. After the [last] session and final performance, we all felt ecstatic that we were able to be a part of this excellent subject. What we learned from the Woden School students are lessons we will carry for the rest of our lives." We look forward to continuing our partnership with The Woden School in the future.



**Jessica Penny • Performing Arts/English**

## The Learning Commons

### SENIOR CAMPUS

**Need some academic support? The Learning Commons is here to help!** The Learning Commons is a valuable resource across both campuses offering students help with academic support for core subjects, referencing skills, time management and organisation.

If a student is having academic difficulty and fails to hand in an assessment, they should chat to their Year Coordinator, Mrs McLennan (Teaching and Learning Coordinator) or Mrs Rutter (Learning Commons Coordinator), to be considered for a session with a specialist teacher, for a specific academic need.

For Years 11 and 12, this should occur during study lines or in tutorial time. Year 10s should seek help in the first instance from their teacher, or their Faculty Coordinator. A timetable is displayed in the Library of which staff member is available and where, if any student needs a quick chat about referencing, how to structure their essay or guidance on what an assessment task is asking of them.

**Samantha (Tidy) Rutter • Learning Commons Coordinator, St Peter's Campus**

### JUNIOR CAMPUS

Recently in the Learning Commons, our Targeted Reading and Literacy Continuum program has focused on introducing Years 7, 8 and 9 students to Manga, coinciding with National Children's Day in Japan on the 5th of May. Manga are comics or graphic novels originating from Japan. Language in manga is not limited to lines of text, but can be designed to express background information through narration or to create atmospheres with onomatopoeia. Visual literacy skills equip a student to understand and analyse the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in 21st-century multimodal texts.

In this new cycle, we will be teaching students to analyse a variety of text types by using quotes appropriately to justify their arguments, and incorporating the correct in-text citation.

The Learning Commons teaching team are also going into Years 7 & 8 Maths classes to instruct students on the four S's Method of Problem Solving: Scan Scrap Sketch Solve. Meanwhile, Years 8 & 9 Science classes are each having a lesson on assessment strategies, in particular key verbs, multiple choice and Cornell note-taking.

What's happening in 'The Fishbowl': we have Maker-Space Mondays, creating props for Matilda the Musical, Tuesdays will introduce a new Speed Chess Competition and Friday is 'Movie Day'. Everyday, students have quiet reading and study spaces, teacher 1-1 tutorial opportunities, UNO and other card games, jigsaw puzzles, board games and of course, and lots of books to choose from.

**Amanda Knott • Learning Commons Coordinator, Padua Campus**

## Visual Arts *Know My Name*

### EX DE MEDICI

My chosen artwork is *The Wreckers*, painted by eX de Medici. From a distance this artwork is a visual feast of colour, symbols and imagery. It is only as you get closer and explore the intense detail of the composition that you realise the harsh reality of the painting.

*The Wreckers* depicts eX de Medici's prediction of financial and environmental destruction, the aftermath of global indifference.

I love the contradiction of this artwork. The rich beauty of the watercolour contrasted with the realisation of ruin and destruction. The painting may be confronting but it is very relevant to our excessive throw-away society.

*In support of the Know My Name campaign and exhibition, our Visual Arts teachers are featuring a female Australian artist in each edition of the College Newsletter.*



eX de Medici, *The Wreckers*, 2019 (detail), watercolour on paper, 114 x 594 cm

**Anneliese Prestipino • Visual Arts**



## Science success and Opportunities

### RACI TITRATION STAKES

Titration is an analytical technique that can be used in chemistry to determine the concentration of an unknown solution. It is a technique that requires precision, practice and a lot of patience!

Each year, the Royal Australian Chemical Institute runs the Titration Stakes, in which teams of students from schools across Canberra compete at the ANU to see who is the most accurate in using this technique. Due to lots of interest from Year 12 Chemistry students, we held tryouts at school to determine who would represent MacKillop at the ANU. After a very tight competition, two teams were selected - Amy Coleman, Lucija Filipovic and Olivia Seary made up one team, and Samuel Fisher, Steven McGowan and Xavier Egan the other.

After lots and lots of practice, we attended the competition after school on Tuesday 11 May. Both teams titrated well on the night, with Samuel, Steven and Xavier taking out second place. Now it is on to the national competition in September!

Melissa Pert • Science

---

### ASTRONOMY NEWS

This term, our Year 7 scientists have been learning about Astronomy. They have been investigating the relationship between the Earth, Sun and Moon and have been using models to predict and explain events. Some highlights have included investigating the moon phases using Oreo biscuits and making pocket solar systems to highlight the distance between planets.

There is one notable astronomical event coming up this month. On 26 May there will be a Super Blood Moon (or total lunar eclipse). The blood moon describes the reddish hue that appears when the Earth casts its shadow across the Moon during its total lunar eclipse phase. In Canberra, the eclipse officially starts at 6.45pm in the evening. However, the total lunar eclipse phase will only last a total of 14 minutes, from 9.11pm until 9.25pm.



## BIG SCIENCE COMPETITION

The Big Science competition is an online, multiple choice competition that tests critical thinking, problem solving and scientific literacy skills. The questions are written by science education professionals and are aligned with the Australian Curriculum – Science. Questions draw on real-life examples and contemporary issues.

This year all students in Years 7-10 will be sitting the Big Science competition during a science class in weeks 14 or 15. It is a great opportunity for students to gain experience, and recognition, in a nationally benchmarked competition.

## BRAGG STUDENT PRIZE FOR SCIENCE WRITING

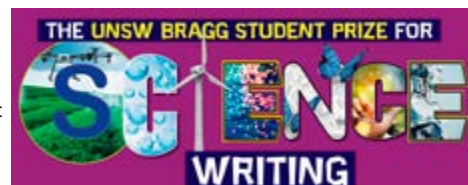
The UNSW Bragg Student Prize for Science Writing is a competition for Year 7-10 students in Australia. Entering is easy and completely free! Students write a short piece about 'The STEM in Everyday Life'. In 800 words, they must explain the STEM behind something that's part of everyday life and important to them, their family, their culture, or their region. More details and hints and tips for topics can be found at the Competition site: <https://careerswithstem.com.au/bragg-student-science-prize-2/>

Essays can be submitted via <https://refractionmedia.submittable.com/submit>

All entries must in by 27 August 2021.

What is the prize?

The winner will be awarded a \$500 UNSW Bookshop voucher and a subscription to the Australian Book Review. The winning essay will be included in the 2022 edition of The Best Australian Science Writing, and winners and runners up will get the opportunity to attend the Bragg Prize award ceremony in Sydney.



## SLEEK GEEKS SCIENCE EUREKA PRIZE

The Sleek Geeks Science Eureka Prize encourages students to communicate a scientific concept in a two minute video in a way that is accessible and entertaining to the public while painlessly increasing their science knowledge or, as Dr Karl and Adam like to say, "Learn something without even noticing". Entry is free and students may enter individually or in groups of up to six students.

This year's theme is 'Big' and under this theme, the film must focus on a scientific concept, discovery, invention or the student's own scientific hypothesis.

All entries must be submitted by 7pm Friday 28 May 2021. First prize is \$3000 to be evenly shared between the student-team and the school.

Detailed entry information and the online submission portal can be found at the Eureka Prize website:

<https://australian.museum/get-involved/eureka-prizes/enter/sleek-geeks-science-eureka-prize/>



## THE NATIONAL YOUTH SCIENCE FORUM

A reminder to Year 11 students, entries to the 2022 NYSF are still open. This is a fantastic opportunity to learn, broaden your understanding of STEM careers and build a network of academic and industry contacts. Students applying for the 2022 NYSF Program are required to submit an application through the NYSF website by the end of Term 2.

<https://www.nysf.edu.au/what-we-do/how-to-apply/>

**Kate Goolagong & Tristan Burg • Science Coordinators**

## Duke of Edinburgh Award

"The Duke of Edinburgh's International Award equips young people for life and work. It is the world's leading achievement award. In 2018 more than 1.3 million young people around the world took part in the Award, in over 140 countries and territories. Since the Award's launch nearly 60 years ago, it has inspired and created opportunities for young people to develop skills, get physically active, give service and experience adventure.

The Award can play a critical role in their development outside the classroom. It also allows their achievement to be consistently recognised worldwide, giving young people unique international accreditation of their experiences. Young people who participate in the Award become more confident and resilient, and develop skills in areas such as communication, problem solving and leadership. This in turn impacts on their communities, who see improvements in areas including employability, health and wellbeing, and educational attainment."

Further information about the award and how to apply can be found on the SMMC Canvas page under Student Information.

**Matthew Smith • Duke of Edinburgh Award Leader**



## Music Program

On Wednesday morning, the Year 7 Strings gave a fantastic performance in our assembly. Thanks to Mr South for his amazing expertise in preparing these young musicians. Look out for the Year 7 Concert Band students who will perform later this term.

Later this term these ensembles will be traveling to the Cowra Eisteddfod to perform:

- Concert Band
- String Ensemble
- Senior Wind Ensemble

All students are welcome to join extra-curricular school ensembles.

- Tuesday - Guitar Ensemble - 8.30am Padua Music Room
- Tuesday - Vocal Ensemble - 8am Padua Ensemble Room
- Wednesday - Senior Wind Ensemble - 8am St Peters Music Room
- Thursday - String Ensemble - 8am Padua Ensemble Room
- Friday - Concert Band - 8am Padua Ensemble Room

Please contact Ms Boulton for further information: [veronica.boulton@mackillop.act.edu.au](mailto:veronica.boulton@mackillop.act.edu.au)

**Veronica Boulton • Director of Music & Performance**





## Second-hand Uniform Shop

**Bring in your old uniform items now!**

We are excited to announce we are reopening a second-hand uniform shop for MacKillop, where we will be offering quality uniform items for less than half price. We expect to open by Week 7 this term.

To restock the second-hand uniform shop, we are now making a call to students and parents to bring in uniform items in good condition that no longer fit or are no longer needed. Items that need minor repair will be accepted.

In exchange for your uniform donations, we are offering a canteen voucher of \$5. Your donations can be left at the Front Office at each campus. Given the current uniform shortages, your donations will greatly assist families who have had trouble purchasing particular uniform items.

More information will be provided to families about how to access the uniform shop in the next few weeks.

**Stephen Dunkerley • Business Manager (Acting)**

## Car Park Safety

All parents, students, and staff are encouraged to reverse park into the marked parking spots in our campus car parks. In recent weeks, a number of accidents have occurred in the region involving people reversing out of their parking spot into pedestrians and other vehicles in car parks.

When reverse parking, drivers reverse their cars into a controlled safe space, meaning they can then drive forward (with better visibility) into the uncontrolled and often hazardous space when they depart. This method prevents drivers from having to blindly back out of a parking spot and can be a simple way of reducing the risk of accidents and injury.

Car parks are hazardous places and we appreciate all our users prioritising the safety of themselves and others, particularly our students!



**Stephen Dunkerley • Business Manager (Acting)**

## School Fees *Information*

Fees for Term 2 should now be finalised unless paying by Direct Debit or other approved arrangement. Any outstanding fees should be paid immediately.

Credits for Camps, Retreats and Excursions are processed after the event has taken place and the Student must be on approved leave or have a medical certificate. Please contact the Campus Heads, Sandra Darley on the Padua Campus and Paul O'Callaghan on the St Peter's Campus, to apply for approved leave.

It is most important that you notify the College regarding any changes to your email address as this is our primary form of communication.

If you require more information regarding Direct Debit arrangements or other approved payment methods or are experiencing difficulty paying the fees please contact the Fees Office.

**Michelle Predovan • Fees Manager**

## Careers & Uni *News*

### CHARLES STURT UNIVERSITY ADVANTAGE EARLY OFFER PROGRAM

Round 1 applications for the Charles Sturt Advantage Early Offer Program are now open and close on 31 May. Firm offers will be made to successful students based on a soft skills assessment and their Year 11 results, but students will be required to complete Year 12 to gain a place in the early offer program. The assessment questions will focus on resilience, empathy and motivation to create a world worth living in.

Offers for Round 1 will be made in late June.

Round 2 applications will open on 26 July and will close on 31 August.

For more information, visit the [Charles Sturt University website](#).

### SNOWY HYDRO APPRENTICESHIPS & TRAINEESHIPS

If you are local to the Snowy Mountains region, then kick-start your career with Snowy Hydro, a leader in renewable energy, by considering a traineeship or apprenticeship for 2022.

If you are interested, check out the website <https://www.snowyhydro.com.au/>

Click on 'careers' and scroll to the bottom to find 'entry level jobs with Snowy Hydro'. Good luck!

---

## NCCD *Collection Notice*

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is a process that all schools must complete on an annual basis. We have included the Collection Notice at the end of this newsletter.

Should you have any questions about the NCCD, please contact our Inclusive Education Coordinator, Caroline Winslade at [caroline.winslade@mackillop.act.edu.au](mailto:caroline.winslade@mackillop.act.edu.au).



### What is the Nationally Consistent Collection of Data?

The *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* is a process that all schools must complete on an annual basis. It is designed to count the number of students who receive additional adjustments or “help” at school because of a disability. This national data collection helps federal and state governments plan for the needs of students with disability. It is also the way that schools seek and receive funding to support the learning needs of their students.

### Who is included in the data collection?

To include a student in the NCCD data collection, schools must consider some key questions:

1. Is the student receiving adjustments to assist them with their ability to participate in schooling on the same basis as their peers?
2. Does the student meet the NCCD’s broad definition of disability?
3. Has the school discussed the adjustments (help) with the student and/or parent/carer/guardian?
4. Does the school have documentation (assessments, medical reports or other paperwork) about the student’s functional needs, the adjustments (help) that they provided and how the student progressed over time?

Where the school decides that the four steps above are in place (i.e. the student meets the NCCD criteria)

the NCCD definition of disability is based on the [Disability Discrimination Act 1995](#) and there are four categories; sensory (e.g. vision/hearing impairment), cognitive, social-emotional and physical.

The definition of disability is very broad and many students that need help at school can be counted in the NCCD. Students with learning disorders e.g. specific learning disability or reading impairment (sometimes referred to as dyslexia), ADHD or auditory processing disorder, chronic health conditions (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing impairment and social-emotional disorders (e.g. selective mutism, anxiety disorders, Autism Spectrum Disorder) may be included in the data count.

A formal diagnosis by a specialist may be very helpful for the school but is not needed in the NCCD. The NCCD count is based on professional teacher judgement. Schools can consider school based and external documents to decide if a student can be counted.

### What are examples of adjustments?

Students need different types of help at school. Some students need a little help sometimes (minor adjustments) but other students need a lot of help nearly all the time (extensive adjustments). The type of help and support that a school provides is also very different depending on the needs of the student. These adjustments can include physical changes to the school buildings or grounds (e.g. ramps or special equipment), extra teacher support in classes, special learning programs, changes to the way the curriculum is presented and delivered or extra adult assistance.

### **What information is needed about my child?**

Schools work together with parents/guardians/carers to understand the needs of each child. Your knowledge of your child's development and learning needs is important and valuable in this process. It will be very helpful to provide your child's teacher with a copy of any relevant past reports (e.g. from a psychologist, speech pathologist, doctor, Paediatrician, OT etc.). These reports will be used with information from your child's teacher, such as information about your child's reading progress or a Personalised Learning Plan, to build a picture of your child's needs and the help that the school is providing.

### **How is information collected?**

The data collection process involves input from teachers, principals, and other school staff working together to consider the data for students with disability in their school, the category of disability and the level of adjustment that best reflects each student's needs.

As a first step, teachers consult with the student and their parent/guardian/carer, to discuss the student's strengths and the areas where the student needs extra support. The support could be support for their learning, behaviour support, support for medical needs, participation, or other areas where the student needs extra help. Information is collected about the type of adjustments the school is making so that they can participate and learn on the same basis as other students. Documentation, such as diagnostic reports, school reports, parent-teacher interviews, Collaborative Planning Meetings and Personalised Learning Plans,

### **What happens to the data? Is it confidential?**

All schools must complete the NCCD. Each school principal is required to verify and submit data about students with disability in their school during August of each year. The privacy and confidentiality of all students and their families is respected and handled as per the school's *Privacy Policy and Collection Notice*. Please refer to your school's policies for further information.

### **Do schools require active consent from parents to include students in NCCD?**

Amendments were made to the *Australian Education Act 2013* and subsequent Regulations. As such, schools do not require parents/carers/guardians to provide active consent for students to be included in the NCCD. Nor is there an option for parents/carers/guardians to request their child not be included (opt-out option).

### **Where can I access more information?**

Please contact Inclusive Education Coordinator Caroline Winslade ([caroline.winslade@mackillop.act.edu.au](mailto:caroline.winslade@mackillop.act.edu.au)) if you have further questions about the NCCD. Additionally, the following link to the national NCCD Portal may be helpful [www.nccd.edu.au](http://www.nccd.edu.au).

INSIGHTS

## Parenting for emotionally healthy kids



Most people steer clear from using destructive, toxic parenting strategies for fear of raising dysfunctional, emotionally unhealthy adults. Living vicariously through your kids or using fear to gain obedience are the types of strategies most parents avoid. So, what behaviours can parents practise that will help their kids function well, relate well to others and reach emotional maturity in adulthood? These behaviours will help you lay the foundation for your child to become an emotionally healthy adult.

### Helping kids tolerate discomfort

While you don't need to expose kids to pain just for the purpose of toughening them up, you don't need to shield them from discomfort. Missing being picked for a team, a friend moving away and sitting a test that makes them nervous are the types of situations that reflect real adult-life. Providing children and young people with exposure to such experiences and giving them coping strategies such as positive distraction builds their resilience, which is essential for success and good mental acuity.

### Validating their feelings

Telling kids to stop worrying or stop crying sends a message that emotions are bad. It teaches them to hide their emotions or fight their feelings. Similarly applying the terms 'good' or 'bad' to emotions sends a message that some emotions are not acceptable. The use of terms 'pleasant' and 'unpleasant' when discussing emotions is non-judgemental and shows your acceptance of all feelings. Let kids know through your language and behaviour that all emotions are a natural part of life, and that they provide important information to help them navigate their world. "Ahh! I see you feel upset about this" is the type of statement kids want to hear particularly when feelings are negative.

### Letting kids live their own life

Parents have unrealised dreams as well as unhealed emotional scars. It can be tempting to put your own emotions onto your child or steer them away from areas of life that caused you pain. This practice places enormous pressure on children and restricts them from developing their own sense of self that comes from making your own life choices and living with the consequences. Kids require a certain amount of emotional space to develop their own interests and strengths that may be at odds with your expectations, which can be challenging when parenting small families.

### Being emotionally available

One of the most difficult and time-consuming aspects of parenting is sharing a child or young person's emotional burdens. Supporting a child who is sad, or helping a young person manage disappointment is draining emotional labour, requiring your full attention. Supporting, coaching and coaxing kids when they are down is when parents do some of their most important work.

## In closing

Raising children and young people to reach emotional maturity is an often (unintentionally) neglected part of parenting. By paying attention to their emotions and responding positively rather than shutting them down when their emotions get the better of them you will help lay the foundation to live healthy, balanced lives.



### Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.