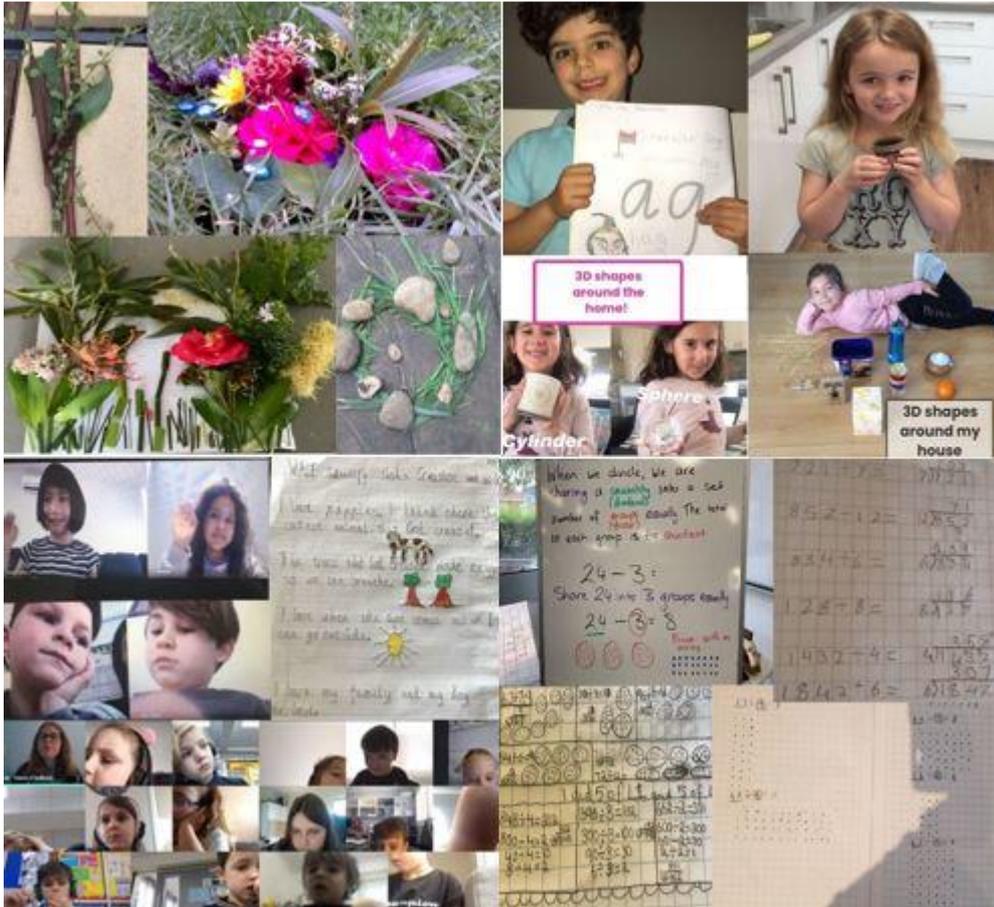




St Joseph's School, Chelsea

Term 3, Week 3 Thursday 30th July 2020

Our learning this week....



Dear Families,

Congratulations to everyone on your efforts online. We have received great feedback about the online and live classes each morning to help with routines at home and, in particular, for the children's learning. Don't forget to log on to [GEM TV](#) and see what Martin from The Resilience Project is doing. He does a new 20 minute episode each day at 11am, but you can view it at any time during the day.

Yesterday I sent a link via skoolbag to all families to help to let me know who requires to send their children to school over the next 2 weeks to be supervised. Please make sure it is completed by 3pm tomorrow: [Intentions for Weeks 4 & 5](#)

LEVEL CROSSING REMOVAL UPDATE

At the meeting of the reference group we were informed that options for relocating the Chelsea Station to Bicentennial Park were being considered and the historical Beardsworth chair was being relocated. We also received a presentation from a local member of the Indigenous group about how the rail project is developing a "Song Line: along the Frankston train line with Indigenous displays etc at each station. I will share more as I find out.

ICON

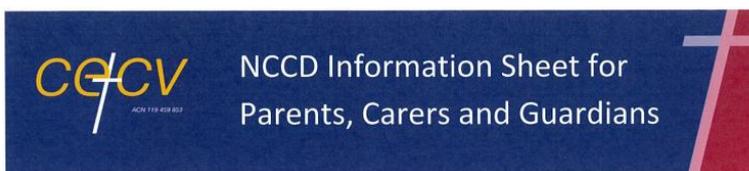
St Joseph's is currently transitioning to a new platform called ICON (Integrated Catholic Online Network). This

platform will gradually start to manage all our systems - human resources, finance etc. Please see patient while this process occurs. In the first stage receipting of transactions will be delayed at the beginning of this term.

FEES

We are very mindful of the financial implications COVID-19 has had on many families and reassure members of the St Joseph's school community that we can provide assistance with the payment of school fees. This assistance includes allowing additional time to make payments and/or offering fee discounts where needed. If you wish to discuss further please contact Gavan via phone or principal@sjchelsea.catholic.edu.au.

Nationally Consistent Collection of Data (NCCD)



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

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or "help" at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word 'disability' comes from the [Disability Discrimination Act 1992 \(DDA\)](#) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student's learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does 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



Victorian Premiers' Reading Challenge

The Victorian Premiers' Reading Challenge is now open and St Joseph's is excited to be participating. A new application is being used this year that offers a range of exciting features including:

- access to a library catalogue (including book images and blurbs)
- a modern user-friendly interface
- rewarding students with badges as challenge milestones are achieved
- the option for students to mark books as a favourite, give them a star rating or complete a book review

The Challenge is open to all Victorian children from birth to Year 10 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books by 4 September 2020.

Children from Prep to Year 2 are encouraged to read or 'experience' 30 books with their parents and teachers. Children from Year 3 to Year 10 are challenged to read 15 books.

All children who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and former Premiers.

To read the Premier's letter to parents, view the booklists and for more information about the Victorian Premiers' Reading Challenge, visit:

www.education.vic.gov.au/prc

Our Garden....

St Joseph's Sustainable Garden



'Victoria's first certified EcoHort™ seedling nursery'

A huge thank you to Peter Douglas from Scotsburn Nursery in Keysborough for donating trays of seedlings for our Sustainable garden! Even through remote learning we are still taking care of our garden. Peter has been a big supporter of our school and we really appreciate his generosity AGAIN. Scotsburn Nurseries supplies Melbourne and Victoria's best independent retail nurseries. They are proud of their long-standing reputation as a producer of quality flowers, vegetables and herbs. Thank you so much Peter and we would love you to come and visit St Joseph's Sustainable garden. [Scotsburn Nursery](#)



Standing behind difficult decisions....

by Michael Grose

Johan and Harry were both suspended from school for a day after willingly watching a schoolyard fight. Their school had a zero-tolerance policy toward fighting and believed that those who watched a fight were as complicit in the conflict as those engaged in the fighting.

The reactions of both sets of parents to the boys' suspensions differed greatly. Johan's parents supported the school's actions and made the necessary changes to their work schedules to accommodate the suspension. Privately, they thought that the suspension may have been harsh, but as they agreed with the school's zero tolerance approach to violence, they knew they had no option but to accept the suspension. They counselled their son against similar behaviour in future and made sure his time away from school was spent doing schoolwork.

Harry's parents weren't quite so supportive. Thinking that their son's suspension was unfair, they contacted the school's principal asking to have the suspension removed. The principal listened to their concerns however she didn't remove the suspension. She reminded Harry's parents of the reasons behind the school's zero tolerance approach to fighting and urged them to support of their policy. Disappointed but obviously not deterred, Harry's father took time off work to take his son on a fishing trip on the day of the suspension. This action showed little regard for the school's efforts to encourage a culture of respectful relationships, as well as scant respect for the principal's authority.

Make the most of learning moments

Both sets of parents thought that the suspension of their sons was harsh. However, only one set saw the situation as a learning experience for the son. Johan's parents discussed with their son the place that bystanders play when violence breaks out. They reinforced the message that although it may take courage to stop a fight or bring it to the attention of teachers, it's these sorts of actions that constitute positive leadership.

Harry's parents couldn't see past the injustice of the suspension and missed a great opportunity to teach their son any number of lessons. These include what he may do next time a similar incident occurs, how he might respond when he sees someone being bullied or even how to nip conflict between peers in the bud before it escalates. There are many discussions they could have had with their son due to the suspension. From an educative perspective, this was an opportunity missed.

Trust the process

Arguably, the bigger issue in this story is that just as Johan's parents did, we parents need to trust the processes that teachers put in place at school, even when we don't always agree. Family-school partnerships are strongest when parents stand behind the difficult decisions that teachers make, even though the wisdom behind them may not be immediately evident. Sometimes, we all have to stand back and trust a process that's been in put in place, particularly when it's been implemented after a great deal of thought and diligence.

A little mindfulness for this week....

BREATHING BUDDIES



- * Lie down on the floor.
- * Place a 'Breathing Buddy' on your tummy. Slowly breathe in counting to 3.
- * Slowly breathe out counting to 3.
- * Notice how your breathing buddy moves up and down when you breathe.
- * Repeat 3 times, then return your breathing to normal for you and just notice the movement of the Breathing Buddy.

Core Practice



Please help us to put a lid on it!

It would be terrific if families could please save and wash any plastic lids they have finished with and keep them at home ready for when we are able to return to school. You will soon see them transformed and on display in a beautiful artwork, which will be created by our 3/4 students.

On behalf of my friend Vincent Van Gogh, we say thankyou and we would love plenty, all plastic shapes, sizes and colours are welcome!

- Mrs Egan