



# St Joseph's School, Chelsea

Term 3, Week 1 Thursday 14th July 2022

## ST JOSEPH'S POSITIVE BEHAVIOURS FOR LEARNING

*'Always Faithful'*



Dear Families,

Welcome back to term 3. It has been a busy start to the term. The children have come back keen and ready to learn. We have lots on this term including Teeth on Wheels (a dental van - more to come), Harold from Life Education will be visiting (details to follow), lots of excursions including the zoo etc, Premier's Reading Challenge, Prep 100 days, Yr 6 Parliamentary Convention/Involvement, Bookweek Celebrations including Dress Up day (Wednesday 7th September), Year 6 Confirmation preparation, Footy Day....plus lots more!

Today I have included an article on Rethinking Rigour which you may find to be an interesting read.

## **RATS**

Don't forget to pick up your RAT tests at school. Three packs per student in Terms 3 & 4. Thank you for continuing to follow protocols with keeping children home when sick. This helps to keep us all well.

## **Before School Care**

This week Before Schoolcare started at St Joseph's. We have had a small number, however, it is slowly growing. If you would like to book in please do so on 9581 4867. We hope we can continue to see it grow.

## **Enrolments 2023**

Enrolments remain open! If you have a child starting Prep in 2023 please complete the enrolment form on our website and hand it into the office as soon as possible.

## **Uniform Shop**

The second hand uniform shop is open Thursday mornings from 8.45-9.10am. Thank you to Wendy and Nidal their help in the running of the shop.

## **Scholastic Bookclub**

Catalogues have been sent home with your child today. Ordering of any items must be done online through the scholastic website by Thursday 1st August. The items will then be sent to school to be distributed through to your child/ren.

This issue (issue 5) Scholastic are running the following promotion:

**For parents ordering via LOOP (not cash payments), if they order:**

- More than \$30 – they get 1 free book**
- More than \$50 – 2 free books**
- More than \$70 – 3 free books**

**SAVE THE DATE** – Family trivia night at St. Josephs School Hall, Sunday 21st August 5pm. Tickets on sale soon. Organised through Chelsea Parish.

Gavan

## Rethinking Rigour

The idea of academic rigour is attractive for many parents, associated with favourable outcomes ranging from high test scores and weighted grades to the grand prize, admission to elite colleges and universities. But what does rigour mean in the classroom?

The usual association is with difficulty – rigorous classes are hard – and not necessarily that they are intellectually challenging and conceptually deep.

Rigour is more often associated with piled-on reading, homework, and assignments that produce anxiety, sleep deprivation, isolation, and emotional fatigue. Rigour-as-suffering harkens back to the Latin derivation – stiffness, rigidity, harshness – and echoes contemporary dictionary definitions – inflexibility, strict precision, exactness, making life difficult, challenging, or uncomfortable.

This is not to suggest that academic achievement, ambition, or aspiration aren't worthy and noble drivers but there is an argument to be made against unnecessary, unhealthy, and inhumane academic distress – about the peril and the ethics of putting student achievement ahead of student wellness, and the fallacy that the two are competing aims. The additional layers of stress placed on young people during the pandemic have added urgency to the need to rethink rigour in middle and high schools.

The irony is that parents who push schools to implement the hard-nosed conception of rigour are not helping their children prepare for the best careers. Many elite companies are looking for a different set of skills: emotional intelligence, listening and empathy, collaboration, creativity, problem-solving, generosity and fairness. Certainly, students need exposure to direct instruction, core knowledge, memorisation and recall, and automaticity – and some students truly blossom when fed and watered by facts. But this is only part of what young people require to lead fulfilling lives.

The authors propose a new definition of rigour: The degree to which a student is in equal parts intellectually challenged, engaged, enriched, and empowered. The big idea is challenge, not in the sense of an onerous workload but the “provocative, stimulating, sometimes vexing challenge of grasping complex ideas that make learning meaningful and rewarding (as well as empowering) to master. And this must be tuned to students' incoming knowledge, skills, and attitudes, so that work is at the Goldilocks level – not too difficult and not too easy.

As schools courageously embrace a new conception of rigour that rises above merely a crushing workload, we can expect to see both increased student wellness and higher levels of more-meaningful academic achievement. Even the most driven parents should be persuadable around the goal of producing graduates who are also healthy, well-adjusted, confident, and happy.

Less rigour-as-suffering and improved learning experience

- Later start times.
- Block scheduling with fewer, longer classes that don't meet every day.
- Individualised work-study options.
- Integrating co-curricular programs (versus piling them on top of academic courses).
- Tweaking schedules to allow more unstructured downtime.
- Expanding advisory programmes.
- Increasing teacher conferencing time.
- Adding mental health counsellors.
- Providing forums for students to discuss their school experience.
- Rethinking homework policies.
- Allowing re-dos of tests.
- More emphasis on experiential learning.
- End-of-term interdisciplinary, immersive experiences on real-life challenges.
- Replacing final exams with expositions in which students demonstrate their learning.

"Out of the Shadows" by Percy Abram and Olaf Jorgenson in Independent School, Summer 2021



## COVID Update

Please have a read of updates....

[Download](#)



## NCCD Information Sheet for Parents

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



## 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 NCCD Information Sheet for Parents, Carers and Guardians CECV NCCD Information Sheet for Parents, Carers and Guardians Page | 2 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.

[Download](#)

# 2023 Enrolments

## St Joseph's School

*Enrolments at St Joseph's Parish School for children entering Prep in 2023 are open*

Exciting trips in 2022 are open.



**Call 8773 1111 Anytime to book a tour**  
School Tours run for 45 min by our Year 6s

**Tours are run at  
9.30 and 12.30pm**



Principal is available to talk to after the tour

Please contact the school office to book your preferred time or further information

362 Station Street, Chelsea  
☎ 8773 1111



✉ [info@sjchelsea.catholic.edu.au](mailto:info@sjchelsea.catholic.edu.au)  
🌐 <http://sjchelsea.catholic.edu.au>

## St Joseph's OSHC 2022

Name of Program: St Joseph's Catholic Primary School OSHC

Enrolments for 2022 please visit <https://www.kingston.vic.gov.au/Services/Family-and-Children/Before-and-After-School-Program> to enrol

Before School Care at St Joseph's

Kingston Council Before School Care has commenced from the first day of term 3 onsite in the Hall. The sessions will start from 6.45am and entry will be from Woodbine Grove gate each morning.

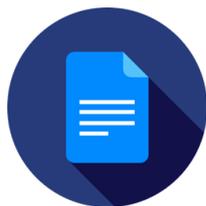
The only children allowed onsite before 8.30am will be those booked into Before School Care.

Contact Out School hours Care for further information:

W: [kingston.vic.gov.au/beforeandafterschoolprogram](http://kingston.vic.gov.au/beforeandafterschoolprogram)

E: [beforeandafterschoolprogram@kingston.vic.gov.au](mailto:beforeandafterschoolprogram@kingston.vic.gov.au)

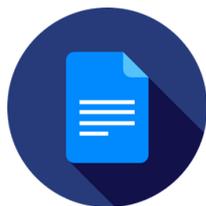
Ph: 9581 4867



## PSW new price list

Please find PSW's current price list attached.

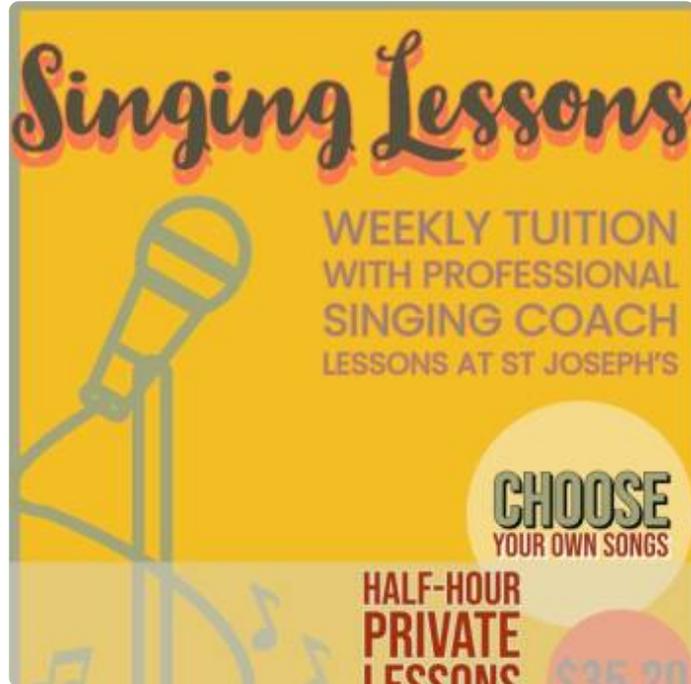
[Download](#)



## Canteen Price List

Please find the current Canteen price list. The canteen has reopened today and is open each Thursday and Friday.

[Download](#)



## 2022 Term Dates

Red indicates a change from last week

**Term 3 Monday 11th July-Friday 16th September**

### Week 1

Fri 15th July Yrs 3-6 Athletics Trials, No assembly

### Week 2

Tues 19th July Yr 3/4 Excursion to Wizard of Oz St Bedes

Wed 20th July Yrs 3/4 Zoo Excursion, Girls Footy Division-Bonbeach

Fri 22nd July Yrs 5/6 Sport vs Aspendale, Yr 5/6 Assembly 2.30pm

### Week 3

Wed 27th July Preps 100 days celebration,

Fri 29th July 5/6 Sport vs Cornish, Yr 3/4 Assembly 2.30pm

**Term 4 Monday 3rd October - Friday 16th December**