

# Shine at Columba

Volume 24 - Edition 8 | Date 27 May 2021



Dear Columba Families,

What an action packed fortnight Columba has had! Students in Years 3,5,7 and 9 engaged with NAPLAN for another year with no fuss and great preparation; Year 8 students went on Camp at our College camping property 'Marybank' where many 'firsts' were engaged with, as students pushed themselves to experience new activities with their peers. Our residential students celebrated National Boarding week, with touch football games across residences, a video building on the Australian Boarding Schools' Association theme for 2021 of 'Empowerment'; a formal boarding dinner with guest speakers Natalie Keough (2010-2014) and Matt Bennetto (1997-2001), talking about their experiences as Columba boarders and what grounding this has given them to prepare them for success as an adult.

Last week, the Senior Campus celebrated National Careers Week, where there were activities across the Campus and students in Years 10 to 12 attended the Charters Towers Careers Expo at the Dalrymple Trade Training Centre. Yesterday, our Cattle Club students returned from the Clermont Show where they judged and handled our cattle. Many respectable ribbons and commendations were achieved, and our cattle behaved themselves well! Congratulations!

Last Friday the biannual Catholic Debutante Ball was held where this tradition is proudly celebrated and enjoyed by family and friends alike. We were delighted to have Bishop Tim preside and visit the College, where he even flew his first drone, courtesy of the Certificate III Remote Aviation class.

## Catholic Education CELEBRATING 200 YEARS

*Faith in the future*

Another milestone was celebrated, as the College and students and staff all across Australia celebrated 200 years of Catholic education in Australia. Student leaders and some staff attended the special Mass at

Sacred Heart Cathedral in Townsville and masses at each campus commemorated this special family celebration of ours. Click the link to listen to the song of celebration we sang by Fr Rob Galea - Faith in the Future. <https://www.youtube.com/watch?v=zjSD-QPS16Q>

This week we commemorate Sorry Day where liturgies and prayer sessions were held at each campus and acknowledged and educated ourselves during Reconciliation Week. This year's Reconciliation Week theme 'More Than a Word', exemplifies that putting our words into action is vital for us to understand, grow and act with justice and empathy.

Today we join with people all over Australia to say sorry for the actions that have robbed the First Australians of their life, culture, law and language. And we pray...

God, Mother of Mercy, stir within us compassion and a deep desire for reconciliation. On this National Sorry Day, may the compassion and reconciliation be strong and true so that justice flows, action flourishes, a difference is made, and peace is accomplished. Amen.



I welcome to our staff, Melanie Ecclestone as cook and Megan Cundell as Business Manager. Megan Cundell will be working alongside Sandra McCabe for the rest of the term to transition into the role in Term 3.

We have had an increase in enrolments this term, with many families moving into Charters Towers chasing quality Catholic education for their sons and daughters, and have steady enrolments for 2022. I urge families to complete application forms as soon as possible for 2022 as interviews are currently being conducted for all year levels across the College for 2022 enrolment.

Best wishes for the fortnight ahead.



Candi Dempster  
PRINCIPAL

# COURAGE | COMMITMENT | COMPASSION

**St Mary's Campus**  
P 07 4754 6333  
A 59-69 Mary Street  
Charters Towers QLD 4820

**Mt Carmel Campus**  
P 07 4787 1744  
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The Roman Catholic Trust Corporation for the Diocese of Townsville  
CRICOS Provider Code 01824G

[www.columba.catholic.edu.au](http://www.columba.catholic.edu.au)



# MEET OUR STAFF



**Name:** Natalie Grant  
**Hometown:** Dubbo- Central West NSW  
**Position Description:** School Chaplain and House Parent  
**Favourite Foods:** Butter Chicken- anything spicy really

## SM CAMPUS AWARDS

### WEEK 5 - BEING ORGANISED AND READY FOR LEARNING

Prep Sophie Pilcher  
Year 1 Lexie Futcher  
Year 2 Louis Bennetto  
Year 3 Ned Webb  
Year 4 Bella King  
Year 5 Kaitlyn Venning  
Year 6 Jayden Wright

### WEEK 6 - LISTENING ATTENTIVELY TO OTHERS

Prep Jacques Thomas  
Year 1 Jayde Neilsen  
Year 2 Isabelle Pilcher  
Year 3 Jessica Truong  
Year 4 Royce Wilkinson  
Year 5 Harrison Hicks  
Year 6 Bailey McGuire

## MC CAMPUS NOTABLE MENTIONS

### RESPECT FOR OTHERS: INTERACTS WITH STUDENTS AND STAFF IN A KIND, JUST, THOUGHTFUL AND COMPASSIONATE WAY

Year 7 Grace Scholes  
Year 8 Brock Williams  
Year 9 Donney George  
Year 10 Ron Denton  
Year 11 Hayley Zadow  
Year 12 Arabella Houlihan

## CSPA CORNER

As May is drawing to a close the chaotic pace seems to be slightly easing. We have had an unbelievable month with a surprise fundraising opportunity in the Country Music Festival Canteen being offered to us. It was a credit to our parents that you all pulled together and we were able to offer this service over three nights, two lunch times, as well as breakfast on two mornings. Thank you to all of the parents who put up their hands – both as CSPA and Year 6 fundraising. There were helpers to set up, run the meal times and clean up, as well as some those who cooked for the event. It was a successful fundraiser with funds being split between the Year 6 Camp and the CSPA. To say I was humbled by the response I got to the call out does not even come close. THANK YOU. A big thank you to those who came to help clean up without me as I had to leave early Monday morning for another commitment. It set my mind at ease with you there.

We also had the Deb Ball last week. It was definitely a night to remember with Bishop Tim attending alongside Father Emmanuel. The Debutantes all had a fantastic time dancing the night away. Tonya Burgoine did a fantastic job organising again this year with the Titley Centre looking absolutely amazing. Thank you Tonya. Thank you to all who were able to help with the setting up of the event and the clean up the next morning and to those who were there to man the bar. Another successful event. Moving forward there are more opportunities to fundraise for the CSPA with the Colour Fun Run being next on the calendar. So if you haven't started fundraising for it yet set up your profile and get it out there. Good luck and make sure you enjoy the day.

Fiona Murray  
CSPA PRESIDENT

# FROM THE ASSISTANT TO THE PRINCIPAL - RELIGIOUS EDUCATION, ST. MARY'S CAMPUS

Dear Parents and Caregivers,

This week, Columba celebrated 200 years of Catholic Education in Australia with 1754 other Catholic Schools nationwide. Father Emmanuel joined staff and students at each campus this week for a moving and inspiring liturgy. Students prayed and sang with each other, families and friends to acknowledge that we are part of something special. On Monday, Lawsen Ford, Lily Duddy, Emmanuel Boref, Chloe Archer and Aaron Murray joined Mrs Dempster, Ms O'Sullivan and myself for Mass with Bishop Tim at the Sacred Heart Cathedral in Townsville. We were excited to listen to renowned musician, Andrew Chinn, as he contributed to an incredibly uplifting service. In a moment of reflection, I felt incredibly privileged to be present but more so, to be a part of something as incredibly powerful as Catholic Education. Prime Minister Scott Morrison, appeared via video to offer a special congratulatory message to all students and staff around the country. When thanking members of the Catholic Education community, he said, "Australia needs the happiness, the joy, the skills and the passion that you bring." He then went on to encourage the students to continue to be, "someone who gets involved, who shows responsibility, who looks out for others, who is kind and respectful to other people." I thought that this just scratches the surface of what our special community is about. Every day, we see this and so much more from our students and staff. From the child that ties another's shoes, to the shared joy in a friend's success, to the senior shaking hands with a younger student to thank them for the time spent together. I am privileged to have witnessed all of that this week and I am very proud to be able to play a small role in sharing the joy that comes with being a member of the Columba community. Several members of our dedicated staff have already commenced preparations for our year of celebrations in 2022: 140 years for St Mary's and 120 years for Mt Carmel. There are going to be countless occasions over the next 18 months where we are reminded how fortunate we are to be a part of a unique history. So after we celebrate 200 years of Catholic Education in Australia this week, I encourage you to take a moment to appreciate the truly amazing place we are all a part of, here at Columba Catholic College.



Ryan O'Connor  
**ASSISTANT TO THE PRINCIPAL - RELIGIOUS EDUCATION  
ST. MARY'S CAMPUS**



## BISHOP TIM'S VISIT



# MEET OUR BOARD



**Name:** Ted Harrington

**Occupation/Position in the Community:** Corporate Compliance Advisor with Charters Towers Regional Council

**Connection with the College:** My Father is a past student of MCC, my wife a former student at SMC and since 2007 our children have attended/are attending CCC.

**What is your motivation to be a Board Member?** To give back to the College and assist it in being the best it can be. We cannot stand by and let others do the lifting; it takes a community of active participants to achieve goals. With the help of the Board and the Finance Council, the College can achieve those goals.

## SM CAMPUS NEWS

### NATIONAL SIMULTANEOUS STORYTIME

St Mary's Campus students were transported into space last Wednesday when they sat under the planets and listened to Astronaut Shannon Walker, who was orbiting in the International Space Station, read the book "Give Me Some Space!". An amazing 1,980,280 readers at 33,418 locations participated in National Simultaneous Storytime in 2021. Now in its 21st successful year, it is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book. Students enjoyed exploring space during Library lessons as well as during morning tea and lunch in the Library.

On Wednesday 12 May, Year 3 students became Citizen Scientists. In conjunction with the National Simultaneous Storytime, the Australian Space Agency invited all schools participating in Storytime to record the average temperature between 10:00 & 11:00am. The Astronauts on the International Space Station used this data, along with satellite data, to shed some light on the important issue of climate change. The citizen science activity was designed to let students explore some of the things that affect how energy is absorbed and how scientists' study and monitor the thermal balance of the Earth. Students have been watching the astronauts performing the experiment on the International Space Station.

Paula Smith  
**LIBRARY MANAGER - SM CAMPUS**



## YEAR 3 NEWS

Year 3 is Zooming Ahead!!

With NAPLAN crossed off from our 2021 events calendar, Year 3 is back on track and into routine.

The class is to be congratulated for their effort during the week of NAPLAN Testing. Despite some external technological problems, the class was very resilient during the week. Mrs Christensen, Mrs Martell and the students all felt exhausted and relieved by the end of Week 4. Thank you to all who helped us though this important time. We all enjoyed a special celebration after the last test. Mrs Christensen and Mrs Martell were adamant that Year 3 be treated to some tender loving care. We devoured a special cake and ice cream supplied for us and we then relaxed in the afternoon with a movie and some munchies. Life in Year 3 was back to normal on Monday.

Year 3 have been studying the life of Jesus and the significance of His teachings and actions in our lives in our Religion lessons. We have been captivated by these stories.

This term, Mrs Christensen has asked us to build on our knowledge of the textual structure of a narrative to write a children's story during English lessons and we hope to produce that story in the format of a book.

In Science, we are exploring the nature of solids, liquids and gases and investigating the properties of a variety of materials. During our HASS lessons, we have been studying the celebrations enjoyed by some countries around the world and we have watched some very enlightening film clips. We will continue doing wonderful art work to enhance our learning.

In our Health lessons we have been exploring risk taking behaviours, our rights and responsibilities and decision-making strategies to help keep us safe.

This is only a snippet of the work we are doing! This term is a particularly busy term with an abundance of extra activities for us all to enjoy; so please stay tuned for the next episode in the adventures of Year 3 students at Columba Catholic College as we zoom ahead through the rest of the term!!!

Robyn Christensen and Deirdre Martell  
**YEAR THREE TEACHERS**



*Shine at Columba*

# UPDATES FROM A TEAM TUITION

## What Learning Style Is Your Child?

Picture the scene: Jamie Oliver in his habitat, the grand kitchen, doing what he does best: concocting mouth-watering magic from supermarket staples. There's a controlled chaotic clanging of pots and pans, there's a thick air of rich, worldly aromas, and perhaps even the tempered wild flame of a sizzling wok.

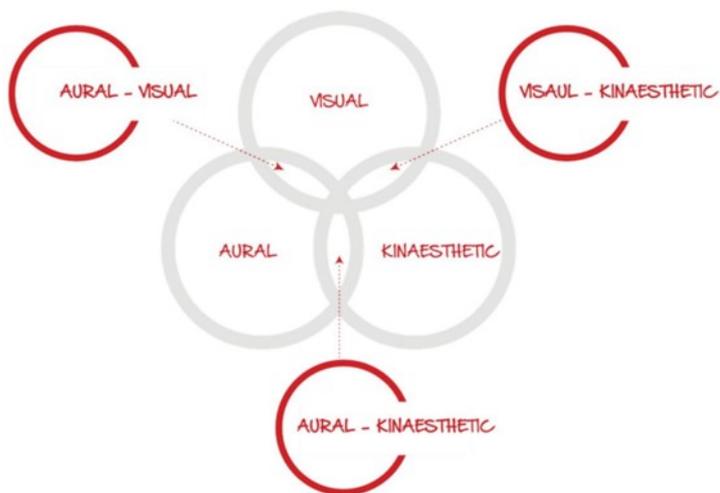
But how did Jamie learn to cook in the first place?

It's hard to imagine the affable rascal learning his trade in a classroom, with recipes and methods written on a chalkboard. In an [interview with Bryan Elliot](#) for his YouTube channel 'Behind the Brand', Jamie admits that while he was "rubbish at school", cooking was "his thing", and that by working in his father's pub kitchen from the age of 10 to 16 he was able to learn the "economies of movement" that have translated into a successful culinary career. For Jamie, it was all about getting in the kitchen and just learning on the hop.

But is practical experience the only thing that separates great chefs from those who burn toast?

As the old saying goes, practice does make perfect, but there is also a scientific explanation that offers an answer too. As we interact with the world around us, humans rely on their five senses to absorb and comprehend information. Naturally, individuals will favour some senses over others. The combination of which of the senses a person uses in this process determines what we call a person's learning style. Some people will have a learning style more suited to making great food, while the toast burners may be more at home writing an essay, or painting.

There are three primary learning styles— visual, aural and kinaesthetic – however people may be a combination of any of these, as the diagram below suggests:



## "How do I know what learning style I have?"

Great question! (And an important one too). A Team Tuition has developed a diagnostic test which all of our tutor's use with their students to determine their learning style. This test asks a series of multiple choice questions (some of which are shown below), and offers responses varied by their sensory focus. 'A' responses focus primarily on a visual engagement, 'B' responses on the use of speech and sound, and 'C' responses on actions and the surrounding environment.

## What's the best way for you to study for a test?

- Look at your notes, pictures, diagrams and videos.
- Read your notes out loud or talk them out with someone else.
- Presenting your notes in unique and different ways.

## What's the best way for you to learn about how to do something new?

- Look at pictures or videos.
- Listen to someone explain it.
- Have a go and eventually figure it out on your own.

## What are you most likely to remember after a school social event?

- The faces of your teachers and friends.
- The songs that were played.
- What people were doing around you.

You can use these questions to help identify your learning style or that of your child. Additionally, you might think of some more of your own, or pay attention to the way you or your child behaves in certain situations.

Is YouTube the greatest educational tool ever invented for your child? Chances are they're a visual learner who responds well to anything that engages their sense of sight. Do you ever notice your child staring into space when you're trying to demonstrate and explain something to them? Yes? There's a good chance they might be an aural learner who is actually paying close attention to the words, while not engaging with your actions. Are they always fidgeting? Does your child like to get their hands dirty? In all likelihood they're probably a kinaesthetic learner. They learn best by simply doing.

Once you've identified you or your child's learning style, the next step is to understand its unique characteristics, and ways and means to get the most out of it.

## The Aural Learning Style

Aural learners lean primarily on their sense of *sound*. They love words, rhythms, tempos, lyrics and tones. They thrive in the traditional classroom environment, with a teacher explaining concepts mainly through speech, because they can soak up much of what is being said and recall it even after class has finished.

Aural learners tend to make great readers, writers, speakers and musicians. Their intimate understanding of rhythm and sound allows them to analyse and employ language (including the language of music) masterfully.

## "What are the best learning strategies to use for an aural learner?"

As we have discovered, aural learners respond best to anything that engages their sense of sound, and are more likely to retain information gleaned in this fashion. Some strategies and activities that would be of great benefit to an aural learner include:

- Reciting flashcards aloud
- Teaching content to someone else
- Engaging in discussions
- Using podcasts
- Recording notes for playback



## A TEAM TUITION (CONT)

### The Visual Learning Style

Visual learners engage with the world around them first and foremost with their eyes. They pay attention to colours, lines, designs, patterns and spatial parameters. Elements of the traditional classroom suit them to a tee, such as the use of whiteboards, smartboards, educational videos and worksheets.



### **“What are the best learning strategies to use for a visual learner?”**

The most effective study strategies for visual learners will engage their sense of sight. Some of the best examples include:

- Colour coding
- Mind maps
- Using videos
- Use graphics and diagrams
- Organising notes

### The Kinaesthetic Learner

Kinaesthetic learners have a feel for the world around them. These learners use their sense of *touch* as the primary means of interacting with their environment. They won't necessarily remember the specifics of a conversation, or who they had it with, but they'll likely remember where they were when they had it, and maybe even what the weather was like too. Kinaesthetic learners are likely to relish the more practical subjects at school like physical education and design and technology, but may find the conventional classroom environment boring.

Kinaesthetic learners remember what they do, and store information through action. Their intimate feel for the world means they tend to thrive in more hands-on professions like cooking and carpentry, and also make great athletes!



### **“What are the best learning strategies for kinaesthetic learners?”**

The best learning strategies for kinaesthetic learners are those that engage them physically in some way, including:

- Use a stress toy or a fidget spinner
  - Create physical, hands-on activities and games
  - Note-taking on different platforms or devices
  - Carefully curating a suitable study environment
- Ultimately, it is important to remember that we use all of our senses at some point. While we may prefer some over others, the best learners are those who can employ bits of all three learning languages. They can all be nurtured with a little time and effort.

### A TEAM TUTION STAFF



## LANGUAGES DEPARTMENT

Charters Towers Languages Speaking Competition was held in the Dining Hall at the Mt Carmel Campus on May 14, offering a platform for talented students to showcase their skills in one of the three languages - Chinese, German and Japanese.

This year was the first time that the event involved all the schools in our Charters Towers community, and was sponsored by two local businesses - Towers Concrete and Titley & Co.

The theme for this year's competition was Learning languages to “Build Community, Student contestants from Year 4 to 9 from the surrounding schools competed across the three divisions.

Student contestants had the opportunity to show their understanding of their language that they were learning - Our Columba students demonstrated their understanding of Mandarin through a self-introduction speech.

Judges from the surrounding schools contributed significantly to the event, complemented by the support of our two local businesses generously donated awards and prizes. Our own Mr Kyle was our guest speaker to share about his journey and experience of learning Indonesian to our student contestants.

The Competition organising committee offer congratulations to the following winners of the competition:

Division A (Year 4-6)

1st Bella Casella, 2nd Baylee Kerr, 3rd Erika Truong

Division B (Year 7-8)

1st Ella MacPherson

Division C (Year 9)

1st Manaia Hill, 2nd Clarice Young

The competition organising committee would like to sincerely thank Columba Catholic College for hosting this wonderful event. This event has raised the profile of not only Chinese language learning, but it has achieved the theme for this year - Learning languages to build community, which celebrates and raises the profile of languages learning across our local community.

Michael Ku

**CURRICULUM MIDDLE LEADER - HUMANITIES/LANGUAGES**



# YEAR 10 PARENT INFORMATION EVENING: SUBJECT

Year 10 students are commencing the process of discussing pathway options available to them in their senior years and the subjects they can study in Year 11 and 12. One part of this journey for our students will occur on **Tuesday 15<sup>th</sup> June 2021 at 7.00pm** in the Mt Carmel Campus Dining Room. At this evening we will discuss subject selection, pathway options and the timeline of events for Year 10 students. All Year 10 parents / care givers and students are invited to attend this important evening and students are required to wear their day school uniform.

Maria Peck  
DEPUTY PRINCIPAL - ADMINISTRATION

## DTTC CAREERS EXPO

On Thursday 20 and Friday 21 May Year 10, 11 and 12 students visited the 2021 Charters Towers Careers Expo held at the Dalrymple Trade Training Centre. There were a wide range of exhibitors and displays at the Careers Expo for students to engage with across many different industry areas. Students were able to interact with personnel at the expo about future career and study options available to them. Some of our Year 12 students were fortunate enough to meet with a representative from MEGT about their future career options and aspirations in 2022. Examples of exhibitors at the expo included:

- James Cook University
- Tafe QLD
- Charters Towers Regional Council
- Minjar Gold
- Red River Resources
- Bravus Mining Adani
- Ravenswood Gold
- Department of Agriculture and Fisheries
- MEGT
- Defence Force
- University of QLD
- Jenegar
- Ag Trade
- Industry Training Hub
- Gold City Realty
- Mylestones Employment
- Workways Charters Towers
- Reid River Exports
- Townsville Advanced Manufacturing Hub
- Charters Towers Veterinary Service
- QLD Police
- Smart Precinct NQ
- NQ Employment
- Prospect
- Sarina Russo Apprenticeships
- Mas Careers
- Busy at Work
- Adapt Education
- Defence Force
- Aussie Powersports

The students engaged well at the Expo and have broadened their knowledge about future career and study options.

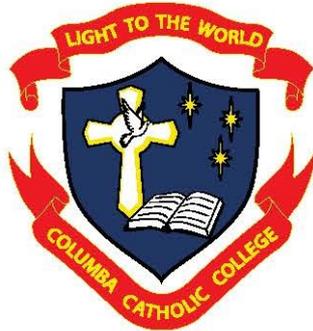
Kerry Edmondson  
CAREERS OFFICER



# CATHOLIC DEBUTANTE BALL 2021



*Please join us*



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**COLUMBA CATHOLIC COLLEGE**  
**CHARTERS TOWERS**

*Shine at Columba*

~ **INVITATION** ~

**You are cordially invited  
to attend**

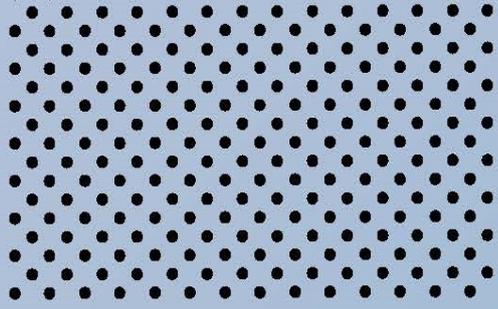
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**Founders' Day  
and  
Farewell Celebrations for Candi Dempster**

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**8.40am  
Wednesday 9<sup>th</sup> June  
Iona Centre  
Mt. Carmel Campus**

RSVP: Tuesday 1<sup>st</sup> June 2021 – [jthompson@columba.catholic.edu.au](mailto:jthompson@columba.catholic.edu.au)



Hosted by UnitingCare Community at 56-69 Patrick Street, Aitkenvale

# GRANDPARENTS CONNECT

COME AND MEET OTHER GRANDPARENTS WHO  
ARE ALSO FULL TIME CARERS

Guest speakers

Morning tea provided

Meet and greet

Last Thursday of  
the Month

10am to 11:30am

For more information and to RSVP, call 4775  
9115 or email

[fsp.townsville@uccommunity.org.au](mailto:fsp.townsville@uccommunity.org.au)

# FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

## WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

## WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

## Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

## WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

## WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

## WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

## WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

## WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

## WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

## HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

## WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

## IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

## HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

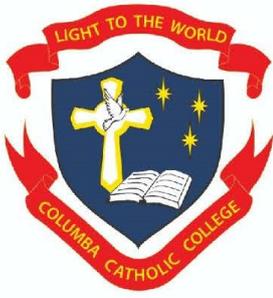
Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

## FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.



Columba Catholic College  
Year 6 Canberra Trip  
Krispy Kreme Fundraiser



**Original Glazed Dozen**

One pack contains:  
12 x Original Glazed doughnuts

*Legendary in taste & simplicity.*



**Classic Assorted Dozen**

One pack contains:  
6 x Original Glazed  
2 x Chocolate Iced  
2 x Chocolate Iced with Sprinkles  
2 x Strawberry Iced

*Something the whole family can enjoy.*

**Orders Due: Thursday 10<sup>th</sup> of June 2021**

