Family Mass
25th May 2014
Children’s Liturgy every 9am Mass except in school holidays

P & F Meetings
Next meeting at;
29th May 2014 in the LARC
E: SPEGparents@dbb.edu.au
Please find minutes of meetings on the school website

St Patrick’s Hall
Enquiries and bookings please call the school office

Outside School Hours Care
E: eastgosford.oshc@dbb.org.au
or phone 0408 165 671
or visit the school website

The Uniform Shop
phone 02 4323 4671
opening hours during school terms
Tuesday
8.30am – 10.30am
Also 1st Friday of every month
2.30pm – 4.00pm
The uniform shop can be contacted outside of business hours by email stpatricksprimary@alinta.com.au
payments can be made direct to Alinta Apparel in the form of cash, credit card, or debit credit card
NO CHEQUES
uniform price list & online shopping available at
www.alintaapparel.com.au

2nd Hand Uniform Shop
2nd Tuesday of every month
8.30am – 9.30am
near the clothing shop
CASH ONLY

Canteen
Infants: Wednesday & Friday
Primary: Wednesday & Friday
Contact Michelle on 0408 412 408
Rostered volunteers please give
24 hours’ notice if you are unable to attend

Catholic Life & Mission
Kevin Coote, Religious Education Co-ordinator

Fr John Frauenfelder’s Words of Wisdom:

The late George Carlin once said, “I was thinking about how people seem to read the Bible a whole lot more as they get older. Then it dawned on me ... they’re cramming for their final exam.” Jesus helped prepare the disciples for their “final exam.” He reassured them, “Do not let your hearts be troubled. You have faith in God; have faith also in me. I will come back again and take you to myself, so that where I am you also may be. Where I am going you know the way.” The trouble was, they didn’t know the way. If judgment day is our final exam, perhaps we better start preparing. If it’s of any help, remember that Peter already knew the right answer to one of the questions on the test.
It was: “Who do you say that I am?”

Pope: Christianity means giving witness to Christ every day

Carol Glatz Catholic News Service | May. 6, 2014 The Francis Chronicles

Vatican City Christianity is not a school of ideas or a collection of beautiful temples and lovely art; it is a living people who follow Jesus and give witness to him every day, Pope Francis said. "Am I a Christian giving witness to Jesus or am I a simple numerary of this sect," unable to let the Holy Spirit "drive me forward in my Christian vocation?" he asked in his homily at Mass Tuesday in the Domus Sanctae Marthae, where he lives. "A Christian who doesn't give witness is unfathomable," he said, according to a report by Vatican Radio. "We are not a religion of ideas, of pure theology, of beautiful things and commandments. No, we are a people who follow Jesus Christ and give witness -- that is, want to give witness to Jesus Christ -- and this witness sometimes ends up being giving one's life," he said. In his homily, the pope looked at the martyrdom of St. Stephen, the first martyr of the church. Like Jesus, the saint was the object of jealous leaders who wanted to eliminate him and the target of false witnesses, the pope said. But St. Stephen knew his accusers were resisting the Holy Spirit and he died, like Jesus, asking his persecutors be forgiven. Those responsible for the martyr's death were filled with hate -- a hate that had been sown in their hearts by the devil, the pope said. That is why, in one of the beatitudes, Jesus said, "blessed are you when they insult you and persecute you and utter every kind of evil against you falsely because of me." Being persecuted, becoming a martyr, giving one's life for Jesus are all reasons to rejoice because "the blood of martyrs is the seed of Christians," he said. "The devil can't stand seeing the holiness of the church or the holiness of a person without trying to cause some kind of trouble," he said. Giving witness always bears fruit, he said, whether it is just one's daily witness to Christ, witness during very difficult times, during persecution or witness that ends with death. "The church bears fruit and is a mother when it gives witness to Jesus Christ."
From the Principal, Nicole Cumming

Greetings from Canberra

Y6 are enjoying beautiful weather and many informative activities and points of interest in Canberra this week.

GREETINGS FROM FR DARIUSZ

I hope all mums had a wonderful Mother’s Day, and for those who attended the children’s Mass last Friday, I am sure they would agree that it was a wonderful homage to all mothers! Thank you to those who organised the liturgy, music, and the children! I look forward to seeing the parents of those enrolled into the 1st Reconciliation programme at the Education Evening this Wednesday, May 21, 7.30pm at the LARC.

God bless you, and have a good week.

DON’T FORGET OUR FAMILY MASS ON SUNDAY WEEK, MAY 25 AT 9AM

Thank you Year 5 for your support!

And when it’s school term, but not a Family Mass, don’t forget Children’s Liturgy which takes place during the 9am Mass. Just meet the coordinator at the foyer of the church before Mass commences!

PINT SIZED PADDIES

for kids in Years 5 to 8, held in the Hall, Friday May 23, 7pm $2 per child!

Pint Sized Paddies is looking for helpers!

If you would like to help out at PSP, please give Melissa a call on 0434 251 481
From the Music Room, Suzie Morris

DO SOMETHING!

Students from Kindy to Year 6 will be learning a new song this term, 'Do Something' (Matthew West 2012). It is a catchy song with a strong beat and it is all about doing something to help others. The story behind it is quite amazing ([https://www.youtube.com/watch?v=0qX5wcFUV4I](https://www.youtube.com/watch?v=0qX5wcFUV4I)) and over the coming weeks we will be learning the lyrics (K-2 just the chorus) and creating some actions for a performance in Week 9. If you would like to check out the song and sing along at home go to: [https://www.youtube.com/watch?v=b_RjndG0IX8&feature=fp channel]

Infants have been listening to the song and moving to the beat with a splash of colour!

YEAR 1's YUMMY RHYTHM PATTERNS!

Year 1 spent this week in music learning and playing a few new rhythm patterns. We learnt a song called ‘Yummy Yummy in My Tummy’ and concentrated on finding foods that would fit into our rhythm pattern ‘taa taa taa zaa’. It was interesting to see what the students came up with and also what they thought was yummy compared to Mrs Morris! Check out our rhythm pattern (photo) and see if they can remember and/or show you how it is done!
NEWS: FUN IN THE POD

Infants students have been having a great time in the pod of late with all sorts of role playing, creativity and games galore. Some of the boys worked together today to build a lego structure well beyond their own reach!

Sport, Fiona Bolton

Congratulations to Daniel Peters and Marcus Sparacino who travelled to Tamworth last week to attend the Polding winter sport trials in Rugby League and Soccer. Both boys made it to the possibles/probable which is a fantastic effort considering over 80 boys trialled in each sport. We are very proud of both of you.

On Wednesday we have 3 boys trialling to represent Broken bay in Rugby Union. We wish Sterling Witt, Adam Lowe and Will Cohen the best of luck.

A reminder that the athletics carnival notes and canteen notes need to be returned. We are looking for helpers on the day so if you can assist please let me know by filling in that section of the note.

A further reminder about the Broken bay cross country this Tuesday and the Catholic Rugby League Cup gala day to be held at Toukley on Thursday. All notes need to be returned to school.

Dear Nicole

On the 28th April 2014 St Patrick’s OSHC underwent the National Quality Standard and Assessment rating visit. The purpose of the National Quality Framework Assessment and Rating process is to assess services against the National Quality Standard and to determine the rating level services are meeting. All services are required to be compliant with the National Regulations and the National Law.

I am pleased to inform you that St Patrick’s OSHC Staff and the CatholicCare team achieved extremely pleasing results. There are seven Quality Areas and a large amount of elements that the service needs to meet. St Patrick’s OSHC achieved Exceeding in three elements which were related to Staffing and programming and Meeting in all other elements and quality areas giving us an overall result of Meeting. This is an excellent result for our service.

I would like to take this opportunity to thank my fantastic team and the ongoing support from all the Staff at St Patrick’s School.

Warm Regards
Paula and Staff
Lost Property

- Eva from Kinder has lost her formal hat which has her name inside.
- Lahni from Kinder has lost her jacket and hat which have her name inside as well as the name of “Mia” inside

Your help in locating any of these items is appreciated.

KIDS MATTER THIS WEEK

About Social Development
www.kidsmatter.edu.au

Why not visit the Impact Markets in 2014!
19 Chetwynd Rd, Erina
(Road opposite McDonalds on Terrigal Dr)

J Please place on your fridge for handy reference J
Large indoor market with cafe and kids’ play centre
Plus a huge variety of stalls selling items for the whole family

May 24
June 28
July 26
August 23
October 25
(All Saturdays 9am-2pm)

For more info please phone Sue at Fairhaven
43233566 or 0407757866
sue.chidgey@fairhavenservices.org.au
www.facebook.com/FairhavenServices

Fire & Rescue NSW

FIRE STATION OPEN DAY Sat 17 May 10am - 2pm

Should you require further information please visit
www.fire.nsw.gov.au
or click on this link
2014 Open Day Participating Stations
to find your local Fire Station and join us on
Saturday 17 May 2014.

NO DOGS ARE ALLOWED IN THE SCHOOL GROUNDS
10% of all sales will be donated to
St Patricks Catholic Primary School when you shop online
at

Or
call Julia direct on 0497771510 for a catalogue!

Glitch IT for all your computer issues, repairs and setup needs.

Hardware, software and web services; no job too small for your local
Central Coast IT guy.

Call Aaron Toomey on 0432021849 for speedy and reliable IT help.
www.glitch-it.com.au

Interested in learning the Guitar or Keyboard at St Patricks through private or group tuition?

We have a number of tutors that visit St Pats to hold one-on-one and group lessons for students.

Guitar and Keyboard/Piano through the Central Coast Conservatorium of Music: make an enquiry online via http://

Guitar through private tutor
Greg Taylor: call Greg on 0405 359 840 or at bbks@bigpond.com

Now in its 14th year, Century Challenge attracts everyone with an interest in cycling and keeping fit – elite riders, social & family riders and children. Last year approximately 600 riders registered.

What: Cycling challenge for Children, Beginners (20k), Intermediate (50k) and Elite riders (100k)

When: Sunday, 18 May, 2014

Where: Start at Mount Penang Parklands and cycle through lush hinterland

Why: Great exercise, fresh air and support for Coast Shelter and local charities. Receive recognition for completing the challenge and enjoy free refreshments along the way

Registration: Register your team and online sponsors at www.centurychallenge.com.au

Early bird registration by 11 May, 2014 and be in the draw for an iPad-Mini
## Canteen

### Term 2, 2014

<table>
<thead>
<tr>
<th>DATE</th>
<th>INFANTS</th>
<th>PRIMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday 21 May</strong></td>
<td>Marcus Hams</td>
<td>HELP NEEDED ASAP</td>
</tr>
<tr>
<td>(9.30 – 11.30)</td>
<td></td>
<td>PH 0408 412 408</td>
</tr>
<tr>
<td><strong>Friday 23 May</strong></td>
<td>Leona Holliday</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>All day (8.15 – 2.15)</td>
<td>Belynda Vassallo</td>
<td>PH 0408 412 408</td>
</tr>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td></td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td></td>
<td>PH 0408 412 408</td>
</tr>
<tr>
<td><strong>Wednesday 28 May</strong></td>
<td>Annabel Cockerton</td>
<td>Michele Greenwood</td>
</tr>
<tr>
<td>(9.30 – 11.30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday 30 May</strong></td>
<td>Athletics Carnival</td>
<td>Athletics Carnival</td>
</tr>
<tr>
<td>(see roster next page)</td>
<td>(see roster next page)</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday 4 June</strong></td>
<td>Michelle Cormack</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>(9.30 – 11.30)</td>
<td></td>
<td>PH 0408 412 408</td>
</tr>
<tr>
<td><strong>Friday 6 June</strong></td>
<td>HELP NEEDED</td>
<td>Katie Ercan</td>
</tr>
<tr>
<td>All day (8.15 – 2.15)</td>
<td>PH 0408 412 408</td>
<td>Rachael Brady</td>
</tr>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td>HELP NEEDED</td>
<td></td>
</tr>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td>PH 0408 412 408</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday 11 June</strong></td>
<td>Michelle Cormack</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>(9.30 – 11.30)</td>
<td></td>
<td>PH 0408 412 408</td>
</tr>
<tr>
<td><strong>Friday 13 June</strong></td>
<td>HELP NEEDED</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>All day (8.15 – 2.15)</td>
<td>PH 0408 412 408</td>
<td>PH 0408 412 408</td>
</tr>
</tbody>
</table>
# Athletics Carnival Canteen Roster

<table>
<thead>
<tr>
<th>TIME</th>
<th>VOLUNTEER</th>
<th>VOLUNTEER</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am – 9.30am</td>
<td>SET UP</td>
<td>SET UP</td>
</tr>
<tr>
<td>9.30am – 10.30am</td>
<td>Jane Mineham</td>
<td>Angela Stitt</td>
</tr>
<tr>
<td>10.30am – 11.30am</td>
<td>Elise Kemp</td>
<td>Anna Rott</td>
</tr>
<tr>
<td>11.30am – 12.30pm</td>
<td>HELP NEEDED</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>12.30pm – 1.30pm</td>
<td>Kylie Russotti</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>1.30pm – 2.30pm</td>
<td>PACK UP</td>
<td>PACK UP</td>
</tr>
</tbody>
</table>

# Athletics Carnival BBQ / Lunch Roster

<table>
<thead>
<tr>
<th>TIME</th>
<th>VOLUNTEER</th>
<th>VOLUNTEER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBQ COOKS (9.30am – 11.30am)</td>
<td>HELP NEEDED</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>SAUSAGE SIZZLE (SERVE CHILDREN LUNCH FROM 11.30 onwards)</td>
<td>Michelle Cormack Patti Cox Renee Heaney Jane Mineham</td>
<td>HELP NEEDED HELP NEEDED HELP NEEDED HELP NEEDED HELP NEEDED</td>
</tr>
</tbody>
</table>

Please contact the office on speg@dbb.catholic.edu.au or return the volunteer slip issued this week to offer assistance. We appreciate all offers of help. We cannot run the canteen and BBQ without your help.
Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. This kind of learning is passed on to children directly by those who care for and teach them, as well as indirectly through social relationships within the family or with friends, and through children’s participation in the culture around them. Through their relationships with others and their growing awareness of social values and expectations, children build a sense of who they are and of the social roles available to them. As children develop socially, they both respond to the influences around them and play an active part in shaping their relationships.

Influences on children’s social development

While parents and carers are clearly the first and most important influences on children’s social development, there are many other influential aspects of the social environment. Examples of the many influences on children’s development are shown in the diagram below.

The people and settings that are most closely involved with the child – family, school and peers – are shown at the centre of the diagram. Through their daily contact with parents, carers, family members, school staff, as well as with their peers, children learn about the social world and about the rules, practices and values that support it. By actively participating in these relationships, children also affect the ways that adults and their peers relate to them.

In addition, children’s development is influenced by wider networks of social support (represented in the diagram’s central circles), including extended family, friends and any community, cultural or religious groups a child may be part of. These networks provide opportunities for children to develop their social awareness and skills as they relate with different people and experience a range of roles and expectations.

As shown in the outer circle in the diagram, children’s lives are also shaped by the broader social circumstances that impact on their families and communities, such as access to social and health services, parents’ employment and income, or their ability to balance work and family time. In particular, children’s sense of social connection is often influenced by community attitudes and by cultural values, including those they encounter in the media.

Through their relationships and connections with others, children build a sense of who they are and where they fit in the social world. Coming to an understanding about self and others is therefore a central goal of children’s social development.
Developmental trends in children’s self-concept

The ideas, beliefs and knowledge that children have about who they are, what they can do and where they fit in society help to shape their understanding of themselves. Children base their self-concepts on feedback they receive from others as well as their own judgments. The kinds of things that primary school children take into account in developing their self-concepts include how well they are able to succeed with schoolwork and other activities, how they look, and how they get on with family and peers. Developmental patterns in the ways children typically describe themselves are related to their developing capacities for thinking and for understanding and managing their emotions and behaviour. As shown in the following table, preschool children often have very high opinions of their abilities. During primary school, children become much more aware of how their abilities and achievements compare with those of others.

Typical developmental changes in children’s self-concepts

<table>
<thead>
<tr>
<th>Developmental stage</th>
<th>What children might say about themselves</th>
<th>What it shows</th>
</tr>
</thead>
</table>
| Preschool           | “I am four years old. I live with my Mum and Dad and my little sister. I love to play football. I can kick the ball really far. Watch me!” | • Describes physical appearance, family context and favourite activity  
• Has high opinion of own abilities and wants to show you |
| Primary school      | “I am pretty good at maths because I get good marks. But I’m not so good at English, not like Sophie. Kids like to play with me because I’m happy most of the time and I’m kind.” | • Compares self with others  
• Determines own ability level by ranking performance against that of peers  
• Able to make a (more) realistic assessment of own abilities |
| Secondary school    | “I’m pretty talkative and funny with my friends. I’m an extrovert. At home I can be pretty moody. I get annoyed with my parents because they always seem to be on my back. But, I guess, where would I be without them?” | • Able to reflect on and evaluate own qualities  
• Understands and accepts that personal characteristics can be changeable and inconsistent  
• Is able to integrate them into a coherent sense of self |

It is very important for children’s strengths and efforts to be recognised in order to support the development of a positive self-concept and to motivate children to be positively engaged in learning and in their relationships. Poor self-concept can be a significant contributing factor to children’s emotional and behavioural difficulties.
Culture and self-concept

Having a strong cultural identity enhances children’s self-concept and promotes a sense of connectedness and belonging. Children’s cultural identity is nurtured when they learn about their own cultural traditions and when those around them show respect for their cultural values. Teaching children to respect and appreciate variations and differences between cultures is therefore very important for all children’s social development.

Children from minority cultural groups can encounter differences between the rules and expectations required at school and those they are used to at home. When the differences are not acknowledged, or when the cultural traditions children identify with are ignored or minimised, it can negatively affect children’s cultural identity development and sense of belonging.

Children from minority cultures may be subjected to stereotyping and discrimination on the basis of their ethnicity, religion, gender, appearance, social class or sexuality. Discrimination and bullying can have serious effects on children’s mental health and wellbeing as well as their social development. By contrast, overcoming discrimination has been found to have positive effects on self-concept. It is very important for parents, carers and school staff to encourage and support children to take positive action against discrimination and bullying by speaking up and reporting incidents.

Learning social values

Children’s ability to understand others and take their needs and views into account develops over time. Young children are naturally self-focussed. They often play beside, rather than with, other children and tend to think that everyone sees things the same way that they do. In early primary school children learn that others may see things differently from them. Then, as their thinking skills develop, children are more able to understand another person’s point of view and, finally, to appreciate multiple ways of looking at the same event or situation.

Teaching children how to put themselves in someone else’s shoes helps them to relate better to others and manage conflict more effectively. It promotes caring, respect and fairness. Research shows that children who have learned to value others are more likely to include and appreciate children who are different from them or who are viewed negatively by others.

Research into moral development has highlighted how social behaviour reflects the attitudes people hold about social conventions and about themselves. Learning to take account of others’ feelings, perspectives and expectations contributes to children’s understanding of social values, and to the values and ethics they choose for themselves. Using an example where children have broken the window of a neighbour’s car playing a game, the following table shows how children use different moral reasoning to decide what to do and say.

<table>
<thead>
<tr>
<th>Example</th>
<th>Kind of moral thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ella</strong> says: “I dare you.”</td>
<td>• Thinking is focussed on impact on self</td>
</tr>
<tr>
<td><strong>Tao</strong> says: “Let’s go before anyone sees us.”</td>
<td>• Decisions about right and wrong are based on avoiding punishment or on personal gain</td>
</tr>
<tr>
<td><strong>Ella</strong> says: “We don’t know anything about it.”</td>
<td></td>
</tr>
<tr>
<td><strong>Harry</strong> says: “We’re in trouble now.”</td>
<td>• Emphasises responsibility and what others think</td>
</tr>
<tr>
<td><strong>Tao</strong> says: “They told me to do it.”</td>
<td>• Decisions are based on gaining approval from others and/or on meeting laws and social obligations</td>
</tr>
<tr>
<td><strong>Harry</strong> says: “It wasn’t his fault. It was that stupid game.”</td>
<td>• Emphasises understanding the particular circumstances and coming to a fair outcome</td>
</tr>
<tr>
<td></td>
<td>• Decisions are based on principles of justice and compassion</td>
</tr>
</tbody>
</table>

Children learn to make ethical judgments through having practice in putting themselves in others’ shoes and through being encouraged to reflect on issues that involve social and moral values. Families and schools can work together to help children understand and learn to act on values like respect, responsibility, caring for others, honesty, cooperation and acceptance of people’s differences.
Key points for supporting children’s social development

Children’s earliest and most extensive learning about social relationships occurs in the family. Parents and carers can support positive social development when they model respect and consideration and encourage children to be similarly respectful in all their relationships.

• Provide care and support by tuning into children’s needs. Show you are willing to listen and take children’s feelings into consideration.
• Help children to develop social skills by providing coaching and teaching them to think through and solve the day-to-day social difficulties they encounter. Supervise and support children’s social activities without taking over.
• Ask questions that encourage children to put themselves in someone else’s shoes. Questions like, “How would you feel if…?” help children learn skills for perspective-taking. Asking questions in a supportive way helps children to think through situations and encourages them to take others’ feelings and perspectives into account.
• Discuss moral issues with children and encourage them to state their opinions and reasons.
Information for Parents/Carers

Schools across Australia are taking part in a new national data collection on school students with disability.

The data collection is being introduced in stages over three years, and started in 2013. From 2015, this information will be collected in every school across Australia, every year.

All Australian governments have agreed to this.

WHAT IS THE BENEFIT FOR MY CHILD?

All Australian governments agree that every child in an Australian school should have a high quality education. It shouldn’t matter what the individual child’s circumstances are – every child should have the same opportunity to succeed at school.

The aim of this new data collection is to have better information about school students with disability in Australia.

Better information about school students with disability will help teachers, principals and education authorities to support students with disability to take part in school on the same basis as students without disability.

WHY IS THIS DATA BEING COLLECTED?

There is nothing new about schools collecting information about students with disability – in fact, schools have had to do this by law for some time. But the type of information currently collected varies between each state and territory.

With the new data collection, every school in Australia will use the same method to collect this information – that is, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through this new national data collection will enable all Australian governments to better target support and resources to benefit students with disability. It will help to put the right supports in place for students with disability so that they have the same opportunities for a high quality education as students without a disability.

WHAT ARE SCHOOLS REQUIRED TO DO?

Every school in Australia is likely to have a student with disability at some point. Schools need to be able to support students with disability by removing any obstacles for them to participate in their education.

By law, schools are required to make reasonable adjustments where needed to assist students with disability. These responsibilities are outlined in the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. This means that schools need to talk to the student and/or their parent/carer about reasonable adjustments. These are things the schools do now and this won’t change.

The new data collection will record students who have been identified by a school team as meeting the definition of disability under the Disability Discrimination Act 1992 and provided with an adjustment.

WHAT IS AN ADJUSTMENT?

An adjustment is a measure or action taken to help a student with disability participate in education on the same basis as other students. Adjustments can be made across the whole school setting (like ramps into classrooms), in the classroom and at an individual student level (like extra tuition for a student with a learning difficulty).
WHAT INFORMATION WILL BE COLLECTED?
Your child’s school will collect and report information every year about:

- the level of adjustment provided
- the number of students who receive each level of adjustment
- where known, the student’s broad type of disability.

Some students who are not provided with an adjustment at the time of the collection will meet the definition of disability under the Disability Discrimination Act 1992 and will be eligible to be included in the data collection.

WHO WILL COLLECT MY CHILD’S INFORMATION?
Teachers and other school staff from your child’s school will collect the above information based on:

- consultation with parents/carers
- the school team’s observations and professional judgements
- any medical diagnosis
- other relevant information.

School principals are responsible for making sure that the information collected about each student is accurate.

HOW WILL MY CHILD’S PRIVACY BE PROTECTED?
Protecting the privacy and confidentiality of all children and their families is very important. With the new data collection, this will be done in the following ways:

- Personal or confidential information will not be given to anyone not authorised to see it.
- When the information is sent by your child’s school to the local or federal education authority for combination with information from other schools, it will be by school only – student names will not be recorded as part of the data collection.
- When the information is reported from 2016 onwards, it will be by school only – student names will not be recorded as part of the data collection.

WHEN AND WHERE WILL THE DATA BE AVAILABLE?
When all Australian schools are taking part in the new data collection, the information will be reported on the My School website from 2016 onwards. It will be by school only – no student names are recorded as part of the data collection.

CAN I DECIDE WHETHER MY CHILD’S INFORMATION IS INCLUDED IN THE NATIONAL DATA COLLECTION?
It’s your decision about whether you want your child’s information to be included in the national reporting or not.

Including every school child who is being provided with an adjustment because of disability in this new national data collection each year will help schools, education authorities and governments to better meet students’ needs.

Your school will tell you what you need to do if you don’t want to have your child’s information included in the national data collection.

Even if your child’s information is not included in the national data collection, your school is still required to provide support to your child with disability and any adjustments that may be needed to help him/her participate at school.

FURTHER INFORMATION
Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability and how it may affect your child.

You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability