



Laudato Si
"All of us can cooperate as instruments of God for the care of creation, each according to his or her own culture, experience, involvements and talents." N14 Pope Francis

DATES FOR THE DIARY

Fri 27 June 9.00am Sacred Heart Mass

Thurs 3 July 10.00am-6.00pm
Three Way Learning Conversations. Only at school for your appointment

Fri 4 July 8.00am-1.00pm **Three Way Learning Conversations. Only at school for your appointment.** End of Term 2

Mon 21 July Start of Term 3 at 8.35am

Wed 23 July 7.00pm Confirmation Parent Evening

Thur 31 July Morris Gleitzman Author visit for Book Week

Fri 1 Aug 100 Days of Foundation

Mon 4 Aug Yr 6 Confirmation Reflection Day

Fri 8 Aug *Feast of St Mary of the Cross* MacKillop 7.00pm Confirmation

PAB Meetings

Wed 20 Aug 7.00pm

Wed 19 Nov 7.00pm

P&F Meetings

Tues 12 Aug 7.00pm

Wed 5 Nov 7.00pm

2025 Professional Development
Days for staff - No school for the children

Term 3

Wed 13th August - Religious Education Focus

Term 4

Mon 3rd of November

1:00pm finish days at the end of each term

Term 3 - Fri 19th September

Term 4 - Tues 16th December (last day of the 2025 school year for students).

Term 2 - Three Way Conversations (First Semester Reports)

Thursday 3rd July 10:00am - 6:00pm

Friday 4th July 8:00am - 12:40pm

Sacraments

Fri 8 Aug 7.00pm Confirmation for Yr 6

Dear Parents and Carers,

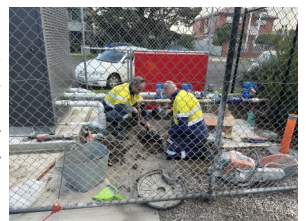
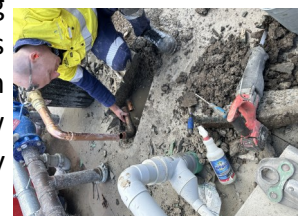
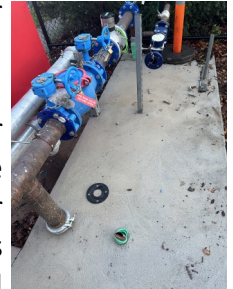
I would sincerely like to take this opportunity to thank you all for working with us on Tuesday.

Arriving to school on Tuesday morning to hear we have no water and further investigations leading to me finding our copper pipe and pump had been stolen was truly frustrating. Once our maintenance staff, Dean and John, consulted with the plumbers and learnt that due to the way the copper pipe had been pulled out causing extensive damage, it meant that it would take many hours to repair. From there, of course, I advised our MACS Senior Manager, the staff and informed all parents and families via Seesaw.

A huge thankyou to YOU, our parents for reading the Seesaw message so promptly and making alternate arrangements for your child/children. I would also like to thank our amazing staff who quickly supported with speaking to many families upon drop off time. Even though placing that message on Seesaw was the last thing I wanted to do, it showed how effectively we all worked together for our children and safety overall.

Thank-you to the teachers, Jayne and Catherine who were calling some families to inform them of the situation and to come and collect their child/children. I also want to thank the school's leadership team and Admin team for all their support throughout the entire process. Thank-you to Mary-Anne, Dean and John who stayed with me until the end of the day. Thank-fully several toilets had one flush remaining so we could pace ourselves and restrict the intake of fluids!

I totally understand how annoying the situation was. However, obviously it was



Prayer to the Holy Trinity

We celebrate the Holy Trinity as the source of life.

Dear God, Father, Son and Holy Spirit, as we prepare to celebrate the feast of the Holy Trinity we give glory and praise to your name. We honour you as our Father and Creator of all life and everything that is good in our world. We ask you to help us respect all people as your creation. We honour you as Jesus Christ, the Son, who taught us and redeemed us by your life and resurrection. We ask you to help us walk in peace each day.

We honour you as the Holy Spirit who guides our hearts and our lives. We ask you to help us live as people of justice. Holy Trinity of God, we ask you to be with us in all that we do. Fill our hearts with your love and our lives with your peace. Amen



beyond our control in the sense that we had to leave the plumbers to do their work whilst showing extreme patience. Even though it took the entire day, your cooperation with keeping your child home meant we could ensure health and safety for all students and staff.

For us, this works continues and is an ongoing investigation. We are working with a local police investigator and hopefully further action can confidently be taken very soon. We are also looking at further deterrents that we can install to add to what we already have as a proactive measure.

We are almost at the end of our foundation process for 2026 and offer letters will be sent out next week. As I mentioned last week, the entire process has been extremely affirming for us as a school community, as it is each year. We continually hear from parents wanting to join our school community how they have heard amazing feedback about our school values, vision, philosophy and community. Again, thank-you to you our families, for praising our school and continually recommending our beliefs and vision to people you know.

As part of this week's newsletter, we have attached substantial important information about the National Consistent Collection of Data (NCCD). In August each year, schools across Australia are required to complete the Nationally Consistent Collection of Data on School Students with a Disability (NCCD.) At Our Lady's, like all schools, this means we count the number of students who receive extra support and the types of adjustments we make to help them learn. The data helps schools, education authorities and governments to better understand and support students with disability, and plan for their future needs in education settings. Please note: There is no testing involved, and your child will not be affected or identified in any way. All information is confidential and no individual student will be named or identified in the data submission. To learn more, please see the Fact Sheet for Parents, Guardians and Carers attached.



We thank you for your support as we continue to ensure every student receives the adjustments they need to thrive at our school. If you have any questions, please make a time to meet with your child's classroom teacher, Ms Seona Payne our Learning Diversity Leader, or myself.

It is very hard to believe we only have three weeks remaining in Term Two. Teachers are busily working on your child's report and also your child will be working on their presentation for their upcoming Three Way Conversation at the end of the term.

Please remember you, as our families, are always welcome to our weekly assembly.

Wishing you all a wonderful weekend.

Yours sincerely,

Christine Carabott

Mrs Christine Carabott

Acting Principal

ccarabott@olsunshine.catholic.edu.au



SCHOOL ZONES



Following the rules together and keeping our children safe

School Zones operate between 8:00am—9:30am and 2:30 pm—4:00 pm during school terms. A speed limit of 40km/h must be followed. Council Officers can issue fines when they are on patrol.

Working together to keep our children safe

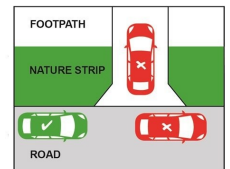
DROP OFF & PICK UP ZONE

- This area is a drop off and pick up children only.
- Drivers need to stay in their car and not leave vehicles unattended.
- It is a 2 minute parking zone during pick up and drop off times.
- By everyone following the 2-minute time span, it allows a lot of parents to pick up their child and ease traffic congestion.



DRIVEWAYS & FOOTPATHS

- It is illegal to park on or across a driveway, footpath or any other vehicle access.



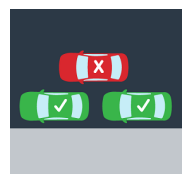
PEDESTRIANS FIRST!

- Please watch for children and adults crossing the road. Hold hands when crossing.
- Drive slowly on the roads around Our Lady's School.



PARK SAFELY. PLEASE DO NOT BLOCK THE ROAD OR DOUBLE PARK

- Park safely near the Church on Ryder Pl, or opposite the Pick up/Drop off zone or park near the surrounding streets and walk to the school.
- Please DO NOT stop in the middle of the street to let your child get in or out of the car.
- Stopping next to legally parked cars is not permitted.
- Dropping off or picking up passengers is not permitted.



NCCD Information Sheet for Parents, Carers and Guardians

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

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](#).

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*.



READY FOR THE ROAD AHEAD?

BOOK EARLY FOR TERM 3!

Strap in, because we're flooring it straight to Term 3!

We're on the road to a brand new term of creative activities tailored to make your children laugh, learn and have fun!

WHAT'S ON FOR TERM 3?

-  Engaging arts, crafts and indoor games
-  Outside play and sport for the warmer days
-  Delicious health snacks made fresh!



BOOK 14 DAYS IN ADVANCE TO SAVE!
BOOK ONLINE AT [EXTEND.COM.AU](https://www.extend.com.au)



**Pricing
\$50**

SCHOOL HOLIDAY PROGRAMS

Come and join us for an action packed school holidays with a range of games and activities on offer. Our programs offer fun and casual based sport games, aswell as specialised sport clinics for those participants wanting a unique edge.

Programs

- ✓ Soccer
- ✓ Basketball
- ✓ Badminton
- ✓ Ultimate Sporting Challenge
- ✓ Specialised Bootcamps



July 7 - 16

10:00 AM - 3:00 PM



RecWest Braybrook,
39 Lily Street, Braybrook

RecWest
Braybrook | Footscray



RecWest SCHOOL HOLIDAY PROGRAM WEEK 1-2 SCHEDULE

Monday: July 7



Tuesday: July 8

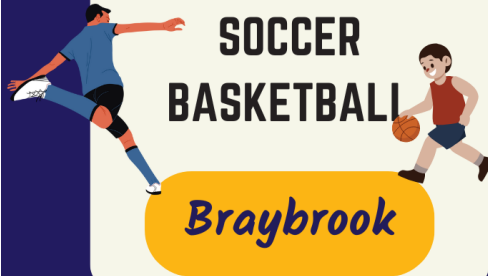
**BADMINTON
SPORT GAMES**



Wednesday: July 9



Monday: July 14

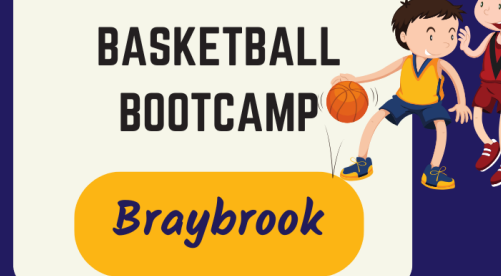


Tuesday: July 15

**ULTIMATE SPORTS
CHALLENGE**



Wednesday: July 16



RecWest
Braybrook | Footscray





INSIGHTS

happy families. **SCHOOLS**

Making Family Life Fun

For many of us, fun stopped becoming spontaneous and automatic around the time that we decided we had to be responsible adults. But if we want our families to be happier, we need to find ways to make family life FUN!

Here are 5 ways to make fun a habit:

1. Smile more

Imagine a child whose every interaction with their parent is met with a look of serious concentration or contemplation—they are not angry or annoyed, simply preoccupied. Now, imagine that when that same child looks at their parent, they receive warm smiles and gentle, approving eye contact. Which would have the most positive influence on the child's wellbeing?

Smiles improve relationships, and they seem to make life more fun. Let your face know you feel great. Smile!

2. Learn new things together

Most children are naturally inquisitive and deeply curious. They love to learn new things. Learning is both fun and potentially profound when we do it together. We can have fun helping our children explore a topic they are interested in; we can plant a garden, learn new sports, and do crafts.

Exploration, learning, and curiosity are fun and make families happy. It simply requires that we are willing to be creative, explore ideas, and respond to our children's questions with enthusiasm and interest.

3. Just add treats

I don't know of any family activity that can't be enhanced with treats. If you are having a family meeting or a working bee in the garden, include popcorn, ice cream, brownies, or, if you don't do processed sugars, a big bowl of strawberries or freshly chopped watermelon.

This approach is best used randomly and for fun, rather than as a bribe. Treats are fun! But they should be offered unconditionally and to everyone, rather than only on conditions being met and only to those who meet the conditions. Otherwise, it stops being fun for everyone.

4. Celebrate—whatever!

Our lives are full of reasons to celebrate, from a child's small success to a big achievement. Celebrate in varied ways: a hug, high-five, ice cream, movie outing, special date, or a family dinner. For best results, make celebrations spontaneous and unexpected, not used as bribes.

We don't need to make our children's minor experiences into front-page news, but we can have fun when they do well. Do something more than nod 'well done' while chopping carrots for dinner. Pause. Get into the moment. Respond actively and constructively. Celebrate!

5. Five minutes of fun

If your children are demanding your attention, give it to them. We can all afford 5 minutes to become engrossed in some fun with our children. This can be unstructured play, like rolling around on the floor or dancing to a favourite tune, or it can be structured play, like a game of UNO or charades.

These micro-moments of positive engagement show that we are involved and available to our children. They teach our children that they are worthy, and they promote a sense of family cohesion and togetherness. They give us moments to be grateful for, to reflect upon, and to savour.

So today, find something to smile about. Drop your agenda and have some fun. Find something new to learn about or explore with your children. Cook treats, buy treats, or just eat treats. And find something—anything—to celebrate. Then, do it again, maybe a little differently, tomorrow.



AUTHOR

Dr Justin Coulson

Dr Justin Coulson is a dad to 6 daughters and grandfather to 1 granddaughter. He is the parenting expert and co-host of Channel Nine's Parental Guidance, and he and his wife host Australia's #1 podcast for parents and family: The Happy Families Podcast. He has written 9 books about families and parenting. For further details visit happyfamilies.com.au.



Gospel

Jn 16:12-15

Jesus said to his disciples:

'I still have many things to say to you but they would be too much for you now. But when the Spirit of truth comes he will lead you to the complete truth, since he will not be speaking as from himself but will say only what he has learnt; and he will tell you of the things to come. He will glorify me, since all he tells you will be taken from what is mine. Everything the Father has is mine; that is why I said: All he tells you will be taken from what is mine.'

The Spirit shows what is true

Write down whether these statements are true or false

God created the world in eight days.

God the Father loves us so much that he gave us his only Son.

Jesus was baptised by John the Evangelist.

Jesus died so that we may have eternal life.

The disciples received the Holy Spirit on Easter Monday.

The Holy Spirit allowed the disciples to speak in many different languages.

God - The father

Creator of all things.
Loves each of us.
Sent his only beloved son to save us.

God - The Son

What do you know about Jesus?



God - The Holy Spirit

Guided the prophets.
Strengthened the members of the early church.
Helps us all today.

Draw the Father

Draw the Holy Spirit