

Term 2, Week 8, 2026

Principal's News

Dear Families,

On Sunday we celebrated the Feast of Corpus Christi (the Body and Blood of Christ). We pray:

Dear Lord, As we celebrate the Feast of Corpus Christi, we thank you for the gift of your presence in the Holy Eucharist. Just as the bread is broken and shared, help us to break down walls of division and share your love with everyone we meet. Bless our school community, fill us with your grace, and guide us to be your hands and feet in the world. Amen



School Reports: Semester 1 reports will be distributed on NForma on June 24th (last week of school). This will be accompanied by a letter explaining the format of the reports. Students receive progression points in various subject areas and a general comment. Students who are either 12 months below or 12 months above will also receive a more detailed written comment.

Staff News: We will farewell Sarah Adigun at the end of this term as she prepares for the birth of her first child. Sarah will be missed by all here at school, however the school community is excited to congratulate Sarah and Atticus as they begin their journey to parenthood. A happy, healthy baby is a gift from God!

We welcome Alessia Butler to our staff who will replace Sarah as the Year 2 class teacher on Monday, Thursday and Friday sharing with Alex O'Shea. Alessia is an experienced teacher who has most recently

worked at St. George Preca Primary School, and will visit Cana next week to meet the staff and her new class. Please help her to feel welcome!

Concern about drop off/pick up arrangements: I remind the community to once again to be careful and mindful in the mornings on Banchory Avenue. Please be patient, courteous and respectful to fellow drivers and members of the school community. There is no need for excessive beeping or swearing in front of children. The bays at the front of the school are not to be used for waiting and parking- they are intended to be more of a drop off and pick up zone. Thank you.

Nationally Consistent Collection of Data (NCCD) - Each year, schools across Australia participate in the Nationally Consistent Collection of Data (NCCD). During August 2026, our school will be involved in this process, which helps schools and education authorities better understand and support students with a disability. The NCCD does not involve any additional testing of students and all information is collected in accordance with privacy requirements. Please see the end of this newsletter for further information about the NCCD.

New school bucket style hats for summer and beanies for winter: PSW/The Uniform Group have advised that new summer hats and winter beanies are not available on the [website](#) and in store. The new style of summer hat has been introduced in response to parent/carer feedback.

There have been a number of staff and students unwell in the past week with **cold/flu virus-like symptoms**. Please ensure that students stay at home and rest if they have any symptoms such as a high temperature, wheeze-like cough and a runny or blocked nose. We are only at the beginning of the winter months and we hope that everyone stays as well as possible.

Important Dates

Student Free days for the year:

Wednesday October 21st- Parent Teacher Interviews/Learning Progress Updates

Monday November 2nd- Staff Time in Lieu

Friday November 27th- Planning and Preparation for 2027

Wednesday December 16th- Staff Time in Lieu

Thursday December 17th- Staff Time in Lieu

Term Dates:

Term 1: Monday February 2nd- Thursday April 2nd 2026- Students finish at 1pm

Term 2: Monday April 20th- Friday June 26th- Students finish at 1pm

Term 3: Monday July 13th- Friday September 18th- Students finish at 1pm

Term 4: Monday October 5th- Tuesday December 15th-Students finish at 1pm

Child Safety News

At our school, the safety, wellbeing, and protection of your children are always our absolute top priorities. To ensure we are consistently upholding the highest standards of care, our entire staff recently undertook professional development to update their **Mandatory Reporting** qualifications.

What is Mandatory Reporting?

Mandatory reporting is a legal requirement in education. It ensures that if any staff member forms a reasonable belief that a child is at risk of harm or neglect, they are legally obligated to report it to the appropriate child protection authorities.

While this has always been a standard practice, regulations and best practices evolve. This recent training refreshed our team on:

- **Early Detection:** Identifying subtle signs and indicators that a child might need extra support or protection.
- **Latest Legal Frameworks:** Understanding updated guidelines and reporting procedures to ensure no delay in protecting a child.
- **A Culture of Safety:** Reaffirming our shared responsibility to look out for every single student under our care.



Everyone should feel safe

If you don't feel safe at school or anywhere else – tell an adult you trust.

They will help you

vic.gov.au/protect



Everyone has the right to be safe and protected from abuse

If someone is making you feel unsafe or afraid at school, home or anywhere else – tell an adult you trust at your school.

They will help you.

vic.gov.au/protect

Why This Matters

As teachers, our job goes far beyond academics. We are privileged to spend every day with your children, and building a safe, secure, and nurturing environment is essential for their learning and growth. Continuous training like this ensures that our staff are highly vigilant, confident, and equipped to act immediately and correctly whenever a child's safety is concerned.

By keeping our qualifications up to date, we ensure that our school remains a safe space where your children can learn, play, and thrive with peace of mind.

Curriculum News

English

Andrew McDonald the author of the *Real Pigeons series*, *Hello Twigs* and the picture book *Now You Are A Chicken*, is delivering an Online Writing Workshop at the Melton City Council Writers session;

Wednesday, Jun 17, 4.00 pm – 5.00 pm for ages 7-12.

Bookings are required and can be made online at <https://libraryevents.melton.vic.gov.au/>.

MELTON CITY LIBRARIES

REAL PIGEONS
PECK PUNCHES
EAT DANGER
FIGHT CRIME
SPLASH BACK

MELTON CITY LIBRARIES
SHORT STORY COMPETITION
4 MAY - 10 JULY

LITTLE WRITERS: ONLINE WRITING WORKSHOP WITH ANDREW MCDONALD

Unleash your creativity in this fun, dynamic creative writing workshop with Andrew McDonald, the author of the bestselling Real Pigeons series!

Create your own adventurous plots, vivid settings and characters who leap off the page. Enjoy lively writing activities and experimenting with ideas with Andrew's writing toolbox.

WEDNESDAY 17 JUNE | 4PM TO 5PM | ONLINE

CITY OF MELTON

BOOK NOW

Religious Education News

Social Justice News

As part of The Sacred Heart of Jesus we celebrate and commit to living out the love and compassion of Jesus, we invite families to donate non-perishable food items to support those in need within our wider community. Donations are still being collected until next **Friday 19th June**. Please refer to the poster for suggested donation items. Your generosity is greatly appreciated and helps us put our faith into action.

Masses at Cana:

Please continue to join us at these Masses; you are most welcome, even on the days that your child's grade is not attending. Let us continue to be a community of faith, sharing in prayer, strengthening our connections, and supporting one another in living out the Gospel values.

There have been some changes to Group A and Group B - masses below -please check the dates.

Group A	PC, PH, 1M, 1S, 2C, 2N, 3C, 3W, 4K, 5M, 5V, 6G
Group B	PJ, PT, 1R, 1T, 2A, 2M, 3M, 3S, 4G, 4S, 5W, 6S

Week TERM 2	Date	Time	Group in the hall	Class - Group Leading Mass	Theme
10	Thursday 25 th June	2:15pm	Group A	3C/3W	St John The Baptist
Week TERM 3	Date	Time	Group in hall	Class - Group Leading Mass	Theme
2	Thursday 23 rd July	2:15pm	Group A	1M/1S	Grandparents Day (26 th July)
4	Thursday 6 th August	2:15pm	Group B	Mary Mackillop Group	Mary Mackillop Feast Day (8th August)
6	Thursday 20 th August	2:15pm	Group A	PJ/PT	Blessed Virgin Mary (Holy Day of Obligation 15 th August)
8	Thursday 3 rd September	2:15pm	Group B	3M/3S	Father's Day
10	Thursday 17 th September	2:15pm	Group A	4K	Called to Serve
Week TERM 4	Date	Time	Group in hall	Class - Group Leading Mass	Theme
2	Thursday 15 th October	2:15pm	Group A	PC/PH	Holy Guardian Angels
4	Thursday 29 th October	2:15pm	Group B	6S	Month of the Rosary
6	Thursday 12 th November	2:15pm	Group A	5M/5V	All Saints/Souls month
8	Thursday 26 th November	2:15pm	ALL Groups	5W	First Sunday of Advent
10	Tuesday 8 th December	2:15pm	ALL Groups Liturgy (NO MASS)	Mary MacKillop Group	Advent / Christmas

CANA CATHOLIC PRIMARY
SCHOOL PRESENTS

THE SACRED
HEART OF JESUS
**FOOD
DRIVE**

LET'S FEED THE HUNGRY
AND THE POOR!

**WHAT
WE NEED?** UNEXPIRED &
NON-
PERISHABLE
FOOD ONLY

All donations due
by Friday 19/06

PLEASE BRING IN AT
LEAST 1 FOOD ITEM TO
YOUR CLASSROOM!

EXAMPLES:
PROTEIN-RICH OPTIONS
Canned tuna, salmon or chicken, canned
beans (e.g. black beans, chickpeas), canned
lentils, canned corned beef or ham.

VEGETABLES
Canned corn, peas, carrots, tomatoes, mixed veggies.

FRUITS
Canned peaches, pears, pineapple, fruit salad.

SOUPS AND MEALS
Canned soup (vegetable, chicken, minestrone,
etc.), canned stew, baked beans, canned
pasta (lasagnas, ravioli, macaroni).

RICE AND PASTA PACKETS

What is the role of a **PAEDIATRICIAN** and how can they help?

A paediatrician is a medical doctor who specialises in the health, development, and wellbeing of children and adolescents. They can help identify and assess a range of factors that may be impacting a child's learning, behaviour, social interactions, or emotional wellbeing.

Paediatricians may investigate concerns related to attention, learning difficulties, developmental delays, autism, ADHD, anxiety, and other developmental or medical conditions. They often gather information from parents, teachers, and allied health professionals to develop a comprehensive understanding of a child's strengths and needs.

In addition to providing assessments and diagnoses, paediatricians can recommend supports, therapies, and strategies that may assist children both at home and at school. They may also refer families to other professionals such as psychologists, speech pathologists, occupational therapists, or physiotherapists when further support is required.

For more information about the role of a paediatrician and how they can potentially support your child, please see the links below:



- [Raising Children Network](#) – Evidence-based information on child development, behaviour, learning, health, and wellbeing, including guidance on when and how to access a paediatrician.
- [Better Health Channel \(Victoria\)](#) – Trusted health information for Victorian families, including information about paediatricians and child health services.
- [Royal Children's Hospital Melbourne](#) – Resources and fact sheets on child health, development, learning, and wellbeing.

Physical Education News

No news this week!

News from the P and F Committee

Our Hot Chocolate and Pyjama Day fundraiser is coming up on June 16th- more details to come! Refer to the note sent home earlier this week.

Don't forget to place your orders for the Tony's Pie Drive- last orders by Sunday June 14th!



Nationally Consistent Collection of Data On School Students with Disability



June 2026

Dear parents, guardians and carers,

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](#).

Please be advised that amendments were made to the Australian Education Act 2013 and Australian Education Regulation 2013. Schools are required to inform parents if their child has been included in the NCCD count. As schools are mandated to provide this information to the government, parental consent is not required. If your child has been included in the NCCD count for this year, you will be notified by a member of school leadership in Term 3, 2026.

Further information about the NCCD can be found on the [NCCD Portal](#)

If you have any questions about the NCCD, please contact the school.

Kind regards,

Alison Bretag

Principal





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](#).

ورقة معلومات حول NCCD لأولياء الأمور ومقدمي الرعاية والأوصياء

جمع البيانات المتسق وطنياً (NCCD) حول طلاب المدارس ذوي الإعاقة

ما هو جمع البيانات المتسق وطنياً؟

يجب على المدارس الآن استكمال جمع البيانات المتسق وطنياً حول طلاب المدارس ذوي الإعاقة *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* كل عام. ويتم حصر عدد الطلاب الذين يحصلون على تعديلات إضافية أو "مساعدة" في المدارس بسبب الإعاقة. يساعد جمع البيانات المتسق وطنياً (NCCD) الحكومات على التخطيط لاحتياجات الطلاب ذوي الإعاقة.

من يتم حصره خلال جمع البيانات؟

حتى يتم حصر الطالب في NCCD، يجب على المدرسة أن تفكر في بعض الأسئلة الأساسية:

1. هل يحتاج الطالب إلى الحصول على المساعدة في المدرسة ليتمكن من المشاركة في التعليم على نفس الأساس كالطلاب الآخرين؟
2. هل المساعدة التي يتم تقديمها بسبب إعاقة؟ تأتي كلمة "إعاقة" من قانون التمييز بسبب الإعاقة لعام 1992 *Disability Discrimination Act 1992* (DDA) والتي يمكن أن تشمل الكثير من الطلاب.
3. هل قامت المدرسة بمخاطبتك أو مخاطبة طفلك بشأن المساعدة التي يمكنها تقديمها؟
4. هل قامت المدرسة بالاحتفاظ بسجلات حول المساعدة التي قدمتها، واحتياجات الطالب، والأسباب التي يحتاج من أجلها الطالب لتلك المساعدة؟ ستحتاج المدرسة إلى الاحتفاظ بنسخ من الاختبارات، أو أعمال الطالب، أو التقييمات، أو سجلات الاجتماعات، أو التقارير الطبية، أو غيرها من الأوراق والمعلومات الخاصة بتطور تعلم الطالب بمرور الوقت.

بمجرد أن تقرر المدرسة أن الطالب ينبغي حصره في NCCD، فسيكون عليها اختيار مجموعة إعاقة ومستوى واحد من مستويات المساعدة الأربعة التي يتم منحها للطلاب.

ما معنى كلمة "إعاقة" في NCCD؟

تأتي كلمة "إعاقة" في NCCD من قانون التمييز بسبب الإعاقة لعام 1992 *Disability Discrimination Act 1992* (DDA). هناك أربعة أنواع من الإعاقة يمكن للمدرسة أن تختار من بينها: الحسية، والإدراكية، والاجتماعية – العاطفية، والبدنية.

يمكن حصر الكثير من الطلاب الذين يحتاجون للمساعدة في المدرسة في NCCD. على سبيل المثال، الطلاب الذين يعانون من مشاكل في التعلم، مثال إعاقة تعلم معينة أو صعوبة في القراءة (والتي يطلق عليها أحياناً ديسلكسيا *dyslexia*)، ومشاكل صحية (مثال الصرع *epilepsy* أو السكري *diabetes*)، وإعاقة بدنية (مثال الشلل الدماغي *cerebral palsy*)، وفقدان البصر/السمع، والمشاكل الاجتماعية – العاطفية (مثال الخرس الانتقائي *selective mutism*)، اضطرابات طيف التوحد (*Autism Spectrum Disorder*)، القلق (*anxiety*).

يمكن أن تكون خطابات الأطباء أو المختصين مفيدة جداً للمدارس في التخطيط لكيفية دعم الطلاب في عملية التعلم. لا تحتاج المدارس للحصول على هذه الخطابات قبل أن تتمكن من حصر الطالب في NCCD. يمكن للمدرسين استخدام كل ما يعرفونه حول تعلم الطفل والسجلات التي قاموا بجمعها على مدار الوقت للوصول إلى قرار بشأن ما إذا كان يمكن حصر الطالب في NCCD.

ما نوع المساعدة التي تقدمها المدرسة للطلاب؟

يحتاج الطلاب إلى أنواع مختلفة من المساعدة في المدرسة. يحتاج بعض الطلاب إلى القليل من المساعدة بينما يحتاج طلاب آخرون إلى الكثير من المساعدة طوال الوقت تقريباً. يعتمد نوع المساعدة المقدمة على احتياجات الطالب. يمكن أن تشمل المساعدة تغييرات

في مباني أو مساحات المدرسة (على سبيل المثال الانحدارات أو أشياء مثل مكاتب أو كراسي خاصة)، أو مساعدة إضافية من المدرس في الفصل، أو برامج تعلم خاصة، أو تغييرات في العمل المعين للطلاب، أو مساعدة إضافية من البالغين.

كيف سيختلف NCCD في عام 2018؟

تقوم جميع المدارس بحصر الطلاب في NCCD منذ عام 2015. ستقوم الحكومة باستخدام بيانات NCCD كجزء من التمويل للمدارس.

ما الذي ستحتاج المدرسة إلى معرفته حول الطفل من أجل NCCD؟

تعمل المدارس مع الأسر لفهم احتياجات كل طالب. ويكون مفيداً إذا قامت الأسر بإعطاء مدرس طفلها نسخة من جميع الخطابات أو التقارير لديهم. ستساعد الخطابات أو التقارير المدرسة على فهم الطالب والمساعدة التي قد يحتاج إليها. ومن الممكن أن تكون الخطابات من الأطباء، وعلماء النفس، وأخصائيو أمراض التخاطب والمعالجين والمهنيين، وغيرهم مفيدة جداً للمدارس. تساعد هذه التقارير، بالإضافة إلى المعلومات لدى المدرس (بمعنى الاختبارات في المدرسة، عمل طفلك، وخطط التعلم) المدرسة على فهم احتياجات الطالب وتلبيتها.

ماذا يحدث لبيانات NCCD؟ من سيحصل على بيانات NCCD؟

يجب أن يقوم مدير المدرسة بفحص بيانات NCCD في آب/أغسطس من كل عام. وتقوم المدرسة بتقديم المعلومات إلى مكتب التعليم الكاثوليكي Catholic Education Office. ستعمل المدرسة مع مكتب التعليم الكاثوليكي للتأكد من أن بيانات NCCD سليمة قبل تقديم البيانات للحكومة. لن تُعطى الحكومة أسماء أي من الطلاب أو أي من الخطابات أو السجلات. الرجاء سؤال مدرستك عن سياسة الخصوصية لديها إذا رغبت في معرفة المزيد.

هل تحتاج المدرسة إلى موافقتي على حصر طفلي في NCCD؟

تم إدخال تغييرات على القانون (قانون التعليم الأسترالي لعام 2013 [Australian Education Act 2013](#) ولائحة التعليم الأسترالي لعام 2013 [Australian Education Regulation 2013](#)). لا تحتاج المدارس إلى موافقتك للسماح لهم بحصر الطفل في NCCD. ولا يمكنك الطلب من المدرسة عدم حصر طفلك.

أين يمكنني معرفة المزيد؟

إذا كان لديك أسئلة، يمكنك طلب المساعدة من مدرسة طفلك. يمكنك معرفة المزيد عن طريق زيارة الروابط التالية:

- الموقع الوطني لجمع البيانات المتسق وطنياً [NCCD national website](#)
- معايير الإعاقة للتعليم لعام 2005 [Disability Standards for Education 2005](#)
- وزارة التعليم والتدريب بالحكومة الأسترالية – NCCD [Australian Government Department of Education and Training–NCCD](#)
- ورقة معلومات الطلاب ذوي الإعاقة (SWD) لعام 2019 للمدارس وأولياء الأمور ومقدمي الرعاية والأوصياء [2019 Students with Disabilities \(SWD\) Information Sheet for Schools, Parents, Carers and Guardians](#)