



St Peter Apostle Catholic Primary School

Learn, relate and live in the light of the Catholic faith.

Term 4 - Week 3B

21st October 2021

Dear Parents,

It was a great start to our transition back to school with the Prep students arriving on Monday morning enthusiastic and ready to start the week. They have already managed to fit a lot into their first three days onsite, including a belated celebration of 100 days of school which included dressing up, balloons and lots of hands-on activities.



Mrs Karen Wilson

Principal

16-38 Guinane Avenue,
Hoppers Crossing, 3029

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9749 1055

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9748 8434

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of-

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LEARN



RELATE



LIVE

Today it's the Grade One and Two students who have the opportunity to reconnect with their teachers and peers onsite and then we welcome back the Grade Five and Six students on Friday.

In the next few weeks we will begin organising children into classes for next year. If you have any concerns or relevant information regarding the placement of your child for 2022, please email (principal@stpeterahc.catholic.edu.au) or put these in writing, addressed either to Mrs Wilson or Miss Clarke and hand them in to the school office by **Friday 29th October** at the latest.

Please note: Requests **do not** carry over from one year to another. If you have had a concern in the past which has not been resolved you **MUST** put it in writing again for 2022.

Due consideration will be given to your concerns however decisions will be made with the aim of placing your child into the best learning environment possible.

Continued over

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On Tuesday, 26th October at 7.00pm we will be having our 2022 Prep Information Night online. This is an opportunity to meet our Prep teachers and hear about the routines of the Prep classroom. I would encourage anyone who has a child enrolled in Prep for 2022 to attend.

Timetable for return to school next week:

Day - Date	Grade level onsite
Monday 25th October	Prep
Tuesday 26th October	Prep, 3 and 4
Wednesday 27th October	Prep, 3 and 4
Thursday 28th October	1, 2, 5 and 6
Friday 29th October	1, 2, 5 and 6

Regards



Karen Wilson
Principal

Dates to Remember

Dates are subject to change



Monday	25th October	Gr Prep classes at school
Tuesday	26th October	Gr Prep, Gr 3 and 4 classes at school
Wednesday	27th October	Gr Prep, Gr 3 and 4 classes at school
Thursday	28th October	Gr 1, 2, 5 and 6 classes at school
Friday	29th October	Gr 1, 2, 5 and 6 classes at school
Monday	1st November	SCHOOL CLOSURE DAY No School for the Children
Tuesday	2nd November	No School for the Children
Wednesday	3rd November	Gr Prep, Gr 3 and 4 classes at school
Thursday	4th November	Gr 1, 2, 5 and 6 classes at school
Friday	5th November	All Grades at school



Awards & Recognition



Isabella F - 6B

Prep A	Lucy T	Prep B	Carolyn R	Prep C	Noel B	Prep D	Dante B
1A	Seng Htoi Mai K	1B	Charlese M	1C	Ada D	1D	Ryan P
2A	Chloe B	2B	Elizabeth L	2C	Mitchell G	2D	Lachlan C
3A	Juan Jose J	3B	Jorge H	3C	Khamh Bawi HC		
4A	Mia R	4B	Nevaeh C	4C	Sue Klay W		
5A	Dhiel N	5B	Nisarg K	5C	Jacob W		
6A	Maw Ring M	6B	Jackie Z	6C	Monique B		



FEE STATEMENTS 2021

Fees for Term 3 are now overdue.

Fee payment Consent Form 2021 [click here](#)

Fee payment options 2021 [click here](#)

Direct Debit from Credit Card form 2021 [click here](#)



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2021 FEES

1 Child	\$2,112.00
2 Children	\$2,817.00
3 Children	\$3,516.00

TERM PAYMENTS. DUE 2ND WEEK TERMS 1, 2, & 3

3 Payments	
1 Child	\$704.00
2 Children	\$939.00
3 Children	\$1,172.00

MONTHLY PAYMENTS. DUE 15TH OF EACH MONTH

9 Payments, commencing 15th February and final payment 15th October 2021.

1 Child	\$235.00
2 Children	\$313.00
3 Children	\$391.00

FORTNIGHTLY PAYMENTS. DUE THURSDAY FORTNIGHTLY

18 Payments commencing, Thursday 18th February and final payment 14th October 2021.

1 Child	\$118.00
2 Children	\$157.00
3 Children	\$196.00

WEEKLY PAYMENTS. DUE THURSDAY WEEKLY

36 Payments commencing Thursday 18th February and final payment 21st October 2021.

1 Child	\$59.00
2 Children	\$79.00
3 Children	\$98.00

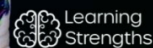
Payments have been rounded up, if you over pay the payment will go towards your \$150 deposit for 2022. If your child is leaving at the end of 2021 you will need to adjust your final payment.



Andrew Fuller

Clinical Psychologist
Author and Speaker

www.andrewfuller.com.au
www.mylearningstrengths.com



Mental Health- what to look for Andrew Fuller

Some young people have been living an online lifestyle for years. This means that while some kids are thriving without the pressures of attending school, others are unravelling & facing mental health concerns during challenging times.

Our Generation Next community have been asking about the signs that might indicate they should be more concerned about a young person's mental health. While I have written about this in my books, here is a brief guide.

Keep a look out for young people (and one another) at this time & consider getting help from a mental health professional if available. Being sensitive to possible warning signs is especially important when most contact happens online or remotely.

If you feel concerned about someone, it is always better to be proactive. Saying something along the lines of, 'You seem a bit (insert what you've observed) & I've been feeling a bit worried about you. Do you think I should be worried about you?' usually starts the conversation.

Anxiety

What's fairly normal

Some worries are common in times of uncertainty. Everyone is on heightened alert. People often feel exhausted. This is why lessening the emphasis on assessment for school students is recommended.

Signs that might give you more concern

In each of these areas it is important to compare the signs with the person's usual level of functioning.

- Looping worries that don't get anywhere towards an action or solution.
- Increased restlessness & agitation such as pacing, trembling, shaking, rapid speech, tics or hair pulling or twisting.
- Feelings of being completely overwhelmed, dread & disempowered.

Sadness and Depression

What's fairly normal

Some glum & sad times are expected. Missing friends & missing freedoms is a process of partial grieving for them and for a lifestyle.

Signs that might give you more concern

- Not doing some things they would usually enjoy
- Changes in appetite or weight
- Feeling that life is pointless
- More sullen and morose
- Talking about themselves in denigrating ways
- Crying
- Talking about death or loss more readily.

Sleep

What's fairly normal

Some disturbance of sleep is usual at these times. Some may have more vivid dreams & may feel disturbed by them (talking to them about their dreams will help).

Signs that might give you more concern

- Alterations in their usual pattern
- Waking up after brief sleeps & not being able to get back to sleep
- Over-sleeping & avoidance
- Not being able to relax or sleep at the end of the day.
- Children coming into parent's beds in the middle of the night more often.

Obsessions*What's fairly normal*

People are hearing a lot more than usual about threats, infections and illness so some wariness as well as a focus on physical health is expected.

Signs that might give you more concern

- Repetitive activities that seem not to make sense.
- Excessive handwashing or disinfecting that seems excessive or obsessive.
- Fears of contamination or a sense of impending illness or death that seems out of order with their current level of risk.
- Unrealistic fears that they may contaminate others.
- A sense that they are either 'immune' from viruses or that they are responsible for them.

Fears*What's fairly normal*

Covid-19 takes 'stranger-danger' to an entirely different level. At these times small events can trigger major responses.

Signs that might give you more concern

- Dramatically increased startle response
- Total avoidance of interactions with family members despite low or no risk.
- Feeling terrified or overwhelmed by circumstances
- Having an unshakable & unrealistic dread of the future.

Anger*What's fairly normal*

Grumpiness & some snappiness is usual.

Young people often express their fears & stresses behaviourally & tend to do so towards those they know and love best of all.

Signs that might give you more concern

- Self-directed anger or self-harm.
- Temper outbursts that occur erratically and persist for long periods of time.
- Violent acts.
- Smouldering resentments, vendettas or stand-over tactics aimed at controlling others
- No remorse or insight into others' feelings after they have had an outburst.
- Outbursts where they lash out, hit or hurt others or damage valuable items.
- Anger is escalating or they seem unable to control or contain their level of anger.

Conflict*What's fairly normal*

Being cooped up together for extended periods can heighten tensions in the best of families & relationships. Flare-ups & heated exchanges could occur. Some households may be on edge & yelling & stressful inter-changes may intensify.

Signs that might give you more concern

- Fearfulness or trepidation about specific people
- Appearing more guarded or unwilling to speak in case they could be overheard.
- You feel worried or uncomfortable on their behalf.
- You feel they are keeping a secret.
- Increased rate of pacifying behaviours- rubbing of neck, biting nails, playing with hair, rubbing temples or covering their mouth.
- Art works or writings that contain uncharacteristically aggressive or death-focused imagery (be especially alert to drawings that show armless figures, disproportionate sizes of people in drawings, jagged teeth or distorted mouths)
- Signs of injuries.
- Bruising especially on the inner sides of arms/
- Unusual use of sexual terms or imagery.

Assessment Summary

Any assessment needs to occur in the context of a baseline. I use three general rules of thumb in making an assessment of risk:

1. Is the person substantially different from how they usually present to me?
2. Is there change apparent in different settings or contexts? For example a child who glum at home but cheers up when with friends is usually less concerning than one who is sad across both settings.
3. How worried do I feel? While we need to be careful not to project our fears onto others, you are attuned to people. If you are worried on someone's behalf it is almost always wise to assume that there is something to worry about.

Andrew is the author of *'Tricky Teens'*, *'Your Best life at Any Age'* and *'Tricky Kids'*.

Andrew's website

www.mylearningstrengths.com has helped over 11,000 young people in the past year discover their learning strengths.

Book for Parents

Unlocking Your Child's Genius

Book for Teachers

Neurodevelopmental Differentiation- Optimising Brain Systems To Maximise Learning (Hawker-Brownlow).



it's OK to talk about it

kidshelpline
Anytime Any Reason

Call Email WebChat

kidshelpline.com.au

1800 55 1800
FREE CALL 24/7

 Kids Helpline is a service of your town for 5-25 year olds | Emergency 000





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](#).



PARENT RESOURCES

Click on any image below for more information.

STUDENT ABSENCE



TERM DATES



CANTEEN / LUNCH ORDERS



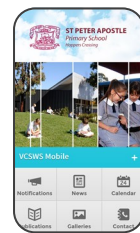
MOBILE PHONES



OPEROO (CAREMONKEY)



SCHOOL APP



AUTHORITY TO ADMINISTER MEDICA-



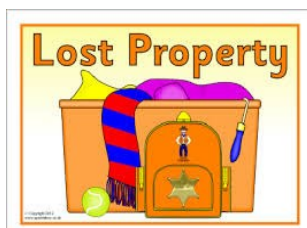
SCHOOL UNIFORM



STUDENT HEALTH



LOST PROPERTY



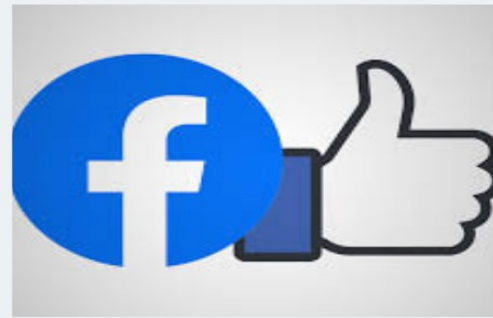
2ND HAND UNIFORM SHOPPE



OUTSIDE SCHOOL HOURS CARE (OSHC)



Enrolments to Catholic Secondary Schools for Year 7, 2023 have now closed.



Have you joined the St Peter FaceBook Group?

Make sure you enter the details when requesting to join



St Peter Apostle Primary School
Hoppers Crossing

Mackillop College 2021 Open Day and College Tours have been cancelled due to COVID-19. However, anyone can now view the College through a Virtual Tour. Use [this link](#) for a short welcoming message from the Principal before embarking on the tour. Also included, is a list of Frequently Asked Questions.

(<https://mackillopwerribee.com.au/information/virtual-tour/>)

Should you require further information, please contact the College on 8734 5200.

Thomas Carr College

A promotional banner for Thomas Carr College. On the left, a photo shows two young women in school uniforms. The main text reads 'YEAR 7 - 2023 ENROLMENTS NOW OPEN' in large white letters on a blue background. Below this, a dark grey box says 'LIMITED SPOTS AVAILABLE'. On the right, the Thomas Carr College crest is shown above the text 'THOMAS CARR COLLEGE' and 'CELEBRATING 25 YEARS'. At the bottom right, a yellow box states 'APPLICATIONS CLOSE FRIDAY 20 AUGUST 2021'.