

St Stephen's  
Catholic College



# St Stephen's News

Issue 8 - Term 2 - Week 6

**Principal:** Ms Kerry Manders  
**Deputy Principal:** Mr Simon Vaughan  
**Assistant Principal Religious Education:** Ms Janai Sugars  
**Assistant Principal Administration:** Mr Rohan Priestly  
**Business Manager:** Mr Hadyn Flynn  
**College Leader Pastoral Care:** Mr Matthew Draper



FOLLOW US ON FACEBOOK

## ..... and everyone's back!



Lot 3, McIver Road, Mareeba  
PO Box 624 Mareeba Qld 4880  
**Office Hours:** 7.45 am - 3.45 pm Monday - Friday  
**ABN:** 42 498 340 094

**Telephone:** (07) 4086 2500  
**Fax:** (07) 4092 4333  
**Email:** [ssm.office@cns.catholic.edu.au](mailto:ssm.office@cns.catholic.edu.au)  
**Website:** [www.sccc.qld.edu.au](http://www.sccc.qld.edu.au)



## SNIPPETS FROM VARIETY SHOW - EPISODE 4



**Blake and Beau's  
B'DAY!**



## FROM THE PRINCIPAL

We welcomed back the Year 7 to 10 students with a great buzz of excitement. It was an absolute pleasure to see their faces light up at the sight of their friends and classmates. Overwhelmingly students reported pleasure at being back at school and disappointment at having to wake up early! Just like our Senior students, they settled back into routine quickly and are working hard towards end of term assessments. As strange as it sounds, we are only four weeks away from school holidays. Whilst it feels like there have been so many opportunities missed, I believe it is important to look towards all that we have available to enjoy in the coming weeks. For instance, next week we will open the Holy Spirit Centre to students at lunchtime to try out the basketball court and over the following weeks the College seniors have other great ideas for extra activities.



I have talked often of the theme of journey this year. Everywhere I look I see journeys unfolding for our young people. At this time of the year we begin our planning for 2021, the transition into our community and out from our community. For those seeking to join our community we are in the midst of conducting our enrolment interviews. I have had the privilege to talk with students who are so excited about becoming part this St Stephen's community. Meanwhile, I have spent time with Year 12 students discussing their learning and the excitement of planning the transition from school. Both sets of students are on a journey and the key part of the journey is the sense of family created within our community that is harmonious, nurturing and respectful. I see this embodied every day as I wander around the school. I am very grateful for the fine work of staff and families assisting students to live out our Mission Statement: "The College fosters a harmonious, safe and nurturing learning environment that supports students in developing respect, responsibility and confidence". In reflecting on our mission statement, it is evident that all students in our College have this term lived out another facet of our Mission Statement: "Students are encouraged to become independent lifelong learners capable of adapting to a rapidly changing and increasingly technological world." I would like to express my gratitude and congratulations to all students, families and staff who have worked together to live our College Mission.

This weekend, Pentecost, is an important one in the life of the Church and I believe that it is fortuitous that we return to be together in time to celebrate Pentecost. The feast of Pentecost 2020 was to have been the opening of the Holy Spirit Centre. Pentecost was the time after the ascension of Jesus that the disciples received the Holy Spirit. We know the Holy Spirit is there for all of us and brings gifts of wisdom and courage if only we are awake to it. According to Pope Francis in *Walking with Jesus: A Way Forward for the Church*, "We all have this experience: one moment, in any situation, there is an idea and then another connects with a passage from Scripture. . . . It is the Spirit who leads us to take this path: the path of the living memory of the Church. And he asks us for a response: the more generous our response, the more Jesus' words become life within us, becoming attitudes, choices, actions, testimony. In essence the Spirit reminds us of the commandment of love and calls us to live it." It is the Holy Spirit that leads us to live as the face of Christ for others.

I believe that Pentecost is even more important in the COVID-19 world. Like the apostles after the resurrection of Christ, we find ourselves together holed up inside, wanting to be outside but fearful and worried about what is out there. We are in our homes reflecting and praying. We are waiting. Like the apostles we know as a community we need a new plan for a different future, and the courage to keep believing, to have faith, to trust in the Lord. The courage to go forth with the good news. It is at this point the Holy Spirit descended on the disciples and they became filled with the spirit! The spirit of Pentecost arrives in a way that we cannot name or make sense of and so we pray more.





## FROM THE PRINCIPAL

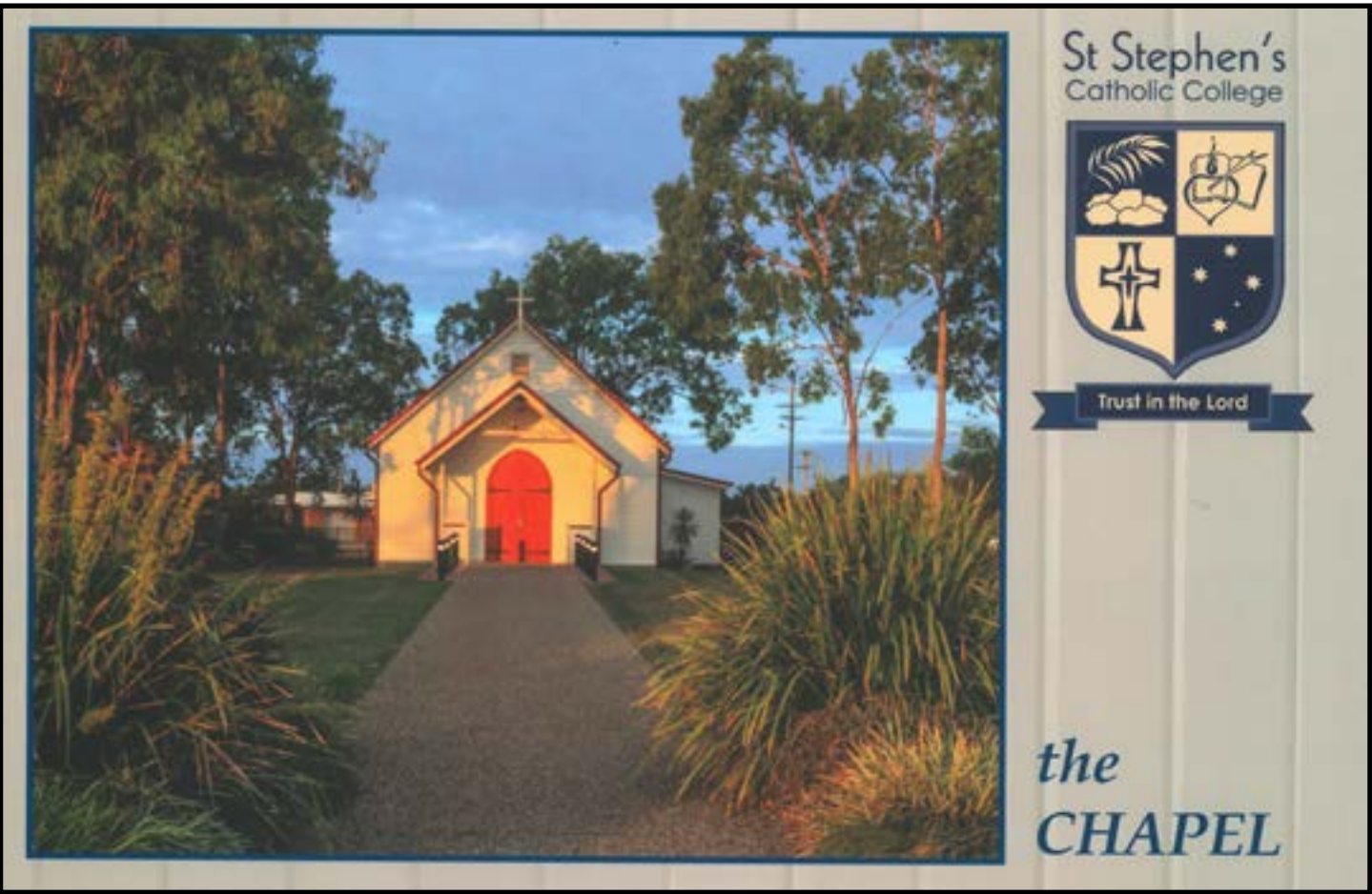
In the light of this spirit, we pray together across many homes and many lands, in unison, awakened to a new hope. We reach across the globe from our homes to others, it does not matter that we do not speak the same language. Instead we speak a common language of humanity and hope. We are proclaiming a world of compassion, mercy and love, the message of the risen Christ. We proclaim this in a twenty-first century way, over the internet, in social media apps, not heard of at the first Pentecost. An eloquent message all the same, a message that brings forth the grace of the Holy Spirit. So now as we sit eagerly anticipating the outside world, we need to be open to harnessing the Holy Spirit. A spirit of courage that speaks wisdom. A spirit that nurtures life and brings us hope.

May the gifts of the Spirit be with you always.

God Bless

**Ms Kerry Manders**  
Principal

Email: [ssm.principal@cns.catholic.edu.au](mailto:ssm.principal@cns.catholic.edu.au)



Limited copies of the Chapel Book are available for sale at reception for \$20.00 each.

## FROM THE ASSISTANT PRINCIPAL RELIGIOUS EDUCATION

### Chapel Altar Cloth gifted to the College by Mrs Fay McGrath

Towards the end of 2019, I was blessed with the opportunity to collaborate with Mrs Fay McGrath on a book documenting the journey from of the St Stephen's Catholic College Chapel from Watsonville, to Tolga, and finally to our school grounds. The process of compiling the



book became a labour of love for Fay and the final publication shows the appreciation for the significance for the building as an essential part of the faith life of our College. At the completion of the book project Fay gifted the College with a beautiful, custom-made altar cloth to be used and cherished by staff and students into the future.



Left: Mrs Fay McGrath presenting the altar cloth to Ms Manders.

### National Reconciliation Week 2020: 27 May – 3 June

National Reconciliation Week (NRW) is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia. Reconciliation must live in the hearts, minds and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships between the wider Australian community, and Aboriginal and Torres Strait Islander peoples. The theme for National Reconciliation Week, **"In this together"** was announced last year, but is now resonating in ways that could not have been foreseen. It reminds us whether in a crisis or in reconciliation we are all **#InThisTogether**. The Sorry Day Prayer was written by the Aboriginal and Islander Commission, National Council of Churches in Australia - 2002:

*Almighty and loving God, you who created ALL people in your image. Lead us to seek your compassion as we listen to the stories of our past. You gave your only Son, Jesus, who died and rose again so that sins will be forgiven. We place before you the pain and anguish of dispossession of land, language, lore, culture and family kinship that Aboriginal and Torres Strait Islander peoples have experienced. We live in faith that all people will rise from the depths of despair and hopelessness. Aboriginal and Torres Strait Islander families have endured the pain and loss of loved ones, through the separation of children from their families. We are sorry and ask God's forgiveness. Touch the hearts of the broken, homeless and inflicted and heal their spirits. In your mercy and compassion walk with us as we continue our journey of healing to create a future that is just and equitable. Lord, you are our hope. Amen.*

**Ms Janai Sugars**  
Assistant Principal Religious Education  
email: [jsugars2@cns.catholic.edu.au](mailto:jsugars2@cns.catholic.edu.au)



IMAGE LINK: <https://www.reconciliation.org.au/wp-content/uploads/2020/04/nrw2020-banner-web-lr.jpg>



## MIDDLE LEADER ENGLISH

We are so impressed by the efforts of our students in all year levels who have worked so well in English, despite challenging circumstances, to produce some outstanding work! Throughout history, difficult times have always inspired writers to help people to overcome adversity in many forms, from heartbreak to natural disasters (or working from home!). Some of our senior students have been studying this idea and exploring the power of words. Year eleven students have written engaging articles comparing the work of famous poets with contemporary songs to comment on the relevance of poetry in modern society. In year ten, students are preparing to write protest poems to express their feelings regarding social, environmental or ethical issues. A selection of their practice poems, shared with their teachers via Canvas, have been published below.



**Mrs Tamara Schincariol**  
Middle Leader English  
email: [tschincari@cns.catholic.edu.au](mailto:tschincari@cns.catholic.edu.au)



*It Was Once a Peaceful Place*  
*By Riley Hopgood*

Tigers treading peacefully through the jungle  
Deadly wires smirking up at them  
waiting for the wrong step  
Then late at night you hear the dreaded roar.  
The jungle is peaceful no more.  
Your once beautiful coat now lies on someone's  
floor or as an ornament on their wall

*The Fan in my Room*  
*By Rachel Close*

It pirouettes above me,  
never getting dizzy, never slowing down;  
Passing a gift, a present to all in the room.  
Panting harder the faster it goes,  
My fan defies what the heat declares.

*Bed*  
*By Tiahna Maloberti*

Warm duvet covers  
Embracing my body.  
A book in my hand,  
Cozy and warm.  
The new book smell  
Not yet gone.  
I turn the pages,  
and I escape  
to a world of imagination –  
a world away!

*My Music*  
*By Erin Cauchi*

My music whispers truths that I cannot say,  
It breathes in melodies I can only imagine,  
It comforts me where no other entity can,  
It speaks to me in a language I cannot understand,  
But yet I am enticed to listen to its wisdom.

## MIDDLE LEADER ENGLISH

*Virus*  
*By Marco Cappella*

Virus, vulnerable people, hospitals,  
health care workers  
People dying, people surviving, everyone infected  
Day in, day out, all night, every night  
A hall of hospital beds  
People just don't listen

*Shampoo*  
*By Nicholas Fogale*

Looking across their home slowly gone  
The roar of chainsaws as they cut through the wood  
Ever since it was discovered, chopping has gone on  
From Indonesia to Malaysia with no respect for life  
All of this just for shampoo for our skulls

*Soccer*  
*By Aedan Wolff*

The battle has begun  
90 minutes of fighting  
Fighting fatigue...  
All for the gold  
All for a fourth star

*Outback*  
*By Beau Hatfield*

A lone hawk glides slowly scanning the terrain,  
Towering gumtrees sway in the hot, desert breeze,  
Red dirt blows across the dry, arid plain,  
The emptiness of the land spreading out like a disease,  
Until only green and red life remain.

## MIDDLE LEADER PASTORAL - YEAR 10

We are so pleased to welcome the year ten's back to "live" school. The first day back has seen them catching up with their friends, re-engaging with their learning and getting back into the rhythm of schooling life again, with the help of some cake and a musical bell.

I want to take this opportunity to thank parents and carers for working with teachers and stepping in and helping in remarkable ways with your child's education at home during this unprecedented COVID-19 crisis. I know it wasn't easy, and it wasn't ideal, but your dedication to your child's education has not gone unnoticed or unappreciated.



Students' families and educators have always been a team, but this term we truly showed what TEAMWORK is all about.

I want to thank you and the year ten students for your dedication, effort, and support as we navigated this term in unexpected ways. Let's vow to ALWAYS work together – families and teachers. I wish all the year tens the very best for the rest of the term.

**Ms Sonya Barnes**  
Middle Leader - Year 10  
email: [sbarnes2@cns.catholic.edu.au](mailto:sbarnes2@cns.catholic.edu.au)



## STUDENT DIVERSITY

Last week was the official launch of inclusionED, a major new online professional learning community for educators. inclusionED provides evidence-based and research-informed teaching practices and tools, specifically designed to support diverse learners in inclusive classrooms. Whilst this is primarily a site for educators, at the inclusionED site (<https://www.inclusioned.edu.au/>) you will find free, online resources you can use to support your child's learning at home.



This fact ties in with a task St Stephen's teachers have recently been involved in - internal NCCD moderation. NCCD is the Nationally Consistent Collection of Data that all schools are tasked to do by the Federal Government. 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.

Statistics from this data collection are used to:

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

During our internal moderation process we were able to continue the collegial discussions we have regarding the best methods to support all of our students and moderate over the level of adjustment provided to our students. If you wish to find out more about the NCCD process, adjustments made for students or any other matters related to Student Diversity, please see the NCCD information in this newsletter, visit the NCCD website (<https://www.nccd.edu.au>) or contact me via email [tpretorius@cns.catholic.edu.au](mailto:tpretorius@cns.catholic.edu.au)

**Mrs Trudy Pretorius**  
Middle Leader - Student Diversity



**inclusionED informs us that 'In the average Australian classroom, at least three children have a learning difficulty or neurodevelopmental disability'.**

## NCCD INFORMATION



### 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. This can include payment of professional learning for staff and building inclusive cultures in schools.

### 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.

Supported by the Australian Government Department of Education, Skills and Employment. © 2020 Education Services Australia Ltd, unless otherwise indicated. Creative Commons BY 4.0 unless otherwise indicated.







## 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.

Supported by the Australian Government Department of Education, Skills and Employment © 2020 Education Services Australia Ltd, unless otherwise indicated. Creative Commons BY 4.0, unless otherwise indicated.



## 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*.

Supported by the Australian Government Department of Education, Skills and Employment © 2020 Education Services Australia Ltd, unless otherwise indicated. Creative Commons BY 4.0, unless otherwise indicated.







- Celebrating 15 years of Quality Catholic Secondary Education -