



Friday 26th April, 2024

Parish Priest: Fr Jim Clarke T 03 5222 1977

Principal: Louise Vakirevic T 03 5248 1093

E principal@ctknewcomb.catholic.edu.au

Dear Parents,

What a delight our School Athletics Carnival was! Thanks to everyone who was able to come and cheer on our wonderful athletes. Threatening clouds teased us early on, but thankfully moved away and we ended up having a wonderful day of activities. I was very proud to see so much determination and sportsmanship throughout the carnival. Our PE teacher, Mr Kieran Whelan, did an excellent job of preparing the students for the Sports Day and this was demonstrated in the calm, confident and enthusiastic way all students engaged in their events. Congratulations to Yellow House for winning this year's Athletics Carnival, your teamwork shone through all day!



Thank you to the many parents who worked diligently to ensure the smooth running of the day especially Pip O'Donoghue, Amanda Rowe, Jade Morris, Tamara Warren, Chad Browning, Melissa Johnson, Lauren Key, Rosie Davis and Madelin Stones. I'm sure there are many others that I have missed, but we are so thankful to everyone who volunteered their time to be there. It was wonderful to have so many parents assisting or attending their childrens' events. We are very fortunate to be working with a special group of people and watching them work together as a team made me proud and extremely happy to be part of the Christ the King School community.



Also in sporting news, congratulations to all the students who participated in the 'Troop' district Cross Country Event. All the students are to be praised for their participation, their determination and the way that they encouraged each other. A special mention goes to the children who finished among the top eight in their age divisions and will now move on to the Bellarine and North Geelong Cross Country Championships those students are:

10 YO Boys Dominic Johnson, (8th) Logan Elsey (9th - first emergency)

10 YO Girls Morgan Skinner (8th)

11 YO Boys Mitchell Phyland (2nd) Rex Smith (5th) Liam Naverro (7th)

11 YO Girls Harriett McKay 3rd

12 YO Boys Jim Bourke (4th)

12 YO Girls Olivia Crystal (4th)



In other acknowledgments, I'd like to thank the volunteers from our Community Group who coordinated and assisted with our recent Subway lunch. There was lots of positive feedback from families about the success and ease of using Canteen Hub to order lunches and a big thank you goes out to Pip O'Donoghue and Meril James for leading this process. I'd also like to extend my appreciation to Rosie Davis, Ashleigh Jolliffe and Teoni Karnilowicz. I'd also like to thank the volunteers who wrapped the donations for the Easter raffle. To Rosie Davis for taking the lead, and to Ashleigh Jolliffe, Ebony Shawcross, Madelin Stones and Pip O'Donoghue for giving up their time to support this initiative. It was wonderful to see so many families come together to attend the Easter Bonnet Parade, this is a fabulous event on our school calendar and I appreciate all the work that goes into it from students, teachers and parents.

Also in this newsletter you'll find an invitation to join us for a special Mother's Day Liturgy and Morning Tea on Friday, May 10th. We will begin with a whole school Liturgy at 9:15 AM in the Hall. After the students return to their classrooms we invite the women of our community to come together for a lovely morning tea and get to know each other. This is a wonderful opportunity to celebrate and honour all mothers, grandmothers, and mother-like figures. We look forward to seeing you there!

I'd like to take this opportunity to introduce to you two new members of staff. Mrs Renee Aloï joins us from Portarlinton Primary School as the Middle Learning Community Cohort Teacher. She has a wealth of experience in Learning and Teaching, with a particular interest in Reading and Mathematics Intervention. This term we also welcome to the staff Ms Karyn Duffus, who will be working in the Front Office with Mrs Colleen Douglas. Karyn join us from Lumen Christi in Point Cook and will be working at Christ the King on Monday, Tuesday and Wednesday. I hope you'll join me in welcoming both Renee and Karyn to the Christ the King Community.

Finally, in recent weeks there have been a number of distressing events in the media. I wanted to bring your attention to a number of resources available to support [children](#) and [young people](#) who may be struggling. The eSafety Commissioner has released [support resources](#) for children, young people and their families on how to deal with violent or distressing content when viewed online. Families may want to take further precautions to ensure that access to disturbing online content is limited, and resources for children and young people are available. Additional resources to support children and young people in dealing with tragic and distressing events can be found through the Be You fact sheets on [grief, trauma and critical incidents](#). Further information can be found on the eSafety Commissioner's website, including advice for parents and carers on using [parental controls](#) and [general online safety](#). As ever if you have a significant concern about your child and their wellbeing please feel free to reach out.

Enjoy your weekend and take care,
Simone Nott



Gabby Pratt
Learning Diversity Leader

Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools 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 disabilities.

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.

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 me if you have further questions about the NCCD.

School-Wide Positive Behaviour - *Gotcha! Card Recipients*

The following children have received a **Gotcha!** Card for demonstrating our positive behaviour expectations in the **playground** over the last two weeks!

PLC

Imogen Kent
Harry Pashley
Lexi Skelton
Georgette Jones
Annie Browning

JLC

Paisley Whytcross
Jayden Pham
Odessa Warton
Alex Elsey
Alice Stuart
Luna Oliva
Freddie-Mae
Lochlan Brockett
Willow Hinch
Alice Laughlin
William Jones

MLC

Owen Browning
Carter Whytcross
Logan Elsey
Harper Armstrong
Harvest Jeffries
Lynzee Cobb
Sophia-Dee Hunt
Bailey Wilson
Violet Brennan
Wally Hogan
Charlotte Jackson

SLC

Mateo Robertson-Church
Ryder Hunt
Bella Hickey



Caitlin Doyle
Student Leadership and Sustainability Leader

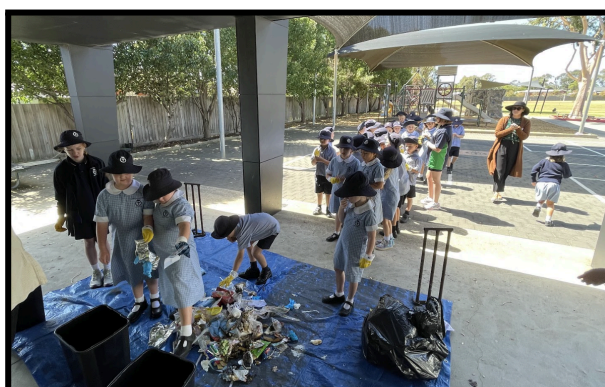
Student Leadership

In Term 1, the Grade 6 Student Leaders had their first meeting with their respective year levels. In these meetings, the role of the Student Leaders is to inform students of upcoming fundraisers and school initiatives, as well as for students to have an opportunity to share their ideas on ways to improve CTK. The leaders will then share this information with the school leaders and we work together to brainstorm ways in which we can incorporate ideas to ensure we are creating a positive and fun space for all students. The next year level meeting will be in Week 4 of Term 2.



Sustainability and Resource Smart

In Term 1, students from the Prep and Junior Learning Community participated in a Waste Audit. Conducting a Waste Audit allows us as a community to have an accurate view of CTK's current waste systems and use the findings to determine how we can improve our systems moving forward. It also supports us to reduce our environmental impact as well as educating students on the correct way to dispose of waste. It was a smelly activity, however all of the students that participated were extremely engaged and thoroughly enjoyed the audit. We saw immediate improvements, with students from the Prep community picking up rubbish that they spotted whilst on the yard at break time and putting it into the correct bins.





FRIDAY, MAY 10
9.15AM

MOTHER'S DAY

*Liturgy and
Morning Tea*

JOIN US FOR A WHOLE SCHOOL LITURGY HONORING THE
A SPECIAL ROLE THAT MOTHERS PLAY IN OUR LIVES.

PLEASE THEN STAY TO INDULGE IN A DELIGHTFUL
MORNING TEA AND TO GET TO KNOW THE REMARKABLE
WOMEN OF OUR SCHOOL COMMUNITY.

Confirm your attendance by returning this slip by Monday 6 May

I/We will be in attendance? Yes / No

Student Name: _____

Names of attendees: _____

REMINDERS

School Uniform

A reminder that all students should be in full winter uniform from Week Three, Term Two (Monday 29 April). Classroom teachers will contact you directly if students are out of uniform. It is every parent's responsibility to make sure their child is in correct uniform, and if there is a uniform hiccup, please contact your child's teacher via the diary to let them know the reason for your child being out of uniform. All uniform items can be purchased from [Noone Uniforms](#), including the new optional long sleeved polo shirt.

Uniform Term 2 - 2024	
	BOYS: - Long sleeve striped school shirt - Long navy school pants - School Jumper - Navy socks - Plain Black Leather School Shoes - School Beanie (optional) - School Scarf (optional) GIRLS - School Jumper - Tunic - White school shirt with Peter Pan collar - Navy socks / Navy Tights - Plain Black Leather School Shoes - School Beanie (optional) - School Scarf (optional)

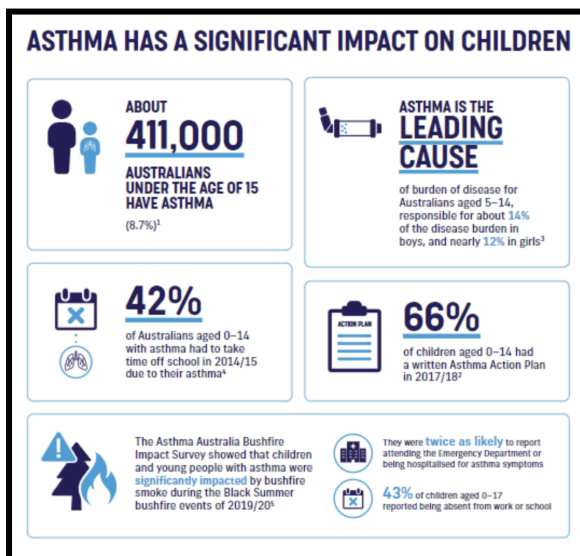
Some additional information below from our School Uniform Policy:

Hair As per the advice of the Head Lice policy, long hair must be tied back. Ribbons and other accessories must be school colours - navy blue, white or red. Extreme hairstyles and unnatural hair colour are not acceptable (exemption may occur for approved fundraising days). School Hats can be purchased from the Office.

School bags are only permitted. The school bag can also be purchased from the Office.

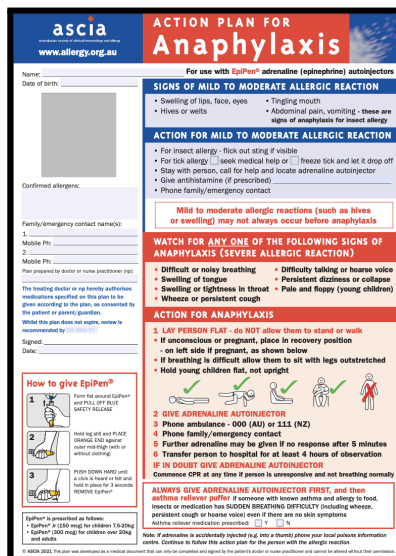
Jewellery No jewellery (except tight sleeper/stud earrings) **Tattoos** Tattoos are not permitted

Asthma & Anaphylaxis



ASTHMA HAS A SIGNIFICANT IMPACT ON CHILDREN

- ABOUT **411,000** AUSTRALIANS UNDER THE AGE OF 15 HAVE ASTHMA (8.7%)¹
- ASTHMA IS THE LEADING CAUSE** of burden of disease for Australians aged 5-14, responsible for about 14% of the disease burden in boys, and nearly 12% in girls²
- 42%** of Australians aged 0-14 with asthma had to take time off school in 2014/15 due to their asthma³
- 66%** of children aged 0-14 had a written Asthma Action Plan in 2017/18⁴
- The Asthma Australia Bushfire Impact Survey showed that children and young people with asthma were significantly impacted by bushfire smoke during the Black Summer bushfire events of 2019/20⁵
- They were **twice as likely** to report attending the Emergency Department or being hospitalised for asthma symptoms
- 43%** of children aged 0-17 reported being absent from work or school



ascia **Asthma Australia** **www.allergy.org.au**

ACTION PLAN FOR Anaphylaxis

For use with **Epipen®** adrenaline (epinephrine) autoinjectors

Name: _____ Date of birth: _____

Confirmed allergen: _____

Family/emergency contact name(s): _____

Mobile P1: _____ Mobile P2: _____

Plan prepared by doctor or nurse practitioner (yes) _____

The treating doctor or nurse practitioner certifies that the plan is to be given according to the plan, as consented by the patient or parent/guardian.

While this plan does not expire, review is recommended by 12/2022

Signature: _____ Date: _____

How to give Epipen®

1. Pull the orange cap off the Epipen and pull off the blue safety release.
2. Hold the leg and place the needle into the outer thigh (upper or lower thigh).
3. Push down hard and hold for 10 seconds.

Signs of mild to moderate allergic reaction

- Swelling of lips, face, eyes
- Tingling mouth
- Hives or welts
- Abdominal pain, vomiting - these are signs of anaphylaxis for insect allergy

Action for mild to moderate allergic reaction

- For insect allergy - flick out sting if visible
- For tick allergy - seek medical help or freeze tick and let it drop off
- Stay with person, call for help and locate adrenaline autoinjector
- Give antihistamine (if prescribed)
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

Watch for any one of the following signs of anaphylaxis (severe allergic reaction)

- Difficult or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Wheeze or persistent cough
- Difficulty talking or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

Action for anaphylaxis

1. **LAY PERSON FLAT** - do NOT allow them to stand or walk
2. **IF UNCONSCIOUS OR PREGNANT, place in recovery position**
3. **IF BREATHING IS DIFFICULT** allow them to sit with legs outstretched
4. **Hold young children flat, not upright**

2. GIVE ADRENALINE AUTOINJECTOR

1. **Phone ambulance - 000 (AU) or 112 (NZ)**
2. **Phone family/emergency contact**
3. **Further adrenaline may be given if no response after 5 minutes**
4. **Transfer person to hospital for at least 4 hours of observation**

IF IN DOUBT GIVE ADRENALINE AUTOINJECTOR

Continue CPR at any time if person is unresponsive and not breathing normally

ALWAYS GIVE ADRENALINE AUTOINJECTOR FIRST, and then asthma reliever/puff if someone with known asthma and allergy to food, insects or medication has **SUSPECTED BREATHING DIFFICULTY** (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Adrenaline reliever medication prescribed: 1 x 1 x 1

Notes: If adrenaline is accidentally injected (e.g. into a thumb) phone your local poison information centre. Continue to follow this action plan for the person with the allergic reaction.

© 2022 ASCIA. This plan was developed as a national document for use by all children and young people with anaphylaxis. It is a template and should be adapted to suit individual needs.

*We have a number of children in our school who suffer from Asthma and Anaphylaxis. It is important that parents provide an updated Asthma Action Plan and Anaphylaxis Action Plan each year and **upload this to Operoo.***

TERM TWO CALENDAR

WEEK:	DATE:	SCHOOL EVENTS:
3	Monday 29th Apr	Recognition Awards Friday 3rd May
4	Monday 6th May	<u>Mass at St Mary's Parish</u> Mark 16: 15-20 - Mother's Day (Year Prep) Thursday 9th May Mother's Day Liturgy Thursday 9th May Mother's Day Stall Thursday 9th May Mother's Day Morning Tea Friday 10th May
5	Monday 13th May	Community Group Meeting Monday 13th May
6	Monday 20th May	School Advisory Council Meeting Wednesday 22nd May <u>Mass at St Mary's Parish</u> (SLC - Year 6) Thursday 23rd May Recognition Awards Friday 24th May
7	Monday 27th May	Parent Support Group Meetings Monday 27th - Wednesday 29th May JLC Community Conversation Thursday 30th May
8	Monday 3rd June	Kickin' For Viqueque Thursday 6th June
9	Monday 10th June	King's Birthday Public Holiday Monday 10th June Recognition Awards Friday 14th June
10	Monday 17th June	Community Group Meeting Monday 17th June <u>Mass at St Mary's Parish</u> Mark 4: 26-34 (SLC - Year 5) Thursday 20th June
11	Monday 24th June	Reports & Assessment Portfolio go Home Wednesday 26th June