



Issue No. 10 27 June, 2025

## Dear Parents and Friends

As we conclude the semester, I wish to congratulate students on their efforts in their learning programs and in extra-curricular programs. We have much to celebrate, and also much to consider for the remainder of the year.

### **Invitation: Australian Catholic Youth Festival 2025**

We continue to reflect on our call to walk in the footsteps of Christ through service, compassion and justice. In this spirit, we are excited to announce an opportunity for our students to participate in the Australian Catholic Youth Festival (ACYF) 2025 - a celebration of faith, joy and community. The College warmly invites students to take part in ACYF 2025, which will be held in Melbourne from 7-9 December.

The Festival brings together thousands of young people from across Australia for three days of faith formation, music, workshops, prayer and fellowship. Students may choose to attend through Emmanuel College or their local parish. This is a valuable opportunity for young people to deepen their faith, build community and be inspired by the Church in action. Further information about registration and participation options will be made available early in Term 3.

### **Winter Sleepout - Compassion in Action**

On June 27, a group of dedicated students participated in the Winter Sleepout at St Paul's Campus to raise awareness and vital funds for services supporting those experiencing homelessness. Students gave up the comforts of home to spend the night outdoors, showing solidarity with vulnerable members of our community.

We are proud to share that this event was recognised in the Wyndham Star Weekly, highlighting our students' compassion and commitment to social justice. Congratulations to all who took part and supported the event.

### **Careers and Pathways Expo - A Great Success!**

A heartfelt congratulations to the Learning and Teaching Team and to our dedicated Careers team, Ms Linna Abdi and Ms Claudia Hall, for their work in organising this year's Careers and Pathways Expo. The event was an outstanding success, providing valuable insights into future study, training and employment options for our students and their families.

We also extend our thanks to Ms Tarryn Abraham, College Director of Learning (Semester 2), who delivered insightful information sessions for parents on subject selection and senior pathways. Your leadership and guidance are truly appreciated.



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## Principal cont.

### **Semester 1 Reports**

Semester 1 academic reports will be distributed during the upcoming holiday break. Families are encouraged to review the reports together and take time to reflect on the achievements and areas for growth as we look ahead to Semester 2.

We commend our students for their dedication and resilience and thank our staff and families for their continued support.

### **Wishing You a Safe and Restful Holiday**

As we close out Term 2, we wish all members of our Emmanuel College community a safe, joyful and refreshing school holiday.

### **A Prayer in Honour of St Paul**

As we celebrated the Feast of St Paul on June 29, we take inspiration from his unwavering faith, his courage in adversity, and his zeal for spreading the Gospel.

*Gracious God,*

*Through the intercession of St Paul, inspire us to be fearless witnesses of Your truth.*

*Give us the strength to stand firm in our faith, the wisdom to speak with love, and the courage to serve others with compassion.*

*May we, like St Paul, be bold in proclaiming Your message and steadfast in our mission to bring light to the world.*

*Amen.*

Dr Janine Biggin

**Principal**



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## Deputy Principals - Student Wellbeing

At Emmanuel College, we are committed to fostering a safe, inclusive and respectful environment for every student. A place where all young people can learn, grow, and build positive relationships. A key part of creating this environment is ensuring that bullying in any form is never accepted - and that our students understand both the impact of bullying and their role in preventing it.

As a school, we have a clear zero tolerance policy towards bullying. This means that any behaviour intended to cause physical, emotional, or social harm is not tolerated, and will be addressed promptly and seriously. Whether the bullying is face-to-face, behind someone's back, or online, we take every report seriously, and our focus is always on protecting and supporting the wellbeing of all students involved.

We are asking for your support in speaking with your child about what it means to treat others with kindness and respect, and why bullying - whether it is physical, verbal, social, or digital - has no place in our community.

Please take some time this week to talk with your child about what respectful behaviour looks like, both in person and online. Ask them how they treat others, how they respond when they see someone being mistreated, and what they would do if they were ever affected by bullying. These conversations, when had regularly and with care, play a powerful role in helping young people understand the importance of empathy, courage, and responsibility.

Together, as staff and parents, we can make sure that every student at Emmanuel College feels safe and supported. We thank you for your partnership and continued support as we work to build a school culture where bullying is never ignored, excused, or allowed to persist.

If you have any questions or concerns, or if you would like advice on how to speak with your child about bullying, please don't hesitate to contact our Student Wellbeing Team.

## Deputy Principal - Mission Integration

### Winter Appeal

This term students have been donating winter clothing and canned food to our St Vinnies Winter Appeal, which supplies them with much needed goods to support those experiencing homelessness and financial hardship. On Friday 27<sup>th</sup> June, almost 100 staff and students will be sleeping rough at school to raise funds and in an act of solidarity with those who suffer.

### Indigenous Immersion Experience

Over the winter holidays thirteen students and four staff will attend our indigenous immersion trips in Queensland and South Australia. The group in Queensland will spend four days on an Indigenous-run farm, sharing wisdom and build relationships. In South Australia they will spend time with the Dusty Feet Mob, tour the Flinders Ranges with an Indigenous guide, and share wisdom with elders. This is part of the process of reconciliation Emmanuel College commits herself to, through our FIRE Carrier Covenant.

### ACYF

In early December this year, Melbourne is hosting the Australian Catholic Youth Festival. We will be inviting our current Year 9-12 students to attend as representatives of the College. Keep an eye out for sign-up advertisements next term and encourage your child to be involved.

### Promoting Catholic & Marianist Identity

We are nearing the completion of our latest Marianist art installation, designed by a working party of art and mission student leaders over the last two years. They dreamed of a piece of art showing Mary breaking through a wall, symbolising how too often we hide our faith away. They want all of us to have the courage to live our authentic faith. The artwork is being painted by one of our very talented teachers, Mr. Daniel Taylor.

Mark Sciberras  
Deputy Principal - Mission Integration

*'Ecce Mater Tua - Behold Your Mother'*



## Deputy Principal - Inclusive Practices

The Inclusion and Wellbeing Support Teams once again have offered a Tier 2 Art Therapy Intervention Program to enhance our students' experience at school. The **Create and Connect Program** was a six-week course that addressed the overall theme of students growing in their confidence and connection to the school and their peers. Students do not need to have any artistic skills. Art therapy is not about the outcome of the art but instead a way for students to express themselves. It can also make interacting more playful or 'safe' for kids who feel nervous or lack confidence in sharing verbally.

The program was run by Jasmine Landers, who has extensive experience working with youth and children and running groups to support them in their challenges. Jasmine holds a Bachelor of Social Work with Honours (1st Class), is an accredited Mental Health Social Worker, and has a Graduate Certificate in Experiential Creative Arts Practice and a Master of Art Therapy.

**Overall Theme Addressed: Create and Connect** - exploring your values and the school's values, and why these matter to you and those around you.

### Program Outcomes:

Upon completion of the program, students have had a safe space to explore how their values and experiences have shaped and guided them. When they understand this, they can see how aligned their actions and plans are. We can then understand what it feels like to live following our values.



Anita Duhig

Deputy Principal - Inclusive Practices

## Deputy Principal - Inclusive Practices

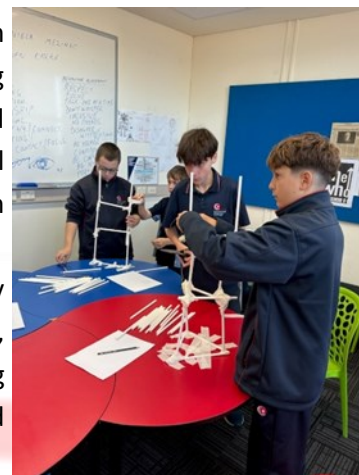
### Social Skills Program Update - Semester One Highlights

This term, students across both Notre Dame and St Paul's have taken part in engaging and supportive Social Skills programs facilitated by College Psychologists, Counsellors, and Social Workers. These programs have been designed to help students develop important interpersonal and emotional skills.



At the Notre Dame campus, the seven-week program covered a wide range of topics including introductions, emotions, communication, bullying and social interaction, self-care and recognising personal triggers, leadership and teamwork, and finished with a reflection and celebration session.

At the St Paul's campus, students explored similar key themes focusing on introductions, emotions, communication, bullying, self-care and coping mechanisms, social problem solving, and concluded with a reflection and celebration session.



Communication skills were introduced and practiced in a variety of contexts. We had several teambuilding exercises such as building a tower with a limited supply of straws and masking tape as well as encasing a raw egg to protect it when dropping it from a significant height. Several sessions were targeted towards healthy relationships and friendships that build confidence and self-esteem. We concluded the program with practising student led informal conversations with peers and staff members.

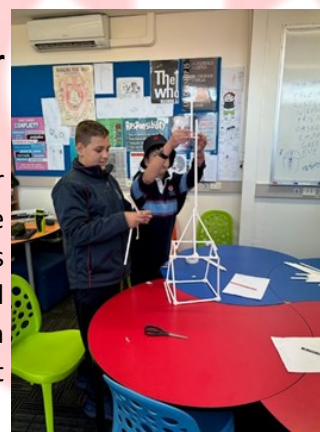
Throughout the term, group members at both NDC and SPC appeared to enjoy the opportunity to connect with new peers and interact in a setting outside the traditional classroom environment. It was wonderful to see students actively participate, share ideas, and support each other's learning.

The valuable skills explored in these sessions can now be taken beyond the group setting, helping students to navigate social situations confidently within the school community and beyond. We are proud of the progress students have made and look forward to seeing them continue to build on these skills.



### SPC Friendship Group Update - Semester One Highlights

Throughout Semester One, students from across year levels were invited to participate in weekly lunchtime sessions to foster new connections through playing cards and board games, while engaging in informal conversations. We concluded the sessions, enjoying a shared lunch and reflecting on the new friendships that had been forged.



Anita Duhig

Deputy Principal - Inclusive Practices

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## Chaminade House Report

Hi, my name is Omar Abdul Ghaffar, and I am in Year 10 and part of Fraser homeroom. In term 2, Chaminade House was full of ambition and commitment to not only each other, but ourselves as well.

From my perspective, as Term 2 began, students have been showing exemplary values of perseverance and unity. A notable example of these values in play would be the Chaminade European Handball competition that was held this term every Friday. The enthusiasm, respect and determination on display from each of the homerooms has been truly commendable. In addition to that the Sportsmanship has been exemplary. No matter if homerooms had lost or won, they respected and congratulated those who succeeded in their efforts.

Chaminade House has also been committed to social justice activities across the school. An activity Chaminade house has majorly contributed to is the Winter Warm-up. As I pass through the hall of the Jubilee building, I see donations that have been contributed by students from all our homerooms, expressing the concerns from Chaminade students for those in vulnerable conditions. These simple actions are much more than putting items in a basket. It is Initiative clearly being shown, upholding our Marianist values.

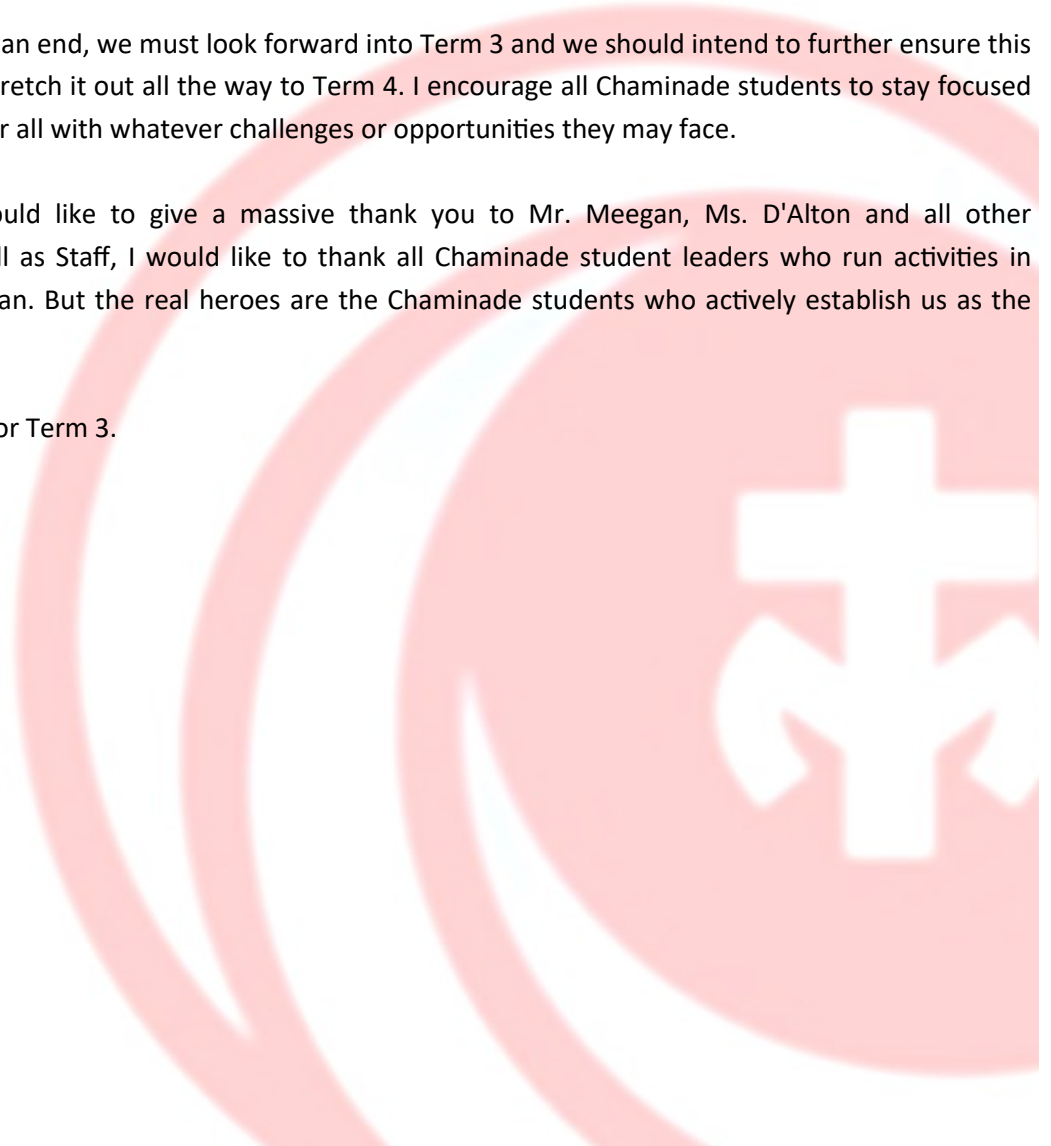
All in all, as Term 2 comes to an end, we must look forward into Term 3 and we should intend to further ensure this momentum continues and stretch it out all the way to Term 4. I encourage all Chaminade students to stay focused on their goals and give it their all with whatever challenges or opportunities they may face.

But most importantly, I would like to give a massive thank you to Mr. Meegan, Ms. D'Alton and all other Homeroom teachers. As well as Staff, I would like to thank all Chaminade student leaders who run activities in coordination with Mr. Meegan. But the real heroes are the Chaminade students who actively establish us as the Best House.

Thank you, and All the Best for Term 3.

Go Chaminade!

Omar Abdul Ghaffar  
**Year 10 - SPC**



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## Winters Homeroom Reports

Hello! We are Victoria and Vincent, your Year 8 Winters House Leaders for 2025. Today, we'll be updating you on the Winters House activities undertaken so far.

To start, we had an introduction to a slightly new Semester 1 timetable with homeroom in the morning, which was honestly a great decision. Homeroom was longer as well, which was great, in order to be able to undertake homeroom activities. Speaking of homeroom activities, during Term 2 we had the Winters dodgeball competition which was a great way to have fun during homeroom through a competitive and friendly atmosphere. Congratulations to Winters G for winning the competition!

During the end of the second term, Years 8-12 had their exams. It was quite a stressful time for many of us, and we are all so proud of the students' successes throughout the exam period. We would also like to thank all the teachers and staff for their work and commitment to helping us, whether it be as small as setting up the exam hall or taking the time to sit down and help us students achieve our best.

We both hope all grades from Year 8 and above have been enjoying laughing with their friends about the 2024 Yearbook. Don't worry Year 7s, you'll be able to have fun with your yearbooks next year.

Both Vincent and I hope that the new Year 7s have been enjoying Emmanuel so far. If there are any questions or concerns, I encourage you to come up to any of the house leaders (including us!) when you feel comfortable bringing up the issue. You will be supported. Continuing from last year, Pulse is still on every Wednesday! For those who don't know, Pulse is a website that checks up on student well-being with a few questions, therefore it is important to ensure to do a Pulse check-in in homeroom weekly or when you get the chance so that your homeroom teacher can know what you've been feeling like recently!

Homeroom Ponder Thursday sessions have also been a great opportunity to consider future career and study opportunities for all students, including those still in their first secondary school years! Students continue to find these weekly Homeroom sessions a great way to reflect on their current studies, passions and keep them motivated at school.

Finally, this week's Winters Jeopardy competition has also added to the fun, with students slowly starting to get into the holiday mood by playing trivia and competing on general knowledge quizzes!

In summary, we thank everyone for an amazing first semester, we encourage Pulse and career conversations and support all participation from our Winters students during House activities!

Thank you,

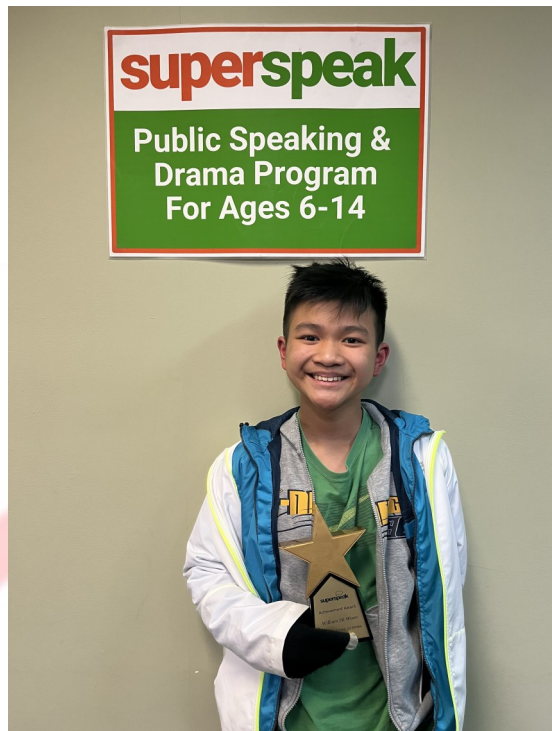
Victoria Park and Vincent Co

**NDC Year 8 - Winters House Student Leaders**

## Students

A big [congratulations](#) to Jayden D'souza & William Sit Woon on receiving their Super Speak Achievement Awards.

Jayden & William's awards are presented to students who have completed 2.5 years of Public Speaking & Communication Skills training at Super Speak (equivalent to 100 hours) and presented ten formal solo speeches.



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## Social Justice

Term 2 has been a powerful expression of Service, Justice, Peace and Integrity of Creation. In the spirit of Blessed Adèle de Batz de Trenquelléon, who devoted her life to serving the vulnerable and creating positive change in her community, Emmanuel College has continued to engage meaningfully in social justice initiatives that inspire empathy, raise awareness, and promote action.

At the conclusion of Term 1, the College community raised over \$6,000 for Caritas' Project Compassion, helping support vulnerable communities globally through long-term development and emergency relief. We sincerely thank all staff, students and families who contributed generously to this campaign.

One of the most significant developments for Term 2 was Emmanuel's deepening commitment as a FIRE Carrier school, promoting reconciliation with Indigenous Australians. Firstly, Emmanuel College hosted its first Long Walk for Reconciliation in the You Yangs. Participants walked more than four kilometres while guided by our FIRE Carrier captains, who shared stories and reflections about the struggles and resilience of First Nations peoples. The walk was not only a moment of learning and solidarity, but also a practical contribution to justice, with participants raising over \$650 for the Open Doors Foundation, an organisation supporting First Nations students in education.

Staff also engaged with reconciliation efforts by participating in the College's inaugural Staff Indigenous Immersion Trip in partnership with Indigenous Ministries Australia. Over the King's Birthday weekend, staff travelled to Budj Bim and connected with the local Gunditjmara people, learning first-hand about their culture, history and connection to land. This experience was transformative and has deepened Emmanuel College's collective commitment to reconciliation. During the upcoming semester break, two student Indigenous immersion trips will take place - one to Port Augusta, SA and another to Dalby, QLD - offering students a similar opportunity to walk alongside and learn from Indigenous communities.

Social justice at Emmanuel also remained focused on the needs of those experiencing hardship in our local communities. In the second half of the term, the annual St Vincent de Paul Winter Warm Up encouraged staff and students to donate warm clothing, blankets, sleeping bags and non-perishable food items. These will be received by local St Vincent de Paul outlets and distributed to those in need during the coldest months of the year.

This culminated in the Winter Sleepout during Week 10 at St Pauls. Students braved the cold and spent the night sleeping outdoors in solidarity with people experiencing homelessness. This act of empathy and awareness also had practical outcomes with students raising more than \$1,700 in support of St Vincent de Paul's ongoing mission to serve the disadvantaged.

## Social Justice

Finally, the College continued its involvement with Reaching out in the Inner West of Melbourne. Students from both campuses volunteered at Nicholson Street Mall in Footscray, offering food, sanitary items and clothing to people facing financial hardship. These simple yet meaningful gestures helped uphold the dignity of those in need and demonstrated Emmanuel's commitment to standing with the marginalised.

Each of these initiatives reflects Emmanuel College's living tradition of faith in action. As a Marianist community inspired by the example of Blessed Adèle, we continue to encourage our students and staff to be agents of change, responding with compassion, courage and hope to the challenges of our world.

Marc Nicolas and Mollie Wyatt  
**Mission Support Leaders**



Long Walk for Reconciliation - You  
Yangs

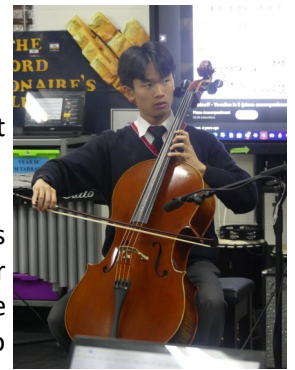


Winter Sleepout 2025

## Arts

The Arts department have been thriving across Term 2, and we are so excited for the next events the year has to offer!

Arts Club is still up and running every Thursday at NDC and Friday at SPC, offering students a place to explore their creative side while connecting with peers and unleashing their skills. Speaking of arts, the Hobsons Bay Art Exhibition project is in full swing, and we've had a huge interest from students with all places being filled. We wish the best of luck to any juniors participating!



Students involved in the College music ensembles have been sent invitations to participate in Music Camp which will be held late August. All responses should have been submitted by June 27 through the email link sent to the groups, though any late interest to attend should email [music@ecmelb.catholic.edu.au](mailto:music@ecmelb.catholic.edu.au) to secure one of the last places. Additionally, in the coming weeks we will be deciding our acts for our annual Showcase, held on September 10. This event will feature singing, dancing, and performance acts along with the stunning artwork from our visual arts students across all year levels. This is a great opportunity for the students to share their talents! Auditions close July 25th, so if you want to audition there is still the opportunity to. Video submissions are through the link on SEQTA notices.

**Congratulations** to students involved in the musical this term. *The Wizard of Oz* was a great success, with a total of 700 attending the performances. It was a wonderful performance by the 80+ students involved both on and off the stage. Also, this term we have held numerous rehearsals for the **ACCent on Music** concert involving our music students and those from thirteen other schools. This is an event where the ACC schools will join to perform at Hamer Hall on September 15<sup>th</sup>, a fantastic experience for our students to have. Our VCE VET Music students have been honing their craft and entertaining students and staff alike with assessed performances across both campuses in the library and staff rooms, mimicking real-life performance opportunities as they prepare for their performances with the College. Keep an ear out in Term 3 for their VET Music performance nights which are open for families and friends to observe!

On July 1, the Year 7 Music Night is happening at NDC involving Year 7 classes from both campuses! We hope that the family of our Year 7 cohort will be able to observe how their musical proficiency has developed over the course of the semester. Looking on from our celebration of their achievements, if any students wish to continue learning their instrument (or to start their journey with a new one!), there is information about how to sign up or continue their music lessons on SEQTA notices. We would recommend signing up before the end of term (4th of July) to ensure that students can commence their music lessons at the beginning of Term 3.



Amy Racher, Katie Karagiannis, Darcy Ianna and Caleb Kucharczyk

**Arts Captains**



**NOTRE DAME CAMPUS**


2-40 Foxwood Drive, Point Cook

**Commencing at 9.00am**

**ST PAUL'S CAMPUS**

423 Blackshaws Road, Altona North

**Commencing at 10.30am**

For more details visit [www.ecmelb.catholic.edu.au](http://www.ecmelb.catholic.edu.au)  Ph: 8325 5100



Melbourne Archdiocese  
Catholic Schools



LIFE TO THE FULL

**Emmanuel  
College**

## Community Notices

**The State Government will introduce free public transport for Under 18s from January 1, 2026**



**Brotherhood of St Laurence**  
Working for an Australia free of poverty

**Saver Plus** is a *free financial wellbeing program*, funded by the **Federal Government**, that helps eligible families manage the rising costs of education. The program supports participants to build their savings and strengthen their money management skills—both of which contribute to reduced financial stress and greater confidence.

Saver Plus helps eligible families save for school-related expenses by **matching their savings dollar-for-dollar, up to \$500**.

Here are some of the eligible costs the \$500 can be used for:



laptops & tablets



books & supplies



uniform & shoes



sports fees & gear



lessons & activities



camps & excursions



Families also gain **practical money management skills** through **free online** financial education workshops, helping them feel more confident and in control of their finances.

### Eligibility criteria:

- Have a Health Care Card or Pensioner Concession Card (Concession Card).
- Have a child in school (or starting next year) or be studying themselves
- Have a regular income (from work, their partner income, cash in hand or Centrelink payments)
- Being willing to complete our free online workshops

## Calendar Term 3 Weeks 1B and 2A

21 July	<b>Semester Two / Term 3 Commences</b>
22 July	ACC Hockey - EMM V SMC ACC Table Tennis - SBM V EMM SACCSS Senior Boys Soccer v SMC-B (H) SACCSS Senior Girls Soccer v PCC (A)
23 July	ACC Senior Basketball - EMM V BYE, Hockey - EMM V WFD, Table Tennis - SBE V EMM Year 9 Premier League Round 2 – BYE
24 July	SACCSS Chess
28 July	SACCSS Senior Boys Soccer v MCC-SM(A) SACCSS Senior Girls Soccer v MCC-SM(A)
29 July	College Assembly - Principals List - <b>SPC P1</b> and <b>NDC P3</b> SACCSS Year 10 Boys AFL Gala ACC Year 10 Basketball - EMM V SBE, Hockey - EMM V WFD, Table Tennis - EMM V SIM
30 July	ACC Senior Basketball - SBE V EMM, Hockey - PAR V EMM, Table Tennis - EMM V SBM
31 July	ACC Senior Basketball - EMM V SBE, Hockey - BYE V EMM, Table Tennis - EMM V SMC Year 7 Basketball - SBE V EMM, Table Tennis - SBE V EMM SACCSS Junior Girls AFL
1 July	SPC Cross Country
2 August	<b>Information Morning</b> - NDC 9.00am and SPC 10.30am

*We acknowledge that we are gathered on the traditional land of the Kulin Nation. We recognise the First People's relationship to this land, water and culture and offer our respect to their elders, past, present, emerging. Emmanuel College commits itself to reconciliation.*

# STUDY WITHOUT STRESS UPDATE – TERM HIGHLIGHTS

Sixteen Year 11 and 12 students at the Notre Dame Campus have been attending the Study Without Stress program facilitated by a College Psychologist and a College Counsellor. The program consists of eight one-hour sessions.

Study Without Stress is an evidence-based program developed by researchers at Macquarie University, which is theoretically grounded in the cognitive behavioural approach.



Understand stress, including the causes, symptoms and role of the body's stress response



Manage expectations and beliefs about exams



Create effective timetables

Learn how thoughts can affect study performance



Challenge unhelpful thinking patterns

Understand perfectionism and procrastination



Learn tips to manage work avoidance



Build good study habits



Practice relaxation techniques

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The participating students have reported that learning breathing techniques and strategies for challenging unhelpful thoughts has been immensely helpful in navigating their exams and SACs this term.

# 60 Years of Camps



1968



1989



2004



2024



# Helping Our Kids Build a Healthy Body Image

Body image is a growing concern for many children—girls and boys alike—and it’s showing up earlier than ever. Research shows that a third of five-year-old girls already express concerns about their weight. Even before they can confidently cut their food with a knife and fork, many are worrying about keeping food *out* of their mouths.

And the pressure is growing. The pull of the perfect body starts young and builds thanks to social media (the super-peer). And fewer of our children - both boys and girls - grow up feeling comfortable in their own skin.

Here’s what you need to know:

## Why Body Image Matters

Body image isn’t just about looks. It can affect kids’ confidence, relationships, and even mental health. Girls especially are taught from a young age—often unintentionally—that how they look is tied to their worth. By adolescence, many girls link their self-esteem and social success to how attractive they are.

Boys aren’t immune. Increasingly, boys feel pressure to be lean, muscular, and “manly” in appearance. These pressures—reinforced by media, social media, advertising, and even well-meaning comments at home—can lead to body dissatisfaction, low self-esteem, disordered eating, and anxiety.

## What Can Parents Do?

Here are some practical strategies, grounded in psychology and parenting research, that you can start using today:

### 1. Make Your Home an Appearance-Commentary-Free Zone

Avoid commenting on weight, shape, or appearance—your own, your child’s, or others’. This includes compliments like “You look so skinny” or criticisms like “I look terrible in this.” Kids are listening, even when we’re not talking to them.

Instead, shift focus to what bodies can do and build capacity as much as you can. The more their body can do, the more delight they’ll find in life (and in their body). And if their body doesn’t work “normally”, it still hears or sees, laughs, or hugs. Find what they can do, celebrate it, and enlarge it.

### 2. Dress for Doing

If we want kids—especially girls—to feel powerful and free in their bodies, we need to make sure they can move, play, and explore without restriction. That might mean prioritising comfy shorts over frilly skirts, or letting go of clothing that’s more about appearances than activity.

### 3. Change the Conversation

Talk about books, ideas, creativity, friends, science, sport, kindness—anything other than how someone looks. Help your child discover passions and interests that have nothing to do with appearance. This is especially vital in the tween and teen years when social media ramps up the pressure to look a certain way. Usually how a person looks is the least interesting and important thing about them.

### 4. Talk About the World—Not Just Their World

For older kids, especially teens, don't be afraid to introduce a little righteous anger. Ask them:

- “Who benefits when you hate your body?”
- “Why do so many companies make money from making people feel like they're not enough?”

This awareness can help teens push back against unrealistic standards and take pride in who they are—not just how they look.

### 5. Do Your Own Work

If you've spent years struggling with your own body image, it's never too late to change. Talk to your children about what you're learning, and commit to modelling a healthier approach moving forward. That honesty and vulnerability will be far more powerful than pretending everything's fine.

Our kids deserve better than a life spent fretting in front of the mirror. As parents, we have the power to change the conversation in our homes and help our children grow up feeling strong, capable, and enough—just as they are.

I want kids who use their bodies with confidence instead of constantly monitoring them. These ideas should help.



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](https://happyfamilies.com.au).



# Non-government schools census collection notice 2025

The Australian Government Department of Education (the department) would like to advise all staff, parents, guardians and students (where applicable) that it will collect certain information about your school, its staff and student body as part of the non-government schools census collection (the census).

## How and what information is collected for the census?

Census information is provided to the department by your school legal entity (the approved authority) via the [SchoolsHUB website](#).

The census provides information about your school and the number and characteristics of the school's staff and student body during a specific reference period. Information and characteristics collected through the census include:

- teaching and non-teaching staff
- students' year level and workload
- students' gender and age (as on 1 July 2025)
- Aboriginal and Torres Strait Islander staff and students
- students with disability
- students receiving distance education
- day, boarding and overseas students.

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The names of students and staff are not collected, apart from the name, position and contact details of the staff member nominated as the primary contact for the census.

## Census special circumstance applications

Census special circumstance applications may also be made by schools to include a student/s who did not attend during the census reference period but otherwise meets census eligibility. Schools will provide the department with information and documents about the student demonstrating their eligibility. The department does not require personal information about a student and asks schools to de-identify any documents before providing them.

## Purpose of the census collection

The information provided during the census is collected by the department in accordance with the *Australian Education Act 2013* (the Act) and the *Australian Education Regulations 2023* (the Regulations). The Act and the Regulations require the legal entity responsible for the administration of the school (the approved authority) to provide this information to the department to:

- Ensure the provision of Australian Government funding to schools is properly calculated and appropriately managed
- Conduct research, statistical analysis and develop school education policy for the Australian Government
- Meet national and international reporting obligations on school students in Australia
- Publish and provide information about schools to the public.

### Use and disclosure of personal information

Your personal information is protected by law under the *Privacy Act 1988* (Cth) (Privacy Act).

Personal information is information or an opinion about an identified individual or an individual who is reasonably identifiable.

Any use or disclosure of your personal information must occur in accordance with the Privacy Act and the Act and Regulations and any other applicable laws.

Your personal information provided to the department through the census may be:

- Used or disclosed by the department for the purposes outlined above under the heading Purposes of the census collection.
- Disclosed to the Australian Curriculum Assessment and Reporting Authority (ACARA) to publish on the [My School](#) website and include as high-level data for ACARA's National Report on Schooling in Australia.
- Disclosed to state and territory government departments and authorities in accordance with the Act and Regulations.
- Disclosed to Australian Government departments and authorities in accordance with the Act and Regulations.
- Disclosed to non-government school representative bodies in accordance with the Act and Regulations.
- Disclosed to a contracted auditor where the department decides to audit or verify the information provided by an approved authority about a school. The contracted auditor may use previously collected information or request access to individual student records for comparison purposes. The contractors may pass this information onto officers within the department, if there is a discrepancy in the data provided by the school and the school's records and further investigation is required. The contracted auditor must handle personal information in accordance with the Privacy Act.
- Disclosed to its service providers for the purposes of the provision of information and communications technology support services to the department.
- Used to validate data from other collections undertaken by the department.
- Used or disclosed where it is otherwise required or authorised by law including under the Act or Regulations, or otherwise permitted under the Privacy Act.

Other than in exceptional circumstances (for example, investigation of fraud relating to overseas students), the department does not disclose any of the personal information collected to overseas recipients.

You can find the department's privacy policy on the [Department of Education](#) website or request a copy from the department at [privacy@education.gov.au](mailto:privacy@education.gov.au). The privacy policy includes information about how to access or correct personal information held about you or your child, how to make a complaint about a breach of the Australian Privacy Principles and how the department will deal with such a complaint.



### What do you need to do?

You are not required to do anything. The approved authority of the school is responsible for providing the information to the department.

### Contacts for further information

Your school can provide information about data provided for you or your child for the purposes of the census. To find out more about the census collection and reporting, visit [SchoolsHUB](#).



# 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*.

# **Approaches to school can't**

## **Part 2: implementing strategies**

### **For parents and carers of Autistic children experiencing school can't.**

After understanding school can't, it's important to collaborate with your child's school and care team members. Working collaboratively as a support team means that the most appropriate support strategies can be implemented to support your child's needs.

### **Approaches to school can't**

Parents and carers have said that behavioural strategies don't work. Sometimes this is referred to as the 'tough love' approach. This may include forcing your child to attend, providing incentives, or using reward charts. These approaches don't work or may only work in the short term but contribute to more significant challenges over time. This is because your child can't cope with school. Don't physically force your child to attend school. This is dangerous for you and your child and will ultimately add to your child's experience of overwhelm.

Approaches that seek to understand what is causing your child's stress or anxiety will have a better outcome for your child. The strategies and supports need to be individualised to meet your child's needs.

Overall, when addressing school can't, it is important that your child feels supported, and any demands placed on them are within their capacity. This may fluctuate from day to day. Flexibility is key.

### **What types of strategies could work at school?**

Working with your child and their school is important. If your child is accessing therapy outside of school, the therapists may assist and offer professional advice on how to support your child with school can't. They may understand your child and be able to provide advice on strategies that can assist at school. Additionally, there may be strategies that could be used at home to reduce their anxiety levels.

Work with the school to identify areas of stress across your child's week. You may need to sit down with your child and talk about each day. Consider:

- There may be specific tasks your child worries about, such as handwriting
- Times of day, such as recess and lunchtime
- When there are changes to the timetable, such as when a teacher is away
- Classes your child finds challenging, such as specialist classes or events.

Once you have a better idea of what is causing the anxiety about school, you, your child, and your school can start to think about strategies that might help them get back to school. We consulted with several parents and carers, and they identified a range of different strategies that reduce stress or anxiety in Autistic students.

## Strategies that may reduce stress or anxiety in Autistic students:

### Primary School strategies

<b>If your child is anxious about school work</b>	<ul style="list-style-type: none"><li>• Reduced homework.</li><li>• Adjusted or modified academic tasks or changes to the method of delivery (e.g. being able to type instead of handwriting).</li><li>• A flexible timetable. Look at where demands can be reduced, or alternative options provided.</li></ul>
<b>Providing structure</b>	<ul style="list-style-type: none"><li>• A classroom schedule.</li><li>• A method of communicating changes to the children, such as staff or timetable changes.</li><li>• A structured activity option during recess and/or lunch.</li></ul>
<b>Sensory processing barriers and support to manage stress and anxiety</b>	<ul style="list-style-type: none"><li>• Access to sensory tools to reduce stress and anxiety.</li><li>• Later drop-off and pick-up times to avoid crowds.</li><li>• Uniform adjustments that can accommodate your child's sensory needs.</li><li>• Self-regulation break. This could be a movement break or downtime.</li></ul>

### Secondary School strategies

<b>If your child is anxious about school work</b>	<ul style="list-style-type: none"><li>• Reducing homework or scheduling free periods to complete homework at school.</li><li>• A flexible timetable. Look at where demands can be reduced, or alternative options provided.</li><li>• Interest-based learning.</li><li>• Reducing workload in subjects.</li><li>• Flexible learning options, such as blended learning.</li></ul>
<b>Providing structure and supporting transitions</b>	<ul style="list-style-type: none"><li>• A structured activity or club over lunchtime.</li><li>• Allowing time to transition between classes.</li></ul>
<b>Sensory processing barriers and support with self-regulation</b>	<ul style="list-style-type: none"><li>• Using sensory tools in the classroom.</li><li>• Self-regulation breaks which may include a movement break or a quiet break.</li><li>• Uniform adjustments, such as wearing the sports uniform.</li><li>• Later drop-off and pick-up times to avoid crowds.</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>• A trusted teacher that can advocate on your child's behalf with other teachers.</li></ul>

In some situations, it may be appropriate for your child to have a modified timetable, where they attend school for reduced hours for an agreed period. This could mean starting school later, finishing earlier, or leaving school at lunchtime. This should be a short-term measure and agreed upon by you and the school. If you and the school agree that a modified timetable could be a reasonable adjustment to support an Autistic student experiencing school can't, it can be included in your child's re-engagement plan.

This is not an exhaustive list; however, these general strategies have been identified in consultations with parents and carers as beneficial in reducing stress or anxiety in Autistic students. Collaborating with your child, their teachers, and your therapy team to implement supports specific to your child's needs is recommended, where possible.

**“Don’t catastrophise about the future, just go gently and take each day and week as it comes. Expect “bumpy days” and don’t panic when they happen - this doesn’t necessarily mean a regression but just a hiccup.” - Parent of an Autistic child**



## **Summary**

- Speak to your child's school and your therapy team about school can't
- Any strategies should address the causes of school can't
- Look after yourself and reach out to other autism/Autistic parents through peer support groups for support

## **Resources**

Association for Children with a Disability – [Reasonable Adjustments](#)

Association for Children with a Disability – [Raising a concern with school](#)

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