



HARP OF THE SPIRIT

TERM 2 – ISSUE 6

19 June 2026



ST NARSAI
ASSYRIAN CHRISTIAN COLLEGE

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From the Principal

Edwar Dinkha

Dear Parents, Students and Friends,

As we come to the conclusion of Term Two and Semester One, I would like to take this opportunity to sincerely thank you—our valued parents—for your continued support of the College throughout the semester. Your engagement and partnership play a vital role in the success and well-being of our students.

In particular, I would like to acknowledge and commend those parents who attended our information evenings and workshops, whether online or in person. Your involvement reflects a strong commitment to your children's education and to the life of the College community.

I also extend my heartfelt appreciation to our dedicated staff for their tireless efforts this term in supporting and guiding their students. Their professionalism and commitment continue to make a meaningful difference in the learning experience of every student.

It is also pleasing to recognise the steady progress made by many of our students across all areas of their schooling. Teachers have reported increased effort, stronger commitment to studies, and a more focused approach to learning. These efforts are clearly being rewarded through improved results and positive learning outcomes.

Congratulations to all members of our college community on a successful and productive semester. Well done.

Reports & Interviews

Over the last few weeks of this term, Years 7-11 students completed their assessments and/ or mid-year examinations and staff have finalised their Semester One Reports in readiness for Semester One parents-student-teachers Interviews next week. I would like to remind parents and carers that it is very important to book interviews with your child's teachers to receive personal feedback about your child's progress this semester.

2027 Mar Meelis Academic Scholarships,

As published in our last newsletter, the college has recently advertised the 2027 Mar Meelis Academic Scholarships, and we hope that highly academic students apply before the closing date set for Friday 7th August 2026.

The 2027 scholarship are open to internal and external Years 5, 7, 9 and 11 students who meet the criteria of the scholarship.

The recipient of the Mar Meelis Academic Scholarship is typically a student who will add to the life of St Narsai College. All-round excellence will benchmark this student. Characteristically, this student will be a high academic achiever, with demonstrated strengths in several areas.

We encourage parents to seek more information by visiting our college website or by contacting our School Office.

2027 Enrolments

A sincere thank you to all Kindergarten parents who attended enrolment interviews for 2027 earlier this term, and to our Year 6 parents who participated in Year 7 2027 enrolment interviews across this and last term.

Enrolments for Year 7 2027 are now nearing completion, with only a small number of placements still available. Applications received next term may need to be placed on a waiting list.

Looking ahead, we will begin preparations next term for Year 7 2028 enrolment interviews for our current Year 5 students and their parents. It is very encouraging to see the strong level of interest, with a significant number of applications already received. I encourage any remaining Year 5 families to contact our friendly office staff for further information and to secure a place for their child at St Narsai Assyrian Christian College for the 2028 intake.

Staff Development Day

As part of our on-going commitment to enhancing the quality of the college's teaching and learning experiences for our students, college staff will take part in a Staff Development Day on the first day of next term.

In closing and on behalf of the college staff, I wish you, your families and all our students a restful and pleasant extended mid-year break.

From the Deputy Principal (Welfare and Wellbeing)

Mary Ismail

Less Scrolling, More Living. Less Screen Time, More Family Time

KEEP TEENAGERS OFF DEVICES

These Holidays!



DON'T JUST REMOVE THE SCREEN—
REPLACE IT WITH SOMETHING MORE ENGAGING.

Help your teenager unplug and connect to what really matters.

✝ **Matthew 20:28** "The Son of Man did not come to be served, but to serve."
Teaching our teenagers to serve others builds character, humility and responsibility. ♥

<div style="text-align: center; font-weight: bold; color: #003366;">1 GIVE THEM PURPOSE: CHORES & RESPONSIBILITIES</div>  <ul style="list-style-type: none"> Cooking a family meal once a week Washing the car Gardening Helping younger siblings Organising their room or wardrobe Learning practical life skills (changing a tyre, budgeting, laundry) <div style="background-color: #003366; color: white; padding: 5px; font-size: 0.8em; text-align: center;">Contributing to the family builds confidence, gratitude and responsibility.</div>	<div style="text-align: center; font-weight: bold; color: #003366;">2 ENCOURAGE PHYSICAL ACTIVITY</div>  <ul style="list-style-type: none"> Join a gym Play soccer, basketball or futsal Go for walks or hikes Ride a bike Learn a martial art Swim Go to the park with friends <div style="background-color: #003366; color: white; padding: 5px; font-size: 0.8em; text-align: center;">An active body leads to a healthy mind.</div>	<div style="text-align: center; font-weight: bold; color: #003366;">3 CREATE FAMILY EXPERIENCES</div>  <ul style="list-style-type: none"> Family BBQs Movie nights Board game competitions Cooking traditional Assyrian meals together Visiting grandparents and relatives Day trips around Sydney Going to church together <div style="background-color: #003366; color: white; padding: 5px; font-size: 0.8em; text-align: center;">The moments they complain about today become the memories they cherish tomorrow.</div>	<div style="text-align: center; font-weight: bold; color: #003366;">4 DEVELOP THEIR IDENTITY & CULTURE</div>  <ul style="list-style-type: none"> Speak Assyrian at home Learn Assyrian songs Listen to elders' stories Explore family history Learn traditional cooking Read about Assyrian history and heritage <div style="background-color: #003366; color: white; padding: 5px; font-size: 0.8em; text-align: center;">Help them know who they are, where they come from and what truly matters.</div>
<div style="text-align: center; font-weight: bold; color: #003366;">5 ENCOURAGE LEARNING A SKILL</div>  <ul style="list-style-type: none"> Playing an instrument Photography Drawing or painting Coding Learning a language Sewing Woodwork Public speaking <div style="background-color: #003366; color: white; padding: 5px; font-size: 0.8em; text-align: center;">New skills build confidence, open doors and inspire future opportunities.</div>	<div style="text-align: center; font-weight: bold; color: #003366;">6 GIVE THEM A HOLIDAY CHALLENGE</div>  <ul style="list-style-type: none"> Read 2 books Walk 100 km over the holidays Learn 10 new recipes Save money for something they want Complete a fitness challenge Volunteer in the community <div style="background-color: #003366; color: white; padding: 5px; font-size: 0.8em; text-align: center;">Goals give direction. Achievement builds pride.</div>	<div style="text-align: center; font-weight: bold; color: #003366;">7 ENCOURAGE SOCIAL CONNECTION (OFFLINE)</div>  <ul style="list-style-type: none"> Invite friends over Go to the shops together Play sport Have a backyard soccer tournament Go bowling Visit a cafe Attend youth groups or church activities <div style="background-color: #003366; color: white; padding: 5px; font-size: 0.8em; text-align: center;">Real connection happens face-to-face, not on a screen.</div>	<div style="text-align: center; font-weight: bold; color: #003366;">8 SET HEALTHY TECHNOLOGY BOUNDARIES</div>  <ul style="list-style-type: none"> No devices before breakfast No phones at the dinner table Devices out of bedrooms at night Screen-free family time Daily limits for gaming that lasts a lifetime <div style="background-color: #003366; color: white; padding: 5px; font-size: 0.8em; text-align: center;">Clear boundaries today create good habits for life.</div>

A MESSAGE TO PARENTS



Many parents worry that their teenager will be upset when limits are introduced. That is normal. Teenagers often prefer the easy option of a device, but they also need structure, challenge and meaningful relationships.

The goal of the holidays is not to keep them entertained every minute. It is to help them develop independence, resilience, faith, family connections, and a sense of responsibility.

WHY IT MATTERS



Less screen time improves focus, sleep and mental health.



More real-life experiences build confidence and character.



Time with family and faith builds a strong foundation that lasts a lifetime.

BE PRESENT.
BE INVOLVED.
BE THEIR GREATEST INFLUENCE.

LESS SCROLLING, MORE LIVING. LESS SCREEN TIME, MORE FAMILY TIME.

Let's help our teenagers have a safe, happy and meaningful holiday.

⇒ FAITH. FAMILY. PURPOSE. ⇐

Online Safety

On the 10th of June 2026, I sent all parents an email regarding recent online safety concerns. Please ensure you check your emails to ensure you are up to date with recent trends that may be a risk of harm to your child.

A reminder, students should be mindful that their actions in school uniform, online or offline, carry weight. Students have been informed, and warned in assembly they are not permitted to post themselves in school uniform on social media. They must also not post anything recorded during school hours or on school property to their social media.

Students are not to be involved in any inappropriate behaviour that may bring the college into disrepute. By avoiding posting in uniform, they protect their own privacy, uphold the school's reputation, and avoid long-term consequences from impulsive or unintended content.

Students should avoid posting themselves on social media in school uniform for several important reasons:

1. Privacy and Safety Concerns

Wearing a school uniform in posts can reveal the student's school location, making it easier for strangers to identify where they study. This can put students at risk of unwanted attention, online grooming, or real-world safety issues.

2. Protecting the School's Reputation

When students wear the school uniform, they are seen as representatives of the school. Any inappropriate, offensive, or careless behaviour posted online while in uniform can reflect poorly on the school community, even if it wasn't intended to.

3. Risk of Misuse or Cyberbullying

Photos posted in school uniform can be taken out of context, edited, or shared without permission. This can lead to embarrassment, bullying, or harassment, especially if the content is misinterpreted or made into a meme.

4. Breach of School Policies

The College has guidelines and codes of conduct that discourage or restrict the use of school branding or uniform in online content, especially if it's personal or unrelated to learning. Posting on social media may violate these policies.

5. Permanent Digital Footprint

I have informed students once something is posted it is never deleted. Social media posts can last indefinitely, even after deletion. Something posted in uniform can resurface later, potentially affecting future job opportunities, scholarships, or university applications if it's seen as unprofessional or inappropriate.

Students are creating 'private accounts' thinking only the people they have added to the account can view the material posted. There is no such thing as a private account. Anything they post can be shared.

Please discuss these issues with your children and ensure they understand the importance of cybersafety.

Keeping Safe During School Holidays

School holidays are a time for our students to take a break from their daily routines and spend it with families and friends. There are also opportunities for them to start exploring their independence and freedoms.

Tips for protecting your children these holidays.

- **Identify Online risks:** Pay attention to how your child is using the internet. What content are they being exposed to? What situations are they getting involved in? Gaming, chatting on social networks can all pose a safety risk.
- **Set boundaries:** Set limits on screen time during the day and non-negotiable boundaries on apps they can and cannot use. Set time limits. Break up screen time with other activities being active or reading.
- **The finer details:** When going to the shops or to a friend's place be specific with the information you receive from your child. Where are they going? Who they will be with? How do they know the people they are with? How long do they expect to stay out?
- **Open Communication:** Discuss how to be safe and responsible. Highlight the potential places of risk when socialising, playing or travelling. Talk about what to do if they're feeling unsafe or if there's an emergency.
- **Maintain a healthy sleeping pattern:** ensure your child's body clock is not completely changed. It will be very difficult to return to a school routine after the 3-week holidays if children sleep late in the night and wake up at midday.

Back to School – Term 3

We look forward to welcoming students back to school on Tuesday 21st July 2026 in full winter uniform. I pray you enjoy a safe and relaxing 3-week break.

From the Deputy Principal (Curriculum)

Mary Khina

Dear Parents and Friends,

Parent Teacher Interviews will be held on Friday 26th June from 9am-5pm. Details on the booking process has been sent to all parents via SMS. Please contact the school office if you need the code resent to you.

Parents that are unable to attend the day-time interviews are asked to contact the school office to arrange for interviews to be made over the phone or during the evening when we return in Term 3.

Semester One Student Reports will be emailed to all parents of students in Years 7-11 by early next week. All parents are encouraged to make an appointment to discuss their child's progress and areas and ways for improvement.

To ensure the safety of all students, parents and teachers, please do not attend the interviews if you are feeling unwell or have flu-like symptoms, please call the school to reschedule your interviews.

We look forward to seeing all parents at the interviews.

Holiday Tutorials

Teachers will be holding holiday tutorial sessions for various subjects, in particular for Year 12 students. A permission note will be emailed to parents if they are involved in a session. Please ask your child if they have a tutorial session. Many universities are also holding holiday tutorials for HSC students. Year 12 students are encouraged to look on the university websites of social media pages for details of upcoming events.

HSC Trial Examinations

Year 12 Trial Examinations will take place in Weeks 3 and 4 of Term 3, commencing on Monday 3rd August and concluding on Friday 14th August. The exam timetable has been distributed to students this week. Students are encouraged to prioritise their studies based on the timetable. For many students, the trial exams are the last formal exam before the HSC exams and a general indication of what the final HSC exam structure will be. Parents are encouraged to speak to their child about their study timetable leading up to the exams.

Pupil Free Days for Terms 2 and 3

The College will have Pupil Free Days on Friday 26th June 2026 and Monday 20th July 2026.

Students return to school for Term 3 on Tuesday 21st July 2026.

Term 3 will conclude for students on Thursday 24th September 2026.

I wish all students and their families a restful holiday and look forward to seeing everyone back and refreshed ready to learn in Semester Two.

From the Head of Primary

Renia Isaac

Dear Parents and Caregivers,

As we conclude Term 2 and Semester 1, I would like to sincerely thank you for your continued partnership and support in what has been a highly productive and rewarding start to the year.

Our students are to be commended for the way they have approached their learning with commitment, resilience, and enthusiasm. Across all Key Learning Areas and school experiences, we have witnessed meaningful growth – not only academically, but also in confidence, independence and character. It has been a joy to see students challenge themselves, embrace opportunities and actively contribute to the life of our school community.

As we reflect on the first half of the year, we are reminded of the words from Scripture:

“Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.” (Galatians 6:9)

This message connects well to the journey of learning. Our students have worked diligently, and their efforts are already beginning to bear fruit. Through perseverance, commitment and faith, we continue to see growth in each child. As we move into the next phase of the year, we encourage our students to remain focused, to continue striving for excellence and to trust in the value of their hard work.

As we enter the winter holiday break, I encourage all families to prioritise rest, wellbeing, and quality time together. This is an important opportunity for students to recharge and return refreshed, ready to engage fully in the next stage of their learning journey.

We look forward to welcoming all students back on Tuesday, 21 July, as we begin Semester 2. Term 3 is a purposeful and significant time in the school year, where students continue to build on their learning, deepen their understanding, and strive for excellence. It is also a term filled with rich opportunities that support the development of the whole child – spiritually, socially, emotionally and intellectually.

Throughout Term 3, students will engage in a wide range of meaningful experiences, including:

- The When I Grow Up fundraiser, supporting student voice and future aspirations.
- NAIDOC Week, where we honour and celebrate Aboriginal and Torres Strait Islander culture, history, and contributions.
- Grade excursions and incursions, enhancing classroom learning through real-world experiences.
- The Year 5 Camp, fostering independence, resilience, and teamwork.

- Faith-based celebrations and liturgical services, strengthening our spiritual life as a community such as the Feast of the Transfiguration.
- Assyrian Martyrs Day, recognising and honouring our rich heritage, faith, and identity.
- A range of co-curricular and wellbeing programs that support engagement, confidence, and personal growth.

These experiences are intentionally designed to support each child not only in their academic development but also in growing as confident, capable, and faith-filled individuals.

We are confident that Semester 2 will build on the strong foundations already established and will be filled with continued growth, achievement and meaningful experiences for every student.

Thank you once again for your ongoing support and partnership. We wish all families a safe, restful and enjoyable winter break, and we look forward to an exciting Term 3 together.

From the Faith and Heritage (Primary) Department

Carmin Miceli

Dear Parents and Guardians,

As we come to the end of another wonderful term, we take this opportunity to reflect on the rich learning experiences that have strengthened our students' understanding of both their faith and heritage. Throughout Term 2, students have engaged enthusiastically in lessons that have deepened their knowledge, appreciation, and connection to their spiritual and cultural identity.

In our Faith Focus, students explored the feasts and celebrations of the Assyrian Church of the East, learning about their significance and the role they play in the life of the Church. Through the study of God's Word, students examined a variety of Jesus' parables, discovering the timeless lessons and values they teach. They also journeyed through important accounts from the Old Testament, learning about key figures of the Bible whose faith, obedience, and trust in God continue to inspire us today. These lessons have encouraged students to reflect on God's presence and guidance throughout history and in their own lives.

In our Heritage Focus, students continued to develop their skills in reading, writing, and speaking the Assyrian language. It has been encouraging to see their confidence and enthusiasm grow as they strengthen their connection to our ancestral language. Students also explored some of the ancient cities of Assyria, learning about their historical significance, achievements, and contributions to one of the world's oldest civilizations. This learning has helped students gain a deeper appreciation for the rich heritage that has been passed down through generations.

We are proud of the progress our students have made this term and grateful for the enthusiasm they bring to their learning each week.

May we continue to grow in faith, knowledge, and pride in our heritage. Praying you have a safe and enjoyable break. Looking forward to seeing you all in term three.

From the HSIE Department

Sandy Nona

Dear family and friends of the college community,

It has been a busy and fruitful semester in the HSIE department as we have engaged students in various learning experiences both within and outside the classroom environment. We have just finished the 7-10 half yearly examinations and we are already proud of the work we have been seeing produced in these exams. Moreover, below is a snippet of the practices that are taking place in our department.

Sustainable Oceans Competition Success

Our Year 7–10 learners have once again demonstrated their outstanding commitment to environmental sustainability, achieving remarkable success in the Sustainable Oceans Competition organised by Education Perfect.

Over the three-day competition, our school was ranked 1st in NSW (out of more than 100 schools) and 1st in Australia (out of more than 400 schools). This achievement is particularly significant as it marks our second consecutive year attaining both of these prestigious rankings.

Students also achieved excellent individual results, earning 6 Gold Awards, 12 Silver Awards, and 14 Bronze Awards. Special congratulations to Alex Homeh (8S), who placed 1st in Australia, and Christina Badel (8S), who placed 8th in Australia.

We congratulate all students who participated and contributed to this outstanding achievement. Their enthusiasm, dedication, and teamwork have made our school proud.



Year 10 Curated History Project – By Beniell Khoshaba

Nearing the end of Term 2, Year 10 Selective Stream students were tasked with a Curated History Project whereby I explored the topic “The Evolution of Aviation.” Working on this project, I brainstormed creative presentation ideas, chose suitable aircraft models to feature and carefully organised the display layouts to ensure maximum historical impact. Each model contributed by telling an important story, showcasing the massive leaps from mid-century military aircraft to modern commercial aviation.

The final exhibition demonstrated strong research, clear historical structure, and careful attention to detail, closely reflecting the precision of real-world museum curation. It was a valuable experience that highlighted how organisation and dedication are essential for success, while providing an excellent opportunity to take theoretical classroom knowledge and apply it to a practical setting.



Year 12 Trials

I also take this opportunity to wish all Year 12 students the best of luck in their upcoming trial exams next term. I pray they have the strength and courage to face all their exams with certainty and determination. These exams are a critical milestone in their academic journey, and I am confident they will rise to the occasion. I am grateful to all faculty members who have worked tirelessly to ensure that all students have the necessary skills and knowledge to tackle these exams with confidence. Their dedication and commitment to student success have been instrumental in preparing our students for these important assessments.

Wishing everyone a safe and relaxing holiday in advance. I look forward writing to you next term.

God bless.

From the CAPA Department

Jessica Mann

Dear parents/guardians,

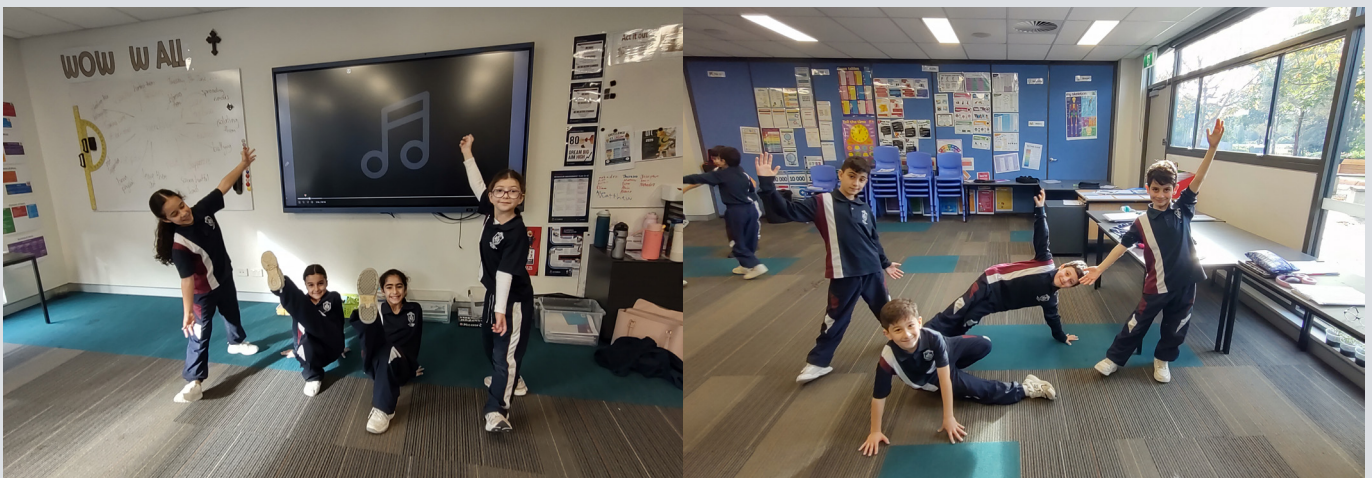
It has been an exciting term in Creative and Performing Arts, with students exploring Dance, Music, Visual Arts, and Visual Design across a range of engaging lessons and experiences.

K-6 Dance Unit

In Dance, students from Kindergarten to Year 6 have developed confidence, creativity and movement skills. Using the Elements of Dance – Space, Time and Dynamics – they have also learned skills in analysing dance works and using movements from these works as inspiration in class activities.

Kindergarten explored the movement of animals, insects and water through shapes, levels and pathways. They also discovered how to put movements together in a sequence to form a class dance using coloured scarves. Year 1 expressed emotions through movement, facial expression and different dynamic qualities. Year 2 has focused on contrasting dynamics, creating dances that move from gentle, light movements to strong or explosive ones. Year 3 have learned folk dance movements from Russian, Italian, Chinese and Indian cultures and have incorporated movements inspired by these traditional dances into a group dance. Year 4 enjoyed Dance Floor Favourites and combined these into a group routine, while Years 5 and 6 travelled through popular dance styles in a Dance through the Decades unit. Year 5 explored movements from the 1920s Charleston to the Twist of the 1960s, while Year 6 danced their way through Disco, 1980s group dances, Hip Hop, and party grooves, through to recent viral dance crazes on the internet.

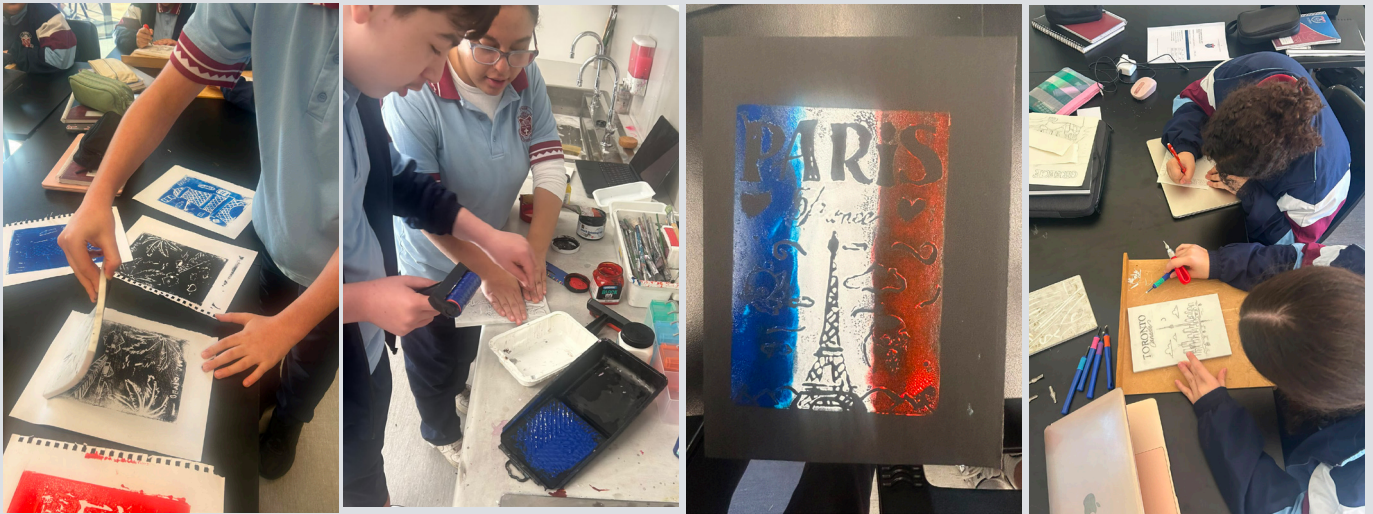
It has been a joy to watch all our Primary students enjoying their dance lessons, and even practising their movements and routines at Recess and Lunch times!



Year 7 Music & Year 8 Visual Arts

Year 7 Music students developed their aural and music theory skills in preparation for their Half-Yearly examination and performed energetic Bucket Drumming pieces, demonstrating listening skills, rhythm, coordination and teamwork.

In Visual Arts, Year 8 students explored lino printing, developing their skills in design, carving, pattern, contrast and composition.



Year 12 Music & Visual Design

Our senior students have enjoyed valuable industry experiences this term.

Year 12 Music students had the opportunity to work with Assyrian-Australian musician, songwriter, performer and producer Evan Yako to build instrumental, ensemble and HSC performance skills. Evan provided individual feedback to help students strengthen their timing skills and refine their practice strategies to build technical capacity on their instruments while demonstrating greater control and manipulation of the Elements of Music. We are so grateful that Evan has agreed to work with our students across multiple visits and support them as they prepare for the HSC Performance Exams next term.



Year 12 Visual Design participated in a workshop with Grammy-considered artist, producer and award-winning senior stage set designer Niramsin Yakou, gaining insight into professional set design techniques and the entertainment industry in general. They shared their designs with Niramsin to gain constructive feedback, then worked alongside him to develop prototypes to bring their ideas to life. It was an inspiring, hands-on experience, and we are grateful for Niramsin's time and expertise.

Music Tuition Program

Our Music Tuition program, which started this term, has proven to be popular, with over 20 students from Kindergarten to Year 12 participating in regular Piano or Drum lessons. I would like to thank our specialist music tutors, Keyboard teacher Isabelle and Drum tutor Ava, for continuing to support students' technical skills, confidence and enjoyment in instrumental learning.

Congratulations to all students for their enthusiasm, creativity and commitment across CAPA this term. May God bless you with a restful break during the July holidays.

From the LSU Department

Lynn Middlebrook



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. 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.

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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.

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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*.

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From the College Counsellor

Berta Rasho

Friendship is a Skill by Dr Justin Coulson

Speak to any school leader, psychologist, teacher, or person involved with children in a kindergarten or school and ask them what the most common challenge they confront is when dealing with students – and the answer will almost always be the same:

Friendships.

Friendships are at the very heart of our wellbeing – or our distress. The quality of our relationships is core to our happiness. Researchers have found that “[school belonging](#)” is a predictor of everything from grades to life satisfaction – [even a decade after school has ended](#). Academic achievement, self-concept, behaviour, and thinking all improve when kids feel they “belong”. And they’re less likely to drop out of school (or have sick days). Friendships are core to that sense of belonging.

If friendship and belonging matter so much, why are they such ongoing sources of challenge for children and the adults who try to support them?

During the 1980s, influential British social psychologist Michael Argyle, and his collaborator, Monika Henderson, conducted a [series of studies](#) on what makes a friendship flourish or fail. They identified six rules essential for maintaining a stable relationship. These were:

1. Standing up for the friend in their absence

Loyalty is a powerful relationship builder. We teach this (at any age, including for those of us over 18) by explaining that it means not laughing along when someone makes fun of your mate, and not staying silent when gossip is spreading.

A child who says “Actually, that’s not fair, she wasn’t even there” is being a friend – and the courage and loyalty it requires is what builds a strong friendship. Teach kids that real friendship happens when the person isn’t in the room.

2. Sharing important news with the friend

Friends keep each other in the loop. If your child hears that the whole group is going to the movies and someone is being left out, they’ll stand up for their friend, encourage others to include them, and make sure they include them in things.

Good friends share. They don’t share everything, but they do share the things that matter. And they also know what not to share. (Like: “everyone was talking about you at lunch today and said you have stinky breath.”) Encourage your child to think: Would I want to know this if the roles were reversed?

3. Providing emotional support when it's needed

This doesn't require a twelve-year-old to become a therapist. It mostly just means showing up. Providing emotional support isn't knowing how to "emotion coach". It's sitting with a friend who's had a rough day, texting to check in after something hard happened, and not brushing it off with "you'll be fine" or changing the subject to talk about "me".

Kids who learn to notice when someone's not okay - and know how to say something caring and kind - are building friendships that last.

4. Trusting and confi ding in each other

Friendship deepens when people share something real about themselves. That feels risky, and for a lot of kids it is. Vulnerability leaves you open to being hurt, but it's also the key that unlocks deeper commitment and relationship.

If your child tells you a friend shared something personal, help them understand that holding that confi dence is one of the most important things a friend can do. Breaking it is one of the fastest ways to destroy a friendship.

5. Volunteering help when it's required

The key word here is volunteering rather than waiting to be asked. A good friend notices when someone is struggling and offers before being prompted. A child who sees a classmate trying to carry too many things and just picks some up, or who asks "do you want help with that?" without being told to, is practising one of friendship's core skills.

6. Making an effort to make the other person happy

This is about small, intentional kindness. Remembering a friend's birthday. Saving them a seat. Saying "I thought of you when I saw this." Children who grow up understanding that friendships require active maintenance are far better equipped to keep them.

None of this is complicated, but none of it is automatic either. Children don't arrive knowing how to be good friends. They learn it, mostly by watching the adults around them, and occasionally by being taught directly.

The good news is that the rules Argyle and Henderson identi ed forty years ago are still the right ones. They haven't been disrupted by social media or complicated by AI or made obsolete by any generational shift. Loyalty, support, trust, and kindness are still what friendship runs on.

If your child is struggling socially, ask which of these six they're fi nding hardest and start there. Friendship is a skill. And like every other skill, it improves with practice and a little guidance from someone who cares.