

You may know that I have three children, am an avid reader and have a keen interest in psychology (a pivot in my career never completed). I often use the latter two to support the role I'm thinking will never end regardless of age, parenting. I said to someone the other day, small kids, small problems, big kids, big problems. A generalisation, absolutely, but at this point in my parenting journey feels very true. My eldest finished school two years ago and is still figuring out his career path, while my second is at the pointy end of selecting subjects for the final year of secondary school. Both self-reflecting, questioning, and seeking parental support and direction. Unknown territory for us all, and as is often the case, what you manifest, the universe produces, a bit like the social media algorithm! This article provided me with food for thought, it may just do the same for you, regardless of where we all are on our parenting journey. Happy reading.

Tania Bennett

The Flaw in The Growth Mindset Nobody Talks About Michael Grose

I like the idea of the Growth Mindset. That is, the belief that your basic abilities and intelligence can be developed over time through effort and persistence. But I don't love it.

The idea that you can become good at anything has merit. But it neglects the fact that there's a tax to pay when you pursue it. For many kids, anxiety and a growth mindset are soulmates.

I'm not suggesting that we have sold a lie by Carol Dweck, the creator of the Growth Mindset.

It's a smart concept that opens doors for many kids, when the previous notion of a fixed mindset - "I'm not good at math/sport/cooking" - let too many kids off the hook. It was a convenient excuse for not trying. Kids can excel in areas where they're not naturally talented, but the cost to mental health and the opportunity cost of neglecting their true strengths needs to be factored in. It is better to look for their Natural Edge, which is found at the intersection of talent, interests and personality. That is, where natural, sustainable strengths lie and where the tax kids pay is minimal, if any.

What is Your Child Built for?

A child's Natural Edge is found at the intersection of their natural abilities, their interests and their personality. That is where we should focus, rather than steering them towards directions they are not built for. Parents, quite naturally, have high expectations for their kids, but those expectations are often skewed toward the areas they value. Professionals tend to push kids toward the professions. Sporty parents love it when their kids are sporty too. And parents who value the arts smile when their child picks up a paintbrush, goes to ballet classes or takes up the piano. Experience tells me that approach often doesn't end well. Better to help your child find their natural edge when they are young. The clues are there. Right in front of you. You just need to know where to look.

Discovering Your Child's Natural Edge

These four markers or clues will help you discover your child's Natural Edge - that is, what they are built for in terms of ability, interest and psychological fit.

The Flow State This is the easy effort indicator. Flow occurs when a child is so deeply immersed in an activity that they lose track of time and their environment. It is the sweet spot where the challenge level perfectly matches their current ability. This happens when you call your child for dinner, only to find them completely absorbed in an art activity. They haven't heard you call their name three times because they are entirely in the zone, finding the process of drawing more rewarding than the finished product.

Natural Gravity This is the magnetism test. Look for the activities your child gravitates to when they're left to their own devices. When they have free time and no external pressures or schedules, they are naturally pulled toward activities that feel intrinsically right. For instance, a child who consistently heads outside to organise a game of soccer with their friends or spends



their afternoon meticulously mapping out a mountain bike track in the local park is developing their natural edge. This is a child naturally drawn to the mechanics of strategy or movement without being prompted.

Relief Watch for the exhale. When a child engages in an activity that suits their temperament and ability, there's a visible drop in tension. They aren't just performing; they are feeling like themselves. You might see this after a long day of school, when your child drops their bag and immediately heads to the garage to tinker with a bike or spends an hour quietly building intricate models.

The Early Echo Look for the recurring themes from a child's early years—the interests or behaviours that appeared before they learned how to seek approval or perform for others. This echo is your child's real self-appearing before the layers of social expectation were added, much like a child who, at age four or five, was always trying to mediate arguments between their stuffed animals. Now, as primary or secondary school-aged kids, they are naturally stepping into roles as conflict negotiators or team captains; the leadership trait was always there; it just needed time to mature. This marker is perhaps the most potent indicator of your child's Natural Edge.

Finding a child's Natural Edge is about working who they are, rather than moulding them into who we think they should be. For many parents it involves a mindset change away from developing a child's talents in a single area at any cost to observing their natural inclinations when the pressure to perform has been removed. By focusing on these markers, you can help your child channel their unique abilities and personality, building a sustainable and fulfilling foundation. You also alleviate the heavy mental health tax that comes from trying to be someone they aren't.

The goal of discovering their Natural Edge isn't just to make them successful at any cost; it's to help them uncover the physical, cognitive and psychological gifts that nature gave them, providing them with a platform for success that will last a lifetime.

ONGOING REMINDER—New Attendance Regulations

MACS has recently launched new requirements as part of our Attendance Policy. There are many new practices which will be gradually rolled out.

Two effectively immediately are:

Students arriving after 9.00am (roll is taken at 9.00am, so even 9.05am) must be signed in at the office by an adult. While this may seem over the top and inconvenient, it is best practice and ensures all students are correctly accounted for.

Any adult entering the school when students are onsite, for whatever reason or length of time, must be signed in at the office and have a WWCC. If you are yet to provide your WWCC details, please do so asap.

Thank you in advance for your support and compliance in keeping all our students safe.

Friday 7 August Feast of Mary of the Cross (Mary MacKillop)

The whole school will celebrate this special feast day at 9.15am Mass, we would love as many to join us as possible. Mary is our first Australian Saint and an important person in our school's history. She belonged to the Josephite Order of Nuns and they founded us.

52 Austin Street, Alphington 3078

  [stanthonysalphington](https://www.facebook.com/stanthonyalphington)

 santhony@saalphington.catholic.edu.au

 9489 7936

2026 SCHOOL CALENDAR

Term 3		
Date	Time	Activity
Sunday 2 August	10.30am	Confirmation Commitment Mass-Grade 6
Tuesday 4 August	9.30am-10.30am	Kinder Interactive Session– Numeracy
Friday 7 August	9.15am	Feast of Mary of the Cross Mass - All welcome
Monday 10 August		School Closure Day— staff PD focus on RE
Wednesday 12 August	9.30am	Open Morning
Saturday 15 August	3pm	Sacrament of Confirmation at St Anthony's -Grade 6
Tuesday 18 August	7.30pm	School Advisory Council
Thursday 20 August	9.30am-10.30am	Kinder Interactive Session– Science
Monday 24 August	7.30pm	Parents & Friends meeting
Mon-Fri 24-28 August		Book Week
Tuesday 1 September	9.30am-10.30am	Kinder Interactive Session– Arts
Friday 4 September		Father's Day Breakfast & Classroom visit
Friday 4 September		Father's Day Stall
Friday 11 September		Dad's Night Out Details to come
Monday 14 September	7.30pm	Parents & Friends meeting
Tuesday 15 September	7.30pm	School Advisory Council
Friday 18 September	1pm	Term 3 ends

Term 4		
Date	Time	Activity
Monday 5 October		School Closure Day—Staff Wellbeing PL with Head Space
Tuesday 6 October	8.50am	Term 4 begins for students
Monday 12 October	7.30pm	Parents & Friends meeting
Tuesday 20 October	7.30pm	School Advisory Council
Sat-Sun 24-25 October		Working Bee Weekend
Monday 2 November		School Closure Day—Report Writing
Tuesday 3 November		Melbourne Cup Day
Friday 6 November		Colour Run fundraiser
Monday 16 November	7.30pm	Parents & Friends meeting
Tuesday 24 November	7.30pm	School Advisory Council
Sunday 6 December	2.30pm	Combined Parish Carols including school choirs
Monday 7 December	7.30pm	Parents & Friends meeting
Tuesday 8 December	6pm	Gratitude Mass and carols
Tuesday 15 December		Step Into 2027
Tuesday 15 December	1pm	Term 4 ends



School Closure Day

Monday, 10 August

MACSEYE

OSHCLUB is **open**

7AM - 6PM

Book via Xplor

Contact Gaetano 0491 117 427 with any questions

St Anthony's Primary Alphington

TERM 3 KINDER INTERACTIVE SESSIONS

WEDNESDAY 22 JULY
Literacy

TUESDAY 4 AUGUST
Numeracy

THURSDAY 20 AUGUST
Science

TUESDAY 1 SEPTEMBER
Arts

9:30AM - 10:30AM

Register online at www.saalphington.catholic.edu.au



A SCHOOL FOR EVERY STUDENT

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52 Austin Street, Alphington

St Anthony's Primary Alphington



2026 Open Mornings 9.30am - 10.30am

- TUE 3 FEBRUARY
- MON 27 APRIL
- TUE 21 JULY
- WED 4 MARCH
- TUE 12 MAY
- WED 12 AUG
- MON 23 MARCH
- THUR 4 JUNE

Or book a personal tour with the Principal via our website

ALL WELCOME



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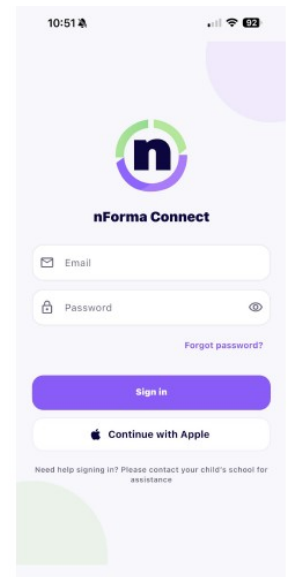
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52 Austin Street, Alphington

New nForma Connect App

At the end of Term 2, nForma released a new app. It is called nForma Connect.

If you have not already done so, please download the new nForma Connect app from the app store. Logging in should remain the same as per your previous nForma for parents app.

Please take the time to have a look through it to familiarise yourself with the different tiles. In particular the absent and form tiles.





DON'T FORGET TO FOLLOW



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<https://www.instagram.com/stanthonysalphington/>

Term 3 in the Art Room



Senior students, inspired by the Bauhaus Movement from the 1920s, using simple shape and design to create striking artworks.



Grade 1/2 students created colourful peacocks using simple rectangles and circles.



Year 3/4 students inspired by '3 Musicians' by Pablo Picasso, and 'Squares with Concentric Circles' by Wassily Kandinsky.



GROWING GREAT KIDS!

During Term Three, our students will learn about stress management through our Resilience, Rights and Respectful Relationships (RRRR) curriculum. Every individual is unique and has their own interpretation of a situation, so stress can come in many and varied forms, even for our younger students. What one person finds challenging, another person may not give a second thought to. This topic focuses on identifying areas of concern and practising how they might respond.

Recognising how stress feels in your body is an important first step. Does it make your heart race, or your face get hot? Do you feel slow and sluggish or like you could run a race? The next step is to think about some calming strategies for different situations. Practising calming strategies *before* you're stressed is an integral part of self-regulation. It's very hard to stop and take a deep breath if you have never practised this skill when you're feeling calm and centred.

The RRRR curriculum gives students an opportunity to build these skills in a safe, connected environment, and lets them see that different emotions and responses to a situation are completely normal – we all have times when we feel stressed. We will all have times when we respond in a way that is not our finest moment, but we can learn how to come back, repair our relationships and manage our stress a little better the next time.





DID YOU KNOW?

**MACSEYE IS RUNNING
THE PUPIL FREE DAY
ON
MONDAY 10TH OF
AUGUST**

BUT ...

**BOOKINGS CLOSE ON THIS
FRIDAY 31ST OF JULY!**

**BOOK IN QUICK TO SECURE A
SPOT**

**WHEN? 7AM – 6PM
WHERE? ST ANTHONY'S OSHC
MACSEYE**



Feast of Mary of the Cross Whole School Mass

Friday, 7 August at 9.15am
at St Anthony's Church

Everyone is welcome to attend



CKA STUDIO

woodards 



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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.

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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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OSHC MACSEYE

NOTES

WE WISH CLAUDIA
GOODLUCK! AS
SHE COMPLETES
HER TEACHING
PLACEMENT
DURING THIS TERM!

GAETANO WILL
BE STEPPING UP
AS CO-
ORDINATOR FOR
TERM 3

OUR FIRST
WINTER HOLIDAY
PROGRAM WAS
A WONDERFUL
SUCCESS!

PLEASE HAVE THE
XPLORE APP
DOWNLOADED TO
ENSURE YOU CAN SIGN
YOUR CHILD IN AND
OUT OF OSH

FOR ANY BOOKING
ADJUSTMENTS, PLEASE
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THE QUICKEST
RESPONSE. THANK YOU

MUSIC LESSONS AT ST ANTHONYS PS

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ST ANTHONYS Primary School in association with Metro Music School is now offering Music Lessons to students who are interested in learning an instrument at school every week. Lessons are held during school hours (30 mins/once per week) at suitable times. (Prep to Gr 6) Enquiries are welcome on 9460 4818 (Metro Music School).

Lessons Offered: **KEYBOARD PIANO GUITAR – (subject to sufficient enrolments)**

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Looking after the kids until
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All students attending St Anthony's Primary School have the right to feel safe. The care, safety and wellbeing of children and young people is a fundamental responsibility of all within our school.



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Now*



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**YEAR 7 2028
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INFORMATION
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