

## Learn to Live

Term 2, Week 8 (21st June, 2019)

### Important Dates:

Please mark these dates on your calendar

#### JUNE 2019

**Fri 21** Community of Schools Showcase

#### JULY 2019

**Thu 4** Pulse Choir

**Fri 5** Last day of Term 2

#### TERM 3 - JULY 2019

**Mon 22** Staff Development Day

**Wed 24** Transition Buddy Training Day

**Fri 26** Athletics Carnival

**Tue 30** Evening Resilience Workshop

**Wed 31** Kindy Parent Evening Session 1

#### AUGUST 2019

**Wed 7** Group A Kindy Transition

**Tue 13** Triple P Program

**Wed 14** Group B Kindy Transition

**Mon 19** C.A.R.E.S. (Year 4)

**Tue 20** C.A.R.E.S. (Year 4)  
Triple P

**Wed 21** Group A Kindy Transition

**Tue 27** Triple P

**Wed 28** Group B Kindy Transition

**Thu 29** Father's Day Stall

**Fri 30** Father's Day Breakfast

#### SEPTEMBER 2019

**Mon 2 to Fri 13** Swim Scheme  
(Limited spaces - Year 2 and Up Only)

**Tue 3** Triple P

**Wed 4** Group A Kindy Transition

**Fri 6** Zone Athletics Carnival @ BISP

**Mon 9** Kindy Parent Evening Session 2

**Wed 11** Group B Kindy Transition

**Wed 18** Group A Kindy Transition

**Tue 24** Triple P

**Wed 25** Group B Kindy Transition

**Principal:** Mrs C Frith

**Assistant Principal Stage 1:** Mrs N Bridges, Mrs K Carter (Relieving)

**Assistant Principal Stage 2:** Mrs K Jansons

**Assistant Principal Stage 3:** Mr P Earl

### Notes Home

- ◆ Teacher Absence Notification (K/1J)
- ◆ ICAS Assessment
- ◆ Kindergarten Norman Lindsay Visit
- ◆ Kindy Transition 2020



**REMINDER: School banking**  
**Friday mornings at 8:30am**

### Assembly Dates

**\*\* NEW TIME \*\***

Fridays commencing 2pm

#### TERM 2

21st June	K-2 Assembly
28th June	3-6 Assembly
5th July	K-6 Assembly

### School Activities Update



#### Kitchen Garden Classes - Term 2

Monday - 3/4Z - 9:20am, 3/4J - 11:30am, 4/5S - 12:50am

#### Sport Days - Fridays

K-2 (9.55 - 10.55)

3-4 (12.25 - 1.25)

5-6 (1.55 - 2.55)



#### PE Days (sports uniform)

Tuesday: 2/3C, 3/4J, 3/4Z, 4/5S

Wednesday: KC, KW, K/1J, 1/2G, 1/2H, 1/2S, 5/6P, 5/6S, 5/6T



#### Library Days

Tuesday: 3/4Z, 3/4J, KW

Wednesday: 5/6S, 5/6P, KC

Thursday: 2/3C, K/1J, 5/6T

Friday: 1/2G, 4/5S, 1/2S, 1/2H

#### Music

Monday: KW, 1/2S, 3/4Z, 3/4J

Tuesday: KC, 5/6P, K/1J, 4/5S

Wednesday: 1/2H

Thursday: 1/2G

Friday: 5/6T, 5/6S, 2/3C



#### Choir

3-6: Sopranos Tuesday 8:00am, Altos Thursday 8:00am in the Main Hall

K-2: 8:15am Thursdays in the Music Room

Grose Road, Faulconbridge NSW 2776

PO Box 249, Springwood 2777 **Phone:** 4751 2208 **Fax:** 4751 3933

**Website:** <http://www.faulconbri-p.schools.nsw.edu.au/>

**Email:** [faulconbri-p.school@det.nsw.edu.au](mailto:faulconbri-p.school@det.nsw.edu.au)

**Access student portal:** <http://portal.det.nsw.edu.au>



## Principal's Report

Dear Parents and Caregivers,

On Wednesday, **3<sup>rd</sup> July** you will receive your child's report. The report however only tells part of the story. It is the conversation you have with your child's teacher that will put it all into perspective. I encourage all students to spend some time reflecting on their approach and application to their learning so far this year, and to consider how they might focus their efforts for the remainder of the year.

Interviews are scheduled between teachers and families in **week 1 of term 3**. Just like in the past few years you will be able to book online. A note for parents outlining the steps to book an interview will be sent home next week. It is a very simple process; just follow a few simple instructions.

At parent-teacher interviews we encourage parents to be actively involved in their child's education and welcome discussions between teachers and parents so that everyone is working together.

A parent-teacher interview enables you to:

- discuss how your child is progressing, both academically and socially
- see examples of your child's work
- get to know your child's teacher
- stay informed about plans for your child's future learning.

Here are tips for getting the most out of your parent-teacher interview. Before the interview:

- Look over your child's report and determine what information you'd like to know more about.
- Ask your child if there are any areas where they feel they need extra help or have concerns and share this information with your child's teacher during the interview.
- Write a list of specific questions you wish to ask your child's teacher.
- Some topics you might discuss include your child's progress in reading and writing, how you can support any specific actions for improvement through the learning your child does at home and your child's developing interests, discipline and social skills.

During the interview:

- If you want to know about a specific area of your child's progress, such as how well they are reading, let your child's teacher know this at the start.
- Take notes so you can share what's discussed with your child.
- Discuss how your child is participating in classroom activities and whether or not there are any general issues with their behaviour or discipline.
- Ask your child's teacher to clarify any extra support or extension activities that may have been mentioned in your child's report.
- Ask for suggestions or more details about how you can help your child at home.

After the interview:

- Keep in regular contact with your child's teacher and follow up on any mutually-agreed plans.
- Talk with your child about what you discussed with their teacher and tell them about the things you've agreed to for improving their learning.
- You can also request interviews with your child's teacher at any other time, especially if you are concerned about your child's progress.

### REPORTING STUDENT ACHIEVEMENT USING A-E:

The A to E grading scale lets teachers report student academic achievements at any point in time using clear standards. As teachers, we make a professional on-balance judgement to decide which grade best matches the standards your students have achieved, based on assessment information we have collected throughout the year. An on-balance judgement does not just focus on a single piece of work. Teachers weigh up the assessment information that they have collected for their students **up to that point in time**. That information comes from both formal assessment activities and informal observations and are built up over time and in different situations.

I encourage all parents and caregivers to visit [The Assessment Resource Centre](#) website (the ARC) as it provides work samples and other information to help you see the standards associated with each grade.

*Isn't a 'C' a disappointing result?* No, it is not at all. It is important to remember that if your child receives a 'C' on the report card it indicates that their learning is on track and they are achieving the state-wide standard that is expected of them at the time of reporting. In the past, a 'C' in some schools might have meant the child was performing below the standard expected. This is no longer the case.

## Principal's Report Continued...

### NSW EDUCATION STANDARDS AUTHORITY (NESA) – RANDOM INSPECTION:

Each year 18 government schools are selected randomly for inspection as being representative of the government system. Additionally, another 40 schools are inspected each year on a cyclic basis for the same purpose.

Last Friday 14<sup>th</sup> June our school was subject to an inspection by NESA to ensure compliance with both policy and curriculum. The areas that were identified for inspection were:

#### Policy

- safe and supportive environment - communication
- discipline of students – specifically suspension and expulsion procedures

#### Curriculum

- curriculum for primary schools - Science and Technology - Stage 3

In the policy area of safe and supportive environment - communication, they commented that they were really impressed with the wide range of evidence presented. In particular, they praised the way the school had a documented style guide for all communication and that this was prepared in consultation with the community.

In the policy area of discipline of students, they noted that the department has very clear policies and procedures for this and that there was ample evidence to show that the school follows these thoroughly. They noted that there was thorough documentation kept by the school and excellent evidence that discipline decisions were procedurally fair.

In curriculum - Science and Technology Stage 3, they commented that the scope and sequence odd and even year format showed good coverage of all outcomes. The unit of work reflected an inquiry approach and all outcomes were aligned to the scope and sequence. There were a range of teaching and learning strategies evident in the unit, including process-based learning. The assessment schedule was aligned to the unit of work and included a range of tasks. They were very happy to see that this included a skills-based checklist as well as an extended written response. The student work-samples presented aligned with the unit of work and the assessment schedule. They commented that the evidence presented indicated that the school is compliant with the science syllabus at a very high level. In addition to this level of compliance, they noted that the unit of work presented and those outlined in the scope and sequence were "in the spirit" of the science curriculum, rather than merely being compliant with the syllabus.

We met all requirements to a high level. Our Director, Educational Leadership, Mrs Jenny Thompson, also oversaw the whole process. A big thank you to my executive team and teachers for having worked so hard over time the last 18 months to ensure our compliance documentation was readily at hand for the Inspectors.

### KINDERGARTEN 2019:

Faulconbridge Public School prides itself in delivering quality programs to students in a warm, caring learning environment. Our teachers are professional, caring and committed to teaching students a broad and balanced curriculum across the Key Learning Areas (KLAs). We pride ourselves on catering for the individual learning needs of all children. If your child is turning five before 31 July 2019, they can enrol at Faulconbridge Public School for 2019. Please collect an enrolment form from the office and return as soon as possible. Proof of age will be required.

### SHARE OUR SPACE:

The Share our Space initiative **will not** be occurring in the next school vacation period. We have a number of maintenance projects happening during the break, with workers on site most days. This will make it unsafe for children to come onto the school grounds to play. FunKids will continue to operate their regular holiday program.

There were also a number of security issues in the previous holiday period due to children being on the school site unsupervised by an adult. Share our Space does not provide adult supervision of children who are 12 years and under. All children on the school site beyond school hours should be under the supervision of an adult.

## Share Our Space

Your school is a vital part of our community, and we want you to use it. During these upcoming holidays participating schools across NSW will be opening up their play areas for your enjoyment.

For more details visit [schoolinfrastructure.nsw.gov.au](http://schoolinfrastructure.nsw.gov.au)  
Tell us what you think about the Share Our Space program by visiting [goo.gl/bdx2](https://www.google.com/maps/place/Faulconbridge+Public+School)

This pilot is an initiative of the NSW Government



## Principal's Report Continued...

### Not Every Act of Meanness is Bullying

This is the title of an article I read recently and felt that it was important to share some of the key points:

- *One of our jobs is to help children and young people to interpret events proportionally. However, in recent times, I have seen a shift involving the wrong application of words like trauma, depression and bullying. When these very meaningful words are misused, their misuse can result in unwanted consequences. What might be the 'unkind' behaviour of another may, in fact, not be 'bullying'.*
- *According to 'Bullying No Way', the National Australian definition of bullying is: "an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert)... Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying".*
- *The key terms in the definition of bullying is 'misuse of power' and 'repeated'. The key terms in the definition of what is not bullying is 'between equals' and while conflicts or mean and hurtful behaviour may upset a child tremendously, by labelling the mean behaviour 'bullying' we may be disempowering children.*
- *It is important for children to understand the difference between someone being insensitive or mean and what constitutes bullying behaviour because being able to successfully resolve and navigate these situations is a huge step in their emotional growth and maturity. If the situation is deemed to be simply mean or hurtful behaviour it is important not to over-play this through misleading terminology (ie bullying) and offer ways for the child to address and resolve this themselves.*
- *Parents who react too defensively for their child at every negative encounter with their child's peers may be doing more harm than good. In later years the child may not have the necessary tools to independently handle conflict and may feel 'victimised' in situations that don't go their way, potentially causing social engagement and relationship difficulties in later life.*
- *Calling every act of meanness bullying sends an unhealthy message: It says to kids, 'You're fragile. You can't handle it if anyone is even slightly unkind to you.' As these children grow older, they demonstrate less resilience, sometimes publicly. The kids got more easily and deeply upset about perceived offenses, including situations that were unpleasant, but weren't really bullying. Beyond stunting their emotional maturity, their heightened reactions had negative social consequences, as peers responded by disengaging from them.*

You can find the whole article at:

[https://www.parentshop.com.au/meannessvsbullying/?inf\\_contact\\_key=04fea9ba7af394e51fc883553303c5821b0a3f0fd3ee5d9b43fb34c6613498d7](https://www.parentshop.com.au/meannessvsbullying/?inf_contact_key=04fea9ba7af394e51fc883553303c5821b0a3f0fd3ee5d9b43fb34c6613498d7)

### CUB AWARD MORNING TEA:

Congratulations to our Cub Award winners for 2019:

		Safe	Respectful	Learner
Term 2	K-2	Amelia A - 1/2G	Ben R - KW	Evelyn B - K/1J
Week 7	3-6	Roven R - 2/3C	Andy G - 3/4Z	Darcy G - 3/4J
Term 2	K-2	Rubi W - 2/3C	Maddy W - KW	Marius I - KW
Week 8	3-6	Zali B - 2/3C	Zali B - 2/3C	Kiah S - 5/6S

Mrs Carol Frith  
Principal

**UNIFORM SHOP CHANGE:**  
Now opened Fridays  
8:20 to 9:20 from Term 3



# *Student Work from 5/6T*

## Jump!

I felt the water soaking into my shoes as I stood against the railing with my hands clinging on tightly. I never thought I would be in this situation. But here it is, happening right before my eyes. All I could think of doing was JUMP!

As my eyes slowly opened all I could see was turquoise water. I heard a faint voice. "Emily. Emily," it called. I turned myself around. My life jacket was so tight I could hardly breathe. As I panted, I could see a human waving their arms around at me. My blurry vision became clearer. "Mum!" I called back. I let out a sigh of relief. I started paddling towards her as hard as I could against the current. As soon as I reached her I gave her the biggest hug I had ever given her. The water was cold and freezing. "What are we supposed to do now?" I stressed.

We were stuck out in the middle of the ocean, bobbing up and down like jellyfish in the sea on a windy day. We were looking around hoping we could get just a glimpse of land. Nothing was in sight except for endless deep, blue water. I was petrified. A small shiver went through my spine. My fear of water was getting bigger and bigger. I suggested that maybe we should start swimming. "Yeah," Mum said shivering. "That way," I said, pointing to what I thought was north.

After an hour, we didn't seem to get any further. Suddenly I burst into tears. "I'm so scared Mum. I'm so scared," I cried. Mum started paddling over to me. "Don't be scared," she said in a comforting voice. Once again in the distance I heard a faint voice. "Come to me. Come to me" it called. I couldn't see anyone. "Where's that voice coming from?" I asked, still whining. "What voice?" Mum wondered and she looked over her shoulder. We saw somebody paddling towards us. They had no life jacket, so I knew they weren't from the cruise ship I was on. Why would somebody be in the middle of the ocean with no life jacket or a boat? They were going moving quickly like they were swimming away from something. "What are they saying?" my Mum asked.

I thought they were saying "Come to me" but now it sounded like something else.

I think they're yelling out "Swim!"

Eliza B 5/6T





# F.P.S PANTHER

COMING SOON  
IN THE HALL



## 2019 NSW PREMIER'S READING CHALLENGE

All children in Stage Two and Three who are completing the Premier's Reading Challenge - you have until 30th August! This means that if you haven't yet started, you have plenty of time to get it done!

Stage 2 and 3 must read 20 books, 15 of which need to be Premier's Reading Challenge books. The remaining 5 can be free choice.

In Week 10 of this term, library lessons will involve a refresher on how to enter books to your list online.

If you are in Kindergarten or Stage One, you complete the challenge as a class. This means that all books are read and registered at school.

Thank you and happy reading!

**Mrs Jill Capuyan - Teacher Librarian**

# Faulconbridge Public School

# PBL Award

TERM 2

WEEK 8

## Presented to:

KC	Max L	Being a learner: Always trying his best
KC	Ella H	Being safe: Always moving safely around the classroom and playground
KC	Jaxon F	Being respectful: Always talking politely and using good manners
KC	Adeline E	Being respectful: Always talking politely and using good manners
KW	Evie C	Being a learner: Making wonderful progress in English
KW	Max V	Being a learner: Challenging himself in writing tasks
KW	Millie C	Being a learner: Using a variety of strategies to solve addition and subtraction problems
KW	Marius I	Being a friendly and caring member of KW
K/1J	Chelsea Z	Her amazing work with addition and subtraction
K/1J	William J	His improved concentration in the classroom. Well done!
K/1J	Henry W	Always giving an activity a go, even when it's difficult
K/1J	Amelia F	Always showing respect to her peers and teachers
1/2G	Cailin O	Being a safe, respectful learner
1/2G	Enzo N	Fantastic effort during math lessons
1/2G	Amelia A	Committing to improving her writing skills
1/2G	Boston D	Fantastic effort during phonics lessons
1/2H	Myriam S	Excellent work in reading!
1/2H	Logan S	Working hard to improve his writing and reading!
1/2H	Max K	Working hard to include more sentences in his writing!
1/2H	William C	Working hard to improve his writing!
1/2S	William R	Trying his best to keep his hands and feet to himself
1/2S	David S	His effort during reading groups. Well done!
1/2S	Harrison W	Beginning to give all tasks a go, even if it seems difficult
1/2S	Thomas M	His great attempt at writing a narrative
2/3C	Emily D	Showing respect to all members of 2/3C and always offering to help others
2/3C	Taylor M	Showing a fantastic attitude to all her school work and setting a great example for our class



**Year 6 Fundraising Committee**

# INVITATION



**Day: Wednesday**

**Date: 26th June**

**Time: 3.15-3.45pm**

**Where: Library**

This initial meeting will be an opportunity for us to share some fundraising ideas and discuss the Year 6 Farewell





# Peer Reading at FPS

Each Thursday our Stage 2 & Stage 3 students buddy up with Year 9 & Year 10 students from Springwood High for Peer Reading.

The initiative has been hugely successful so far! Here's what our students and students from SHS are saying about it....



It's good for the kids because it helps them get better at reading and helps their confidence to read to others.

Isaac



It's really good to practise reading because it gives the students help and allows us to work with them one-on-one.

Peri



It benefits the kids to talk to people younger than their teachers and it feels good to help them improve their reading.

Breeanna/Chelsea/Carrissa



We get better at our reading and I like making friends with the high school kids.

Ethan



We get to read with new buddies from the High School.

Max



We get to make friends, get better at reading and get out of class!

Indi and Chloe

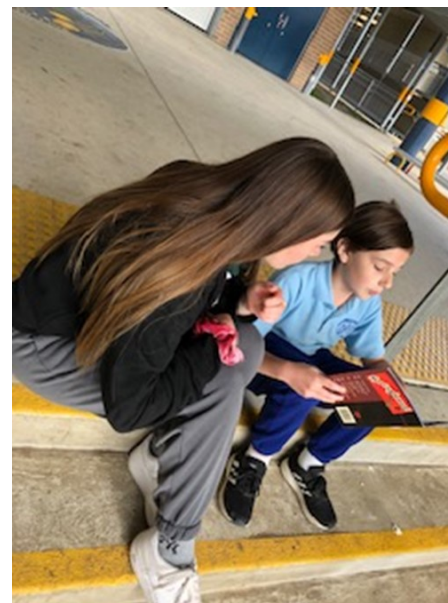


I get better at reading and am not making as many mistakes.

Carter



# Peer Reading at FPS



The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
Learn,  
the MORE places you'll go.





# SCHOOL BANKING

Getting involved in School Banking is easy!

All you need to get involved in the School Banking program is a Commonwealth Bank Youthsaver account. You can open an account for your child in one of two ways:

## 1. Online

Visit [commbank.com.au/schoolbanking](http://commbank.com.au/schoolbanking) and click on the link to open a Youthsaver account.

## 2. In branch

Visit a Commonwealth Bank branch with identification for yourself and your child, like a driver's licence and birth certificate.

If your child has an existing Commonwealth Bank Youthsaver account they can start banking straight away. They just need to bring their deposit in every week on School Banking day using their Dollarmites deposit wallet.

School Banking day is **FRIDAY**. Each week you just need to give your bankbook to the banking ladies under the big top. Look for Pat the dog.

If you would like to know more about School Banking come see the banking ladies on **Friday morning between 8.30-9 under the big top**, or visit [commbank.com.au/sch](http://commbank.com.au/sch)



# TRIPLE P

## TERM 3 2019

Come along to our 7 week parenting program.  
For parents & carers with children aged 3-8 years.

Every Tuesday from 13th August—24th Sept. 2019  
9.00 am to 10.45 am

Held at: Faulconbridge Public School, Grose Road

Bookings essential contact Liz on 02 4758 6811

The program will give you the tools to:

- Encourage positive behaviour from your child
- Deal positively and consistently with problem behaviour
- Take the stress out of parenting

TRIPLE P can also help to develop family relationships assisting children to reach their full potential



- Limited FREE child minding available—MUST BE BOOKED.
- Arrive 8.55 am to settle your children in; and
- Bring a nut free snack and a drink for your child.



Dear Parents, Guardians and Carers,

**Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)**

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines* (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.education.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards,

**Mrs Carol Frith**  
Principal

## 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.



## 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*.

## What's On at Penrith Observatory in June 2019

**Date:** Saturday 22 June 2019

**Time:** 7pm –9pm

**Event name:** Public Astronomy Night: Seeing the Invisible

**Event details:** Speaker – Dr Ain de Horta

Find out how astronomers have made what is imperceptible to the naked eye visible.

Includes presentation, short 3D movie, tour of the dome and viewing of the night sky through a range of telescopes (weather permitting). \$18.00 Adult

\$12.00 Child/Concession

\$50.00 Family (2 adults + 2 children)

Children under 3 years of age free.

**IMPORTANT:** Parents/Carers are responsible for and must remain with their children at all times.

**BOOKINGS VIA OUR WEBSITE ESSENTIAL**

**Venue Address:** Penrith Observatory (Building AO), Western Sydney University, Werrington North campus, Great Western Highway, Werrington 2747

**Contact phone or website for public enquiries and bookings:**

[https://www.westernsydney.edu.au/observatorypenrith/penrith\\_observatory/whats\\_on](https://www.westernsydney.edu.au/observatorypenrith/penrith_observatory/whats_on)

**Facebook Event:** <https://www.facebook.com/events/1440999019375998/>



# SWOT

SPRINGWOOD WORLD OF TENNIS

## SCHOOL HOLIDAY TENNIS COACHING CLINIC

SPRINGWOOD WORLD OF TENNIS, SPRING STREET, SPRINGWOOD

**Mon 15th to Fri 19th July 2019 (9AM to 3PM)**

JUNIORS 5YRS TO 16YRS. BEGINNERS TO ADVANCED. FULL SUPERVISION.

FOR FURTHER DETAILS PLEASE RING 4751 5383 OR 0416 083 472. Email: [springwoodworldoftennis@hotmail.com](mailto:springwoodworldoftennis@hotmail.com)

STUDENTS GRADED INTO GROUPS DEPENDING ON AGE AND ABILITY. COACHING HELD WET OR FINE, RACQUETS AVAILABLE FOR HIRE. LUNCH PROVIDED ON FRIDAY IN CONJUNCTION WITH PRIZE GIVING.

**ENTRANCE FEE: \$170 (including GST)**

**BOOK EARLY TO AVOID DISAPPOINTMENT**

**FUN! GREAT TROPHIES! PRIZES! COMPETITIONS! TOURNAMENTS!**

**NAME:** \_\_\_\_\_ **EMAIL:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_ **AGE:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_ (please enclose full \$170 fee with this form)

**PARENTS SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_ / \_\_\_\_ / 2019

ENROLMENTS MAY BE MADE AT THE PRO SHOP, SPRING ST, SPRINGWOOD OR BY POSTING THIS FORM TO:-

**PO Box 473, SPRINGWOOD NSW 2777** WITH CHEQUE PAYABLE TO **SPRINGWOOD WORLD OF TENNIS.**





10 - 12 JULY 2019 | 9:30AM - 12:30PM  
\$25 PER CHILD FOR 3 DAYS (SUBSEQUENT CHILDREN HALF PRICE)  
THE FACTORY | 28 LAWSON ROAD SPRINGWOOD

Quest Holiday Kids Club is run by Anglican Churches Springwood during the July school holidays for children from Kindy to Year 6. We teach about Jesus and share his love through everything we do at Quest.

This year's theme is 'Desert' and features 3 days of fun-filled events, including dramas, singing, memory verse challenges and engaging bible talks. This is followed by morning tea and activities including: games, craft, and much more. A special Lego Masters challenge will be completed by each group over the duration of Quest.

Children spend time in small groups with children the same age with a leader and assistant in every group. There are additional leaders running every activity ensuring good leader to children ratios.

#### FAMILY MOVIE + FUN NIGHT | FRIDAY 12 JULY | 5:30PM

On Friday night, we will have a celebration event to conclude Quest which allows whole families to enjoy and partake in the experience. This includes a free BBQ dinner, fun for kids and a movie screening. This night is open to the whole family and is not to be missed!

#### REGISTRATION + PAYMENT DETAILS

Please register online: [www.springwoodanglican.org.au/quest2019](http://www.springwoodanglican.org.au/quest2019)  
After choosing how many tickets you require, the registration details will appear. After all details have been completed, you are required to select 'PayPal' as your payment option (it is not necessary to have a PayPal account - a credit/debit card can be used). Full payment is required at the time of online registration.

#### MORE INFORMATION

Visit our website: [springwoodanglican.org.au/quest2019](http://springwoodanglican.org.au/quest2019)  
Questions can be sent to the directors of Quest by emailing [quest@springwoodanglican.org.au](mailto:quest@springwoodanglican.org.au).

All leaders have completed a comprehensive Child Protection Training program and have verified Working with Children Check numbers.

**FUN**

**COMMITMENT**

**SAFETY**

**RESPECT**

**CONFIDENCE**

## TRYTIME RUGBY

### SCHOOL HOLIDAY CAMP BLUE MOUNTAINS

**WHO:** Rugby players aged between U6-U14yrs (age group split sessions)  
**DATE:** Mon 8<sup>th</sup> & Tues 9<sup>th</sup> July 2019  
**TIME:** 9am - 3pm (both days) Drop off available from 8am  
**VENUE:** Lapstone Oval, Lapstone, NSW 2773

**WHAT:** Players of all levels are encouraged to attend this camp. Specialist coaches will work with all players to further enhance their specific skills, whether they are new to game or have played for a number of years.

**Players receive:**

- Trytime training top
- Specialised team and individual positional coaching from highly qualified coaching staff
- Nutritious morning & afternoon tea (please supply lunch for your child)
- A great enjoyable and fun experience

For more information and to register, please go to:  
[www.trytimerugby.com/camps](http://www.trytimerugby.com/camps)

Mike Cross  
 0416 142 451  
[m.cross@trytimerugby.com](mailto:m.cross@trytimerugby.com)

Deborah Abela is one of Australia's most popular children's writers, with multiple award-winning books to her name. Her workshops are fun and informative and will leave you full of creativity and amazing ideas.

## HOLIDAY WRITING WORKSHOP WITH DEBORAH ABELA

WED. JULY 10, 10AM-4PM **FOR AGES 9 - 13**

MCRN MEETING ROOM  
 LAWSON LIBRARY BUILDING  
 CNR. LOFTUS ST/SAN JOSE AVE  
 LAWSON, NSW

BOOKINGS: 02 8677 4815 OR  
 EMAIL [HAJER@WESTWORDS.COM.AU](mailto:HAJER@WESTWORDS.COM.AU)

\$22

WestWords  
*Creating the world of words*



## SCHOOL HOLIDAY PROGRAMS AT MACQUARIE UNIVERSITY

**This winter, your kids can fire up their imaginations and keep their hands and minds busy at our popular school holiday programs.**

#### Holiday gymnastics and swimming programs

Kids can bounce, balance and tumble around the gymnastics hall, or jump in the pool with our swimming classes which range from learn-to-swim to more advanced levels (4 to 15 years of age). Individual and group lessons/clinics are available.

#### Vacation care

Our vacation care program has something for everyone: indoor and outdoor activities and excursions, arts and crafts, drama, cooking and games. It's hands off devices and hands-on fun.

#### Junior Science Academy

Switch on their curiosity at our Junior Science Academy with fun, hands-on experiments in classes for students from kindergarten to Year 6.

#### RoboCamps

Build robots and learn to drive them with the Thunder Down Under robotics team. Fun, educational and professionally run, these classes are ideal for children in Years 1-6. Creative Kids vouchers (value is \$100) can be claimed for any robotics or coding class. Apply through ServiceNSW for your child's voucher).

**Want more information? Visit our website: [mq.edu.au/about/holidays](http://mq.edu.au/about/holidays)**



# Fan Art Competition

**Great Prizes to be won!**

Here's your chance to illustrate your favourite character or scene from a young adult or junior fiction book in the Blue Mountains Library collection.

**Age group: 11 - 17 years \* Entries due: COB Friday 9th August**  
**Selected artworks displayed during Bookweek at Springwood Library**

BLUE MOUNTAINS LIBRARY

## Fan Art Illustration Workshop

with Rebecca Waterstone

Come along and learn some valuable illustration techniques.  
 Enter your artwork into our 'Fan Art' competition!

**Wednesday July 17**  
**@ Katoomba Library**

2:30pm - 4pm  
 11yrs - 17yrs  
**\$6.00 per person**

ALL MATERIALS PROVIDED

BOOKINGS ESSENTIAL

## Stained Glass Designs

WITH NAOMI

Create a colourful, semi-transparent artwork to hang up or decorate your window at home!

**Thursday July 11**  
**@ Springwood Library / HUB**

10:30am - 12 noon  
 6yrs - 12yrs  
**\$6.00 per child**

BOOKINGS ESSENTIAL

ALL MATERIALS PROVIDED

## Winter Glow

with Naomi

Create a winter themed artwork that glows in the dark when charged with light!

ALL MATERIALS PROVIDED

BOOKINGS ESSENTIAL

**Thursday July 18**  
**@ Springwood Library / HUB**

10:30am - 12 noon  
 6yrs - 12yrs  
**\$6.00 per child**

BLUE MOUNTAINS LIBRARY

## Knitting and Weaving Workshop

Age Group: 10 - 18 years For Beginners with Naomi Oliver

Join in this class for beginners: learn how to create a woven wall hanging, and get started on a fun knitting project (device cover, beanie or scarf)

**ALL materials supplied**

**Thursday July 18**  
**Springwood Library (Sassafrass Room)**  
 2:30pm - 4pm  
**\$6 per student**  
**Bookings essential**

BLUE MOUNTAINS LIBRARY

## Magical Kaleidoscopes

with Naomi

Use your imagination and design skills to construct and decorate a working kaleidoscope, learning about symmetry and colour in the process!

**Wednesday July 17**  
**@ Katoomba Library**

10:30am - 12 noon  
 6yrs - 12yrs  
**\$6.00 per child**

ALL MATERIALS PROVIDED

BOOKINGS ESSENTIAL

## Winter Wonder Jars

Have fun creating a scene or creature in waterproof clay, which will be preserved in a glittery snow jar!

with Naomi

BOOKINGS ESSENTIAL

ALL MATERIALS PROVIDED

**Wednesday July 10**  
**@ Katoomba Library**

10:30am - 12 noon  
 6yrs - 12yrs  
**\$6.00 per child**





# Moos to Mexico Disco

Calling all girls! Join our Guides and Leaders as we dance the night away.

Friday 21st June  
6:00 - 7:30pm

@ Springwood Winmalee Guide Hall  
233-245 Singles Ridge Rd, Yellow Rock

Cost \$10

includes sausage sandwich, drink and ice block

Book online

<https://www.trybooking.com/BCVSW>

Pay Direct to

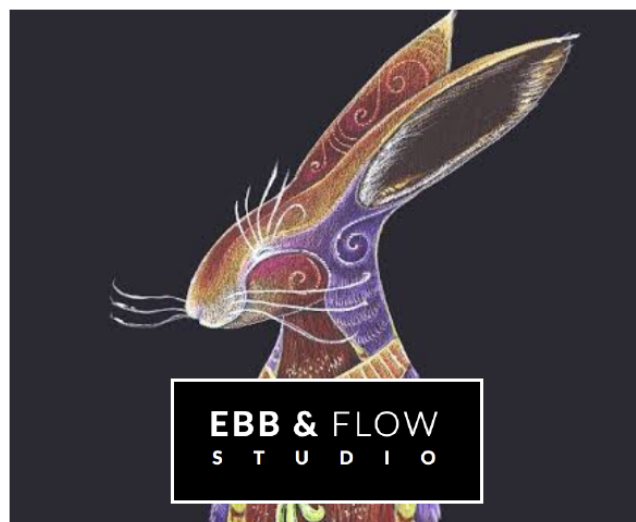
Springwood Winmalee Adventure Guides

BSB: 062601, ACC: 00900871

Girls Name as Reference + disco

All enquiries to Dianne Strahan

[sw.districtmanager@gmail.com](mailto:sw.districtmanager@gmail.com)



## Magical Winter Art Workshops:

Detective Pikachu & Friends - Illustration to Design.

Tree of Life - in Gold Foil & Paper Collage.

Special Family Explore & Create Botanicals Day.

Totem Animals - Chalk Pastels and Soft Pencils.

3D Modeling Flowers & Plants.

Sweet Fudge Sunday - Make em, Eat em, Paint em!

**Artist & Graphic Designer: Kerry-Anne**

**Faulconbridge - Phone: 0404 507 685**

Workshops \$25 materials + m-tea included

*Creative Kids Provider*

Working with Children Check: WWC0539146

**Website:** [www.ebbandflowlifecoach.com](http://www.ebbandflowlifecoach.com)



## SWOT

SPRINGWOOD WORLD OF TENNIS

**Andrew McLeod**

Accredited Club Professional NSW TCA  
Coach

Previously coached in USA and Germany

Qualified PDHPE Teacher

**GROUP & PRIVATE LESSONS**

**ALL AGES - beginners to elite players**

**SCHOOL HOLIDAY COACHING CLINICS**

**PRO SHOP, RACQUET SALES & RESTRINGING**

Phone: 4751 5383

Mobile: 0416 083 472

Email: [springwoodworldoftennis@hotmail.com](mailto:springwoodworldoftennis@hotmail.com)

SPRING ST, SPRINGWOOD

PO BOX 473, SPRINGWOOD NSW 2777



Nutrition Snippet

## The simplest way

... to make rainbow sushi.

**Ingredients** (serves 4)

1 ½ cups sushi rice

4 tbsp sushi vinegar

185g can of tuna, drained

1 tbsp mayonnaise

4 nori sheets (dried seaweed)

Veg cut into thin strips

- ½ carrot, ¼ capsicum, ½

raw, peeled beetroot, 5cm cucumber, ½ avocado



### Method

Cook rice according to packet instructions. Fluff the rice with a fork and pour over the sushi vinegar. Stir well to combine. Spread the rice on a baking tray to cool. Mix the tuna and mayo together.

Lay a nori sheet on a bamboo sushi mat, shiny side down. With wet fingers, spread ¼ of the rice over ¾ of the sheet, leaving a ¼ of the sheet clear at the end furthest away from you. Place the tuna and veg across the rice. Using the bamboo mat, roll the sushi away from you stopping where the rice ends. Brush some water along the rice free nori and finish rolling, pressing gently to seal. Repeat with the rest of the sheets. Dip a sharp knife in water and cut the sushi into pieces.

[healthylunchbox.com.au](http://healthylunchbox.com.au)