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DATES TO REMEMBER

August 2020

- 3-7 Education Week
- 3-7 Book Fair
- 5 Classroom Book Parade
- 26 The Silly Scientist
- 31 Touch Football Gala Day

September 2020

- 2 Netball Gala Day
- 10 Soccer Gala Day
- 21 Combined Cross Country with Athletics
- Carnival- Mingara Athletics Track

PAYMENTS DUE

- \$26.00 K-2 SISA Gymnastics
- \$40.00 Voluntary School Contribution

Welcome Back Mr. Barnes!

Ni Hao-

I'm so glad to back after teaching in Tianjin, China for the past two years. My family and I had such a fantastic time at our school, The International School of Tianjin.

I was teaching grade 5 students from all over the world, France, Germany, America, Korea and some Australian students, to stop from being homesick. While in China we enjoyed travelling to different places in China and to toher countries. I am back and teaching S2B and have enjoyed seeing the friendly faces of the Erina Heights Public School mums and dads on Tuesday morning kiss and go. I look forward to seeing the rest of you all in the near future.

Jason Barnes

Principal Update

Welcome back to Term 3. I hope you all enjoyed a relaxing holiday break. I can confirm that we will be continuing with a number of our restrictions this term. Specifically, our staggered pick up times in the afternoon to avoid the gathering of adults in groups, no non-essential adults on-site with the exception of coming into the school office and BYO water bottles as our shared bubblers are turned off. Thank you for all of your cooperation in following our procedures for Kiss and Go pick up in the afternoon.

Activities which will recommence in Term 3 include band tuition, scripture, over the counter sales at the canteen and Sport in Schools. We will be participating in a modified PSSA season for Year 5 & 6 students only, thanks to Mr Beames for organising this for us.



Stage 3 camp

There was much disappointment in having to communicate that Stage 3 camp can not go ahead due to departmental restrictions. I would like to acknowledge the work of Ms Bailey who had spent a lot of time planning and organising camp. We will continue to look at alternative opportunities that we can offer Stage 3 in Term 4.



External Validation

We are currently undergoing an External Validation which will give us valuable feedback as to how we are working within the School Excellence Framework. This will provide information on where we are at in the areas of Teaching, Learning and Leadership and this will help guide the directions for our new 2021-2025 School Plan.



Kindergarten Orientation

The Department has asked that all plans for Kindergarten Orientation be placed on hold for Term 3. We do have a plan in place for Term 4 pending department approval. If orientation should run according to this plan, all sessions will run on Wednesday mornings Weeks 2-6.



S1/2D

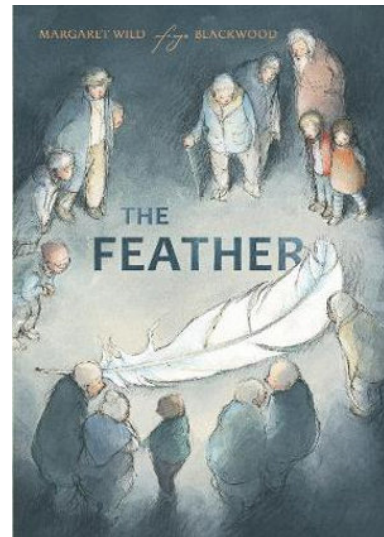
During Week 1, we have started enhancing our sprinting skills in preparation for the EHPS modified athletics carnival at the end of the term. Standing starts and crouching starts were definitely the favourite skill to try out. Students also enjoyed giving each other feedback on each other's technique.



During our 'Learning from home' Mrs Lewis was busy ordering some amazing maths resources for each class and stage. S1/2D have certainly enjoyed checking out the new Mass resources including spring scales, kitchen scales, bathroom scales, equal arm balances and lots of different size weights. Students have been using their skills in 'hefting' and predicting the different mass of objects and then using the various scales to weigh and order each object. S1/2D have learnt that 1000grams equals 1 kilogram and that the abbreviation for kilograms is kg and for grams it is g. When investigating the mass of everyday objects, we may have around the home, students were surprised to discover that ice cream is measured in litres. After discussions about milk, juice and soft drink they were able to figure out that liquids are measured in litres and millilitres.



This term S1/2D continue to enjoy discovering interesting and new vocabulary. During the first two weeks we have looked at the books; The Feather by Margaret Wild and Voices in the Park by Anthony Browne. Each day, students are introduced to new and interesting vocabulary and they engage in activities that build their understanding of these new words. Here are some examples of comparing two things using 'like' or 'as' that S1/2D came up with after reading the book 'The Feather'.



Liam is as smart as Albert Einstein
BMX riding is like a cuddle from a Jack Russel
Will is as fast as a peregrine falcon
Seeing my family is like opening a present on my birthday
Hot chocolate is like a hug from Nana
Off-road scootering is like being on a roller coaster
Elsie dances like Lisa Bolte (Cousin Lisa, not Mum apparently)

Mrs. Diggins and Mrs Thaler



School News

Peer Support

This term in PBL our Year 6 students are running Peer Support Lessons with our younger students. The students are discussing behaviour expectations for different areas within the school. We are also doing lots of fun role plays to understand how to be RESPECTFUL, RESPONSIBLE learners who DO OUR BEST. The Year 6 students have done a wonderful job and have been demonstrating leadership skills in teaching and modelling the correct behaviour for our younger students. Well done Year 6!



Anti-Bullying

This term at EHPS we are running a whole school anti-bullying program called Hi-5. All government schools are required to implement anti-bullying programs in NSW. Students are taught to identify, prevent, and respond effectively to student bullying behaviours. It is based around teaching students five different strategies that they can implement to solve issues in the playground. Students will be learning how to use consistent language around how to be assertive and polite about their feelings when a problem arises. They are also encouraged to be an upstander, not a bystander. So far, we have covered the first step which is ignore. This strategy is very helpful for situations where a student may be speaking unkindly to another student.



Community News

We have a lovely mother in our school community who has just published her first novel. Congratulations Anna - we are very proud of you! The book can be purchased from QBD.

About Anna

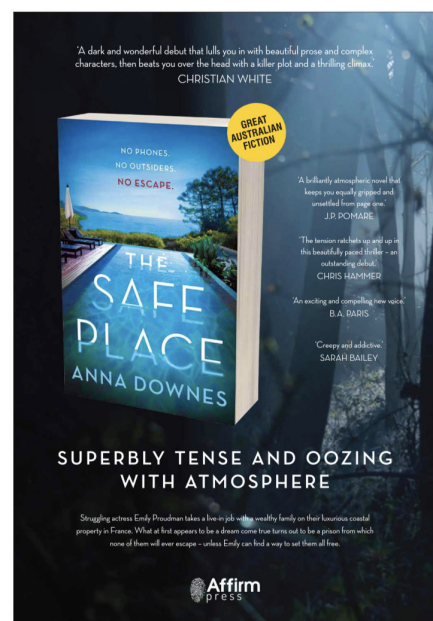
Anna Downes grew up in Sheffield, UK. She studied drama at Manchester before winning a place at the Royal Academy of Dramatic Art and moving to London to pursue an acting career. Her acting credits include EastEnders, Casualty, Holby City, and Dalziel and Pascoe, as well as a long-running stage production of The Dresser in London's West End.

In 2009 she left to go travelling with her Australian partner, a trip that included a stint working as a live-in housekeeper on a remote French estate, where the seeds for *The Safe Place* were sown. Anna now lives on the Central Coast with her husband and two children. *The Safe Place* is being published simultaneously in the US and the UK, with several

The Safe Place by Anna Downes

For struggling actress Emily Proudman, life in London is not working out as planned – in fact, it's falling apart. So when she is offered a live-in job working for a wealthy family on their luxurious coastal property in France, she jumps at the opportunity to start over.

The estate is picture-perfect, and its owners exude charisma and sophistication. But as Emily gets to know the family, their masks begin to slip, and what at first appears to be a dream come true turns out to be a prison from which none of them will ever escape – unless Emily can find a way to set them all free.



Student Permissions Form



ERINA HEIGHTS
PUBLIC SCHOOL

HAPPY. HEALTHY. SUCCESSFUL. LIFELONG LEARNERS

STUDENT PERMISSION FORM

Student Name: _____ Class: _____

Parent/Carer's are asked to complete this form and return it to the school. The permission form will be kept on file and remain valid for the duration of your child's enrolment at Erina Heights Public School. If wish to change your permissions in the future please notify the school in writing.

		I GIVE PERMISSION (PLEASE TICK):	I DO NOT GIVE PERMISSION (PLEASE TICK):
PUBLISH PHOTOS PRINT/DGITAL MEDIA	Permission for my child's photo to be published in all forms of print and digital media (including but not limited to the School Newsletter, School Website, Facebook, Dojo, Annual School Report, Electronic Sign)		
PUBLISH NAME PRINT/DIGITAL MEDIA	Permission for my child's first name to be published in all forms of print and digital media (including but not limited to the School Newsletter, School Website, Facebook, Dojo, Annual School Report, Electronic Sign)		
PG RATED PROGRAMS	Permission for my child to watch PG movies. During the school year students have the opportunity to watch programs or movies for various reasons, including being part of a literacy program, supporting classroom research, wet weather lunches and camps.		
SUNSCREEN	Permission for my child to apply sunscreen. We encourage students to be sun safe, which includes wearing a hat and applying sunscreen. Sunscreen will be kept in the school front office.		

Parent/Carer Name: _____ Date: _____

Parent/Carer Signature: _____

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Principal: Mrs. Natalie MacDonald

Book Fair 2020

'Curious Creatures, Wild Minds'



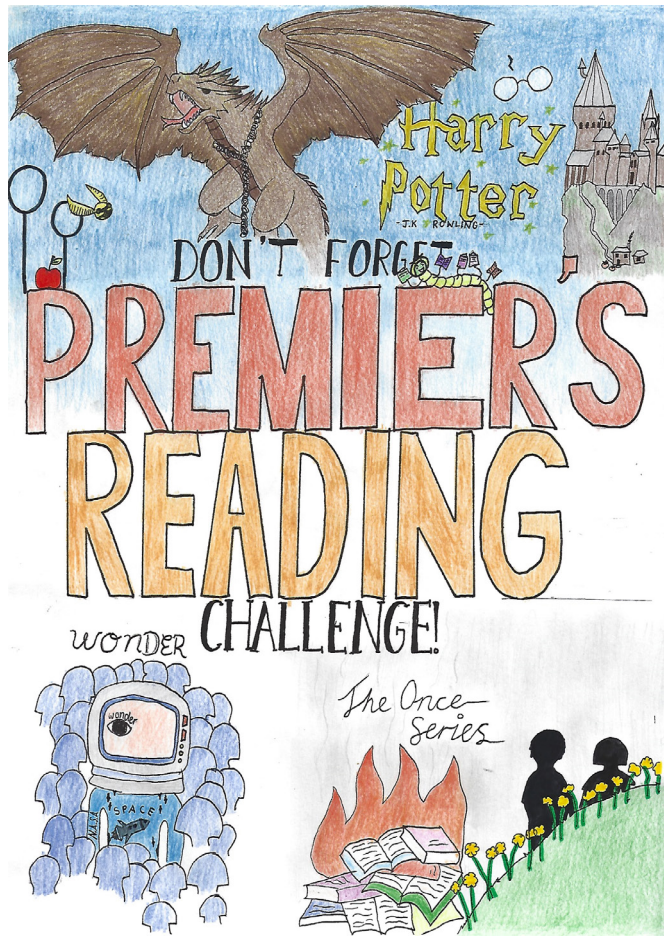
Details:

- A virtual tour of the book fair will be available from Monday and students will receive their Book Fair Brochure and Wish Lists. Books will be available to purchase online or students can visit the book fair on Wednesday and Thursday from 8am-9.30am or at recess.
- ***Book Character costumes can be worn on Wednesday*** or brought in to get changed into – classes will have their own parades and will upload digital presentations for parents to view.

At school:

- K-2 are participating in a colouring competition with winners awarded a Book Fair voucher.
- 3-6 are participating in a 'Put Yourself in the Picture' competition with winners awarded a Book Fair voucher.





Premiers Reading Challenge

NEW BOOK UPDATE FOR TERM 3

New books have been added to the booklist! Visit the Booklists page (<https://online.det.nsw.edu.au/prc/booklist/home.html>) to check out the 107 new titles you can add to your reading record as part of the Challenge, and don't forget to enter your reading record by Friday August 28.

If you need help with completing your reading record, please contact your class teacher school PRC Coordinator (Mrs Thaler).

Congratulations to the following students who have already completed this year's challenge

Kindergarten - Dorothy G, Amelia R, Archie W

Stage 1 - Elisia W

Stage 2 - Isla L, Lara M, Lana W, Zoe Y

Stage 3 - Allira C, Emmie C, Rhett J, Carmen M, Daisy-Mena P



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>).

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

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



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.





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*.



Community News

Please note the discount will be further to the already reduced price.

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ZERO & REWARDS CARD HOLDERS**

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SCHOOLWEAR
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