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## DATES TO REMEMBER

### August 2020

- 24 Soccer Gala Day
- 26 The Silly Scientist STEM Show K-6
- 31 Touch Football Gala Day

### September 2020

- 2 Netball Gala Day
- 10 Football Gala Day
- 21 Combined Athletics Competition with Athletics Carnival- Mingara Athletics Track
- 25 Last Day Term 3

### October 2020

- 12 School Resumes all Students
- 30 Oakvale Farm Excursion (Kindergarten)

### PAYMENTS DUE

- \$26.00 K-2 SISA Gymnastics
- \$6.00 The Silly Scientist STEM Show K-6
- \$40.00 Voluntary School Contribution

## Can you help?

We are looking for parents who would like to volunteer in the school canteen on Friday's. No experience necessary.

We are also seeking anyone who would like to help with contacting our new reading resources. All supplies and training provided.

Please contact the school office if you are interested.



# Principal Update

## Education Week

It was wonderful celebrating Education Week, although we would have loved to be able to celebrate by welcoming the community into the school, we were grateful to be able to connect in other ways. Students and teachers alike enjoyed participating in online Kahoot with families, some were excited to share their success at beating parents and others shared surprise at the fact that parents won. Our book fair was one of our most successful yet and it was great to see the excitement as students came in to make their purchases. I would like to acknowledge the work of Tara our office manager and Anna Bailey in coordinating and running the book fair. Our dress up character day was also a huge success and created a lot of excitement for students and staff.

Although we can't come together in person, we as a staff are all very grateful for the ongoing support and connection with our whole school community.



## Central Coast Award of Appreciation

Congratulations to Lee Baldock and Dale Stahl on each receiving Public Education Awards of Appreciation. These were presented in front of students as the usual presentation was unable to go ahead due to restrictions. Lee and Dale were recognised for their ongoing leadership and commitment to students, staff and parents at Erina Heights.



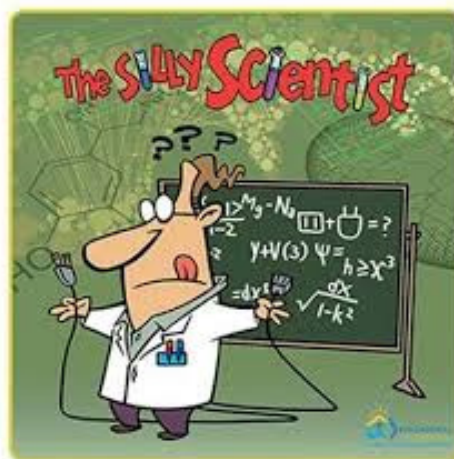
## External Validation

Our school has just worked through External Validation which is a mandatory process where schools discuss and make judgements about school practices against the domains of Learning, Teaching and Leading. We provide evidence that supports the judgements we make and compile this information in a document that is then submitted to an external panel who analyse the judgements the school has made and either support these judgements or adjust based on feedback and recommendations. This has been a long process and has been a team effort. I would like to acknowledge the hard work and dedication of Lisa Lewis, Anna Bailey and Chloe Clarke who made up the team of executive working through this process. I would also like to acknowledge Tara and Rachael in the office who were always on call to assist throughout the whole process.

## Silly Scientist Incursion

Notes were sent home this week for an exciting incursion that will be happening during Science Week for all students K-6. This is a fantastic, curriculum-based incursion designed to ignite student engagement in science and STEM/STEAM through interactive experiments, music and comedy. The topics covered link strongly to themes studied in class and include:

- Physical Sciences
- Chemical Sciences
- Earth and Space
- Biological Sciences
- The Arts
- Technology and Mathematics





# Principal Update

## 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.

We have started a ClassDojo group for all parents who have already enrolled their child/ren for Kindergarten 2021. This is a great way for us to connect while we are not able to hold the on site orientations.

## Afternoon pick up

Afternoon pick up is becoming very chaotic. We seek your assistance in following the process that is in place.

**3-6 (and siblings) pick up – from 2:35pm**

**K-2 pick up – NOT before 2:45pm**

Please be advised, any K-2 parent who arrives before 2:45pm, will be asked to do a lap around the block to prevent congestion in the Kiss and Go zone and keep students safe.



## Staff Development Day

For our Staff Development Day at the beginning of this term all staff from Erina Heights enjoyed a team building day out at Glenworth Valley. This was a great start to the term. Staff enjoyed some very competitive activities and lots of laughs throughout the day. After working through such challenging times throughout Term 2, this was such a positive and uplifting start to Term 3.



As part of our vision for continuous improvement for students, staff and the school, we are updating our school logo. The new logo will be part of the school's uniform upgrade, which will be ready for the 2021 school year.

The school engaged a graphic designer who considered information about our local community and the new vision for teaching and learning at Erina Heights Public School.

Some of the words and phrases which contributed to the design included:

- \* Unlocking the brilliance
- \* Educational growth
- \* Growing students through rich learning opportunities
- \* Books open our minds to a whole new world
- \* Students flourish
- \* Reaching for greatness

We are seeking community input and ask that you choose your preferred logo, considering the statements which contributed to the design process. If there are any other words or phrases that you feel resonate with the logo of your choice, please include them. These will support the development of our new 2021-2024 School Plan and School Vision.

Please use the following link to complete the survey. The survey will be open until Wednesday August 19.

<https://forms.gle/DJLnXxxPzMiyW6Q2A>



1



2



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4

# Education Week

Despite not being able to have our usual Book Parade this year, the students and teachers of EHPS did not disappoint and a fantastic day was had by all. We saw lots of amazing costumes, big smiles and a real celebration of all things literature.

Our Book Fair ran over two days, with students flocking to buy amazing books and stationery items. We had our biggest year yet, with over \$4000 in sales, which is wonderful! Rewards go to Scholastic and Schools Essential purchases for our school. Thank you to all our families who supported the Erina Heights Public School Book Fair.

Among those choosing their books were the winners of the Education Week competition. K-2 students participated in a colouring competition, while our 3-6 students participated in a 'Put Yourself in the Picture' competition, where they picked a scene from a book and put themselves in the scene by writing from a different perspective or as if they were there. The results were amazing!

Our winners were:

Kindergarten: Will from KC

Year 1: Odette from S1B

Year 2: Ivy from S1/2D

Year 3: Jackson from S1/2D

Year 4: Annabelle from S2/3A

Year 5: Emily from S3S

Year 6: Daisy-Mena from S2/3A

Thank you to all students and staff who made this event a success, despite COVID restrictions. We hope to see you all again for our parade next year.

## Erina Heights Public School Debating Team

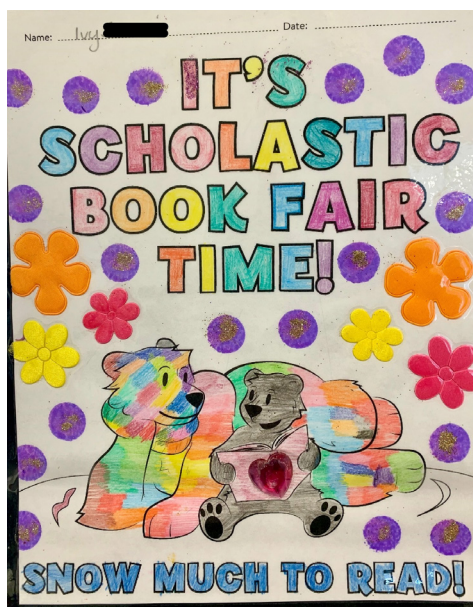
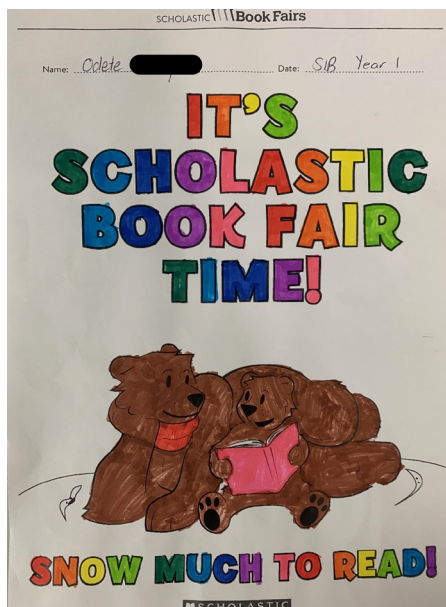
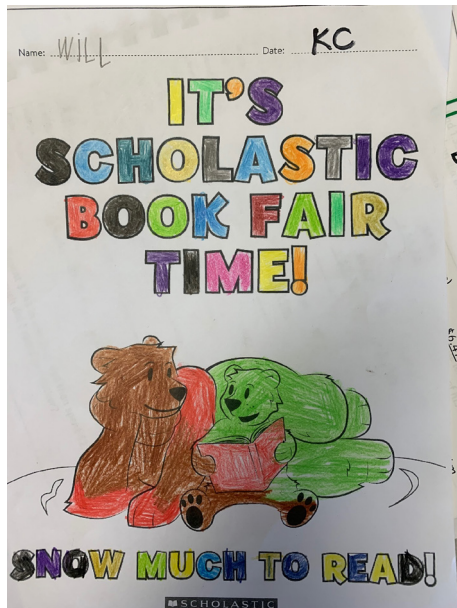
We started Education Week with our first interschool debate for the year. Our Stage 3 debating team consisted of Maddox G, Taylor R, Imogen R and Amelia G. They participated in an online debate against Kincumber Public School. The topic the teams chose to debate was 'A panel of student leaders should decide how misbehaving students are punished'. This was a difficult topic to choose and the adjudicator commented on the difficulty of this topic and was impressed by both teams' efforts in their first debate. Erina Heights Public School were the negative team, arguing that the Student Leaders should not be deciding on their peers' punishments. The team did a fantastic job though we narrowly lost this debate. We are very proud of the team's efforts and are looking forward to our next debate.

Miss Faulks and Miss Barker





# Education Week



This is a book about a boy called Jackson. Jackson fell from the sky. People were fighting – one boy and one girl. The boy was called Kylo Wran, but the girl was unknown. Jackson was hit by the two light savers and his body went all pixelated.

Kylo's helmet had red glowing cracks that showed he was a bad guy and he held a triple light saver.

The only thing they knew about the girl was that she was trained by Luke Skywalker.

Jackson S1/2D

Put Yourself In The Picture Harry Potter And The Half-Blood Prince by The Sorting Hat



As Professor McGonagall gently and quietly placed me on my stool, I took a deep breath and looked around the room. This is my favourite day of the year, getting to see all the children all at once, rather than just seeing Dumbledore, Fawkes and any other visitors Dumbledore's office has.

Although my excitement levels quickly dropped from there. I suddenly noticed there was more tension in the room than ever before because everyone didn't seem quite as happy as any other year. Now that I think about it, the tension had been growing every year for the past six years and the tension wasn't only growing in children, it was also growing in Dumbledore. He was pacing up and down more and mentioning two things more and more.....Voldemort.

The pressure to embrace the school spirit was being needed more and more and had been increasing again for the last six years. Though I knew how important this day is not only to me but to all the first years that need to be sorted and every year that need my school spirit so I tried to look for my happy inspiration. I glanced at the Gryffindor table and focused my eyes on Ron and Hermione who looked rather anxious and looked beside them, and when I couldn't find what I was looking for, I looked for him anywhere near him then across the whole table but I couldn't find him. Where was Harry Potter!

A thread of cotton fell out of my eye, but I knew the Sorting Ceremony must go on, so I started to sing. After the sorting when Professor McGonagall was putting me and my stool back in Dumbledore's office, I felt an odd feeling of regret. My song was neither inspiring nor uplifting and my sorting was oh so grim. Though the only feelings I could feel for myself were angry and upset and all of them about my once happy inspiration.

Annabelle S2/3A Year 4



# Education Week



## THE MEGALODON ROLLER COASTER

"Do I have to?" I said to Max, Bubble Head and Tiger. "Yes! Pleeeeease?" begged Max. "Fine!" I had agreed to go on the mega scary roller coaster called the megalodon.

As we walked to the roller coaster I had butterflies in my stomach. I had never gone on a roller coaster before and was confused why the scariest one had to be my first. I looked at the roller coaster and thought that I was going to die.

We were waiting in the loooooong line for about 10 minutes and were 2 people away from getting on. I was also confused about why so many people wanted to go on the roller coaster. We were 1 person away and I was about to vomit.

We finally got buckled up and I asked for mine to be extra tight. The countdown had started. "5...4...3...2...1...GOOOO!" It slowly went up. I could see the whole theme park from there. We were at the top and waited for it to go down.

"Aghhhhhhhh!" I could hear the people in front of me scream. It was happening, the roller coaster was going down. I closed my eyes and could feel the cold wind in my face. It wasn't that bad so I slowly opened my eyes and I was upside down!

When it ended I was sad and wanted to go again but also a bit dizzy. I told my friends that it was really fun so we went on more roller coasters after that and had an extra fun day. I learnt to always take risks and conquer my fears.  
Emily S3S

Peppa Pig  
Put Yourself in the Picture  
Daisy-Mena



*'Ugh it's happening again, the inevitable jumping in muddy puddles, and guess who the muddy puddle is? It's me and always me!*

*Most people think muddy puddles are naturally brown but no, the only reason why muddy puddles are brown is because we have so many kids jumping on us all the time over and over again. So therefore we are literally always covered in bruises.*

*It's always this exact pig family. From what I can remember their names are Peppa Pig, George, Mummy pig and Daddy pig. Sometimes there is even the occasional red car that runs over me.*





# Education Week





## Stage 1 Rumbalara Excursion

On Wednesday and Thursday this week, Stage 1 went on an excursion to Rumbalara Reserve. We had a short bus trip to Yaruga Lookout where we participated in mapping activities and studying man-made and natural uses of Rumbalara Reserve. We went on a bushwalk through Rumbalara Reserve observing animal shelters, types of plants and had discussions of Aboriginal cultures and current uses of the Gosford area. We explored animal habitats, and built Gunya's with twigs, branches and bark. A huge thanks to Christine, Jane and Michelle from Rumbalara Environmental Education Centre for leading us on our excursion. We all had an amazing time in our outdoor classroom, exploring and learning about our local environment and walking through Rumbalara Reserve.

La Verne Lanning





# School News

## Sports in Schools Australia

Our Sports in Schools Australia (SISA) program has recommenced for our students in K-2. It was a very welcomed addition for our students who were delighted to be out enjoying fun sporting challenges with the SiSA teachers. SiSA will be running two integrated units within our school (Gymnastics and Fundamental Movement Skills) for the remainder of Term 3. Pictured below are our fabulous Early Stage 1 and Stage 1 students participating in a wide range of activities.



## Congratulations to Will D S2/3A

Will competed in the East Competition for Basketball in Newcastle last weekend. The team were competing in Division 2, however, they performed so well that they have been moved up to Division 1.

Congratulations Will! You are such a quiet achiever and a great team player! We wish you the best of luck this weekend as you move into the Division 1 competition.

Anna Bailey



# 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):
<b>PUBLISH PHOTOS PRINT/DGITAL MEDIA</b>	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)		
<b>PUBLISH NAME PRINT/DIGITAL MEDIA</b>	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)		
<b>PG RATED PROGRAMS</b>	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.		
<b>SUNSCREEN</b>	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.		

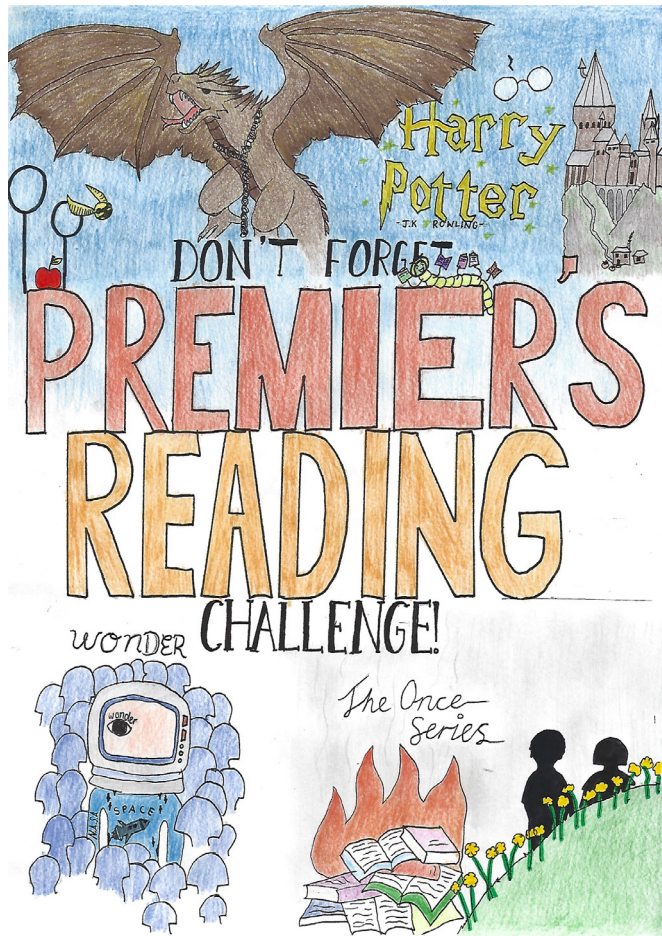
Parent/Carer Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

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Principal: Mrs. Natalie MacDonald





## 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*.

