

TERM 3 WEEK 2 : JULY 2022



BOOK FAIR

**Next
Week!**



PRINCIPAL REPORT

What a wonderful start to Term 3. Our new playground area is complete and has been very popular with students. After a wet start to the term, the sun has been shining and this new space has been a hive of activity filled with laughter and chatter. We are so grateful for the efforts of the P&C in successfully applying for two Community Building Partnership grants and for their contribution of \$30,000 towards funding this playground project.

Stage 3 headed off to The Great Aussie Bush Camp on Monday. They had a fun filled 3 days doing the giant swing, archery, raft building, fencing, ropes courses and a range of other activities. I thoroughly enjoyed spending my day at camp with students on Tuesday and joining in activities with each group. I was so impressed by students and the care, compassion, support, and encouragement they showed each other. It was great to see students overcoming their fears and attempting activities, often surprising themselves with what they achieved.



A decorative vertical illustration on the right side of the page. It features stylized green leaves and small white flowers with yellow centers, set against a dark blue background. The elements are arranged in a vertical, flowing manner, with some leaves and flowers appearing to overlap.

I am excited about my role. Here are some photos of Kindergarten doing their belly breathing while listening to the 'Bubble Journey' at the end of the lesson. Please feel free to contact me if you would like any more information.



Next week we will pop a video up of some of the books at the fair for you to have a look at.

A vibrant blue background with white paw prints. At the top, the text "COME TO OUR" is in white, and "BOOK FAIR!" is in large, bold, purple letters. Below the text, a large, fluffy dog wearing glasses and a red bow tie is reading a purple book. To its right, a black and tan dachshund, a small white cat, a small brown dog, and a small orange cat are gathered around a blue table. A red banner with white text "COME. STAY. READ A GREAT TALE!" is draped across the bottom. A gold coin with "2022" is hanging from the banner. The Scholastic logo is at the bottom center.

																																						
<p>If you are unable to attend the Fair you may wish to choose from the books in the invitation. List your choices below and pay in advance.</p> <h2 style="text-align: center; margin: 0;">Wish List Payment</h2> <p style="text-align: center; background-color: #f0f0f0; padding: 10px; border-radius: 5px;">Please send this form in to school with your child BEFORE the Book Fair closes</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <input style="width: 60%;" type="text" value="Child's name:"/> <input style="width: 35%;" type="text" value="Class:"/> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Item No.</th> <th style="width: 60%;">Title</th> <th style="width: 20%;">Price</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr> <td colspan="2" style="text-align: right;">Total \$</td> <td> </td> </tr> </tbody> </table>			Item No.	Title	Price																															Total \$		
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CLASSROOM NEWS

3A

In 3A we begin each day with a different student reading their personal Acknowledgement of Country. We work hard at being well-rounded, thoughtful human beings. Part of this is being inclusive. We look out for our friends in the playground, and we have a Kindness Tree where we regularly add individual acts of kindness we have performed.

3A are also keen to look after our planet for the future. We have written some persuasive texts about why it is important to look after our oceans. This week we sorted through over 400 pieces of rubbish collected from the beach and worked out what fractions were plastic or Styrofoam for example. Last term we designed t-shirts with logos to encourage people to take better care of the ocean.

In Maths we begin each lesson with a warm-up on whole number and then learn about a new topic. This week we are constructing 3D objects from nets, which can be quite challenging!

Our cheeky rat, Plaguey, always encourages us to lead a healthy lifestyle and get plenty of exercise and as you can see, he leads by example.

I am incredibly proud of the positive attitudes of the children in my class. I love to see them strive to be the best they can be. They are enthusiastic, tenacious, happy kids! We look forward to all the exciting learning yet to come!

Mrs Anderson



CLASSROOM NEWS

4B

4B are right back in the swing of things already. We have been enjoying opportunities to take our Acknowledgement of Country outside as a great way to start each day.

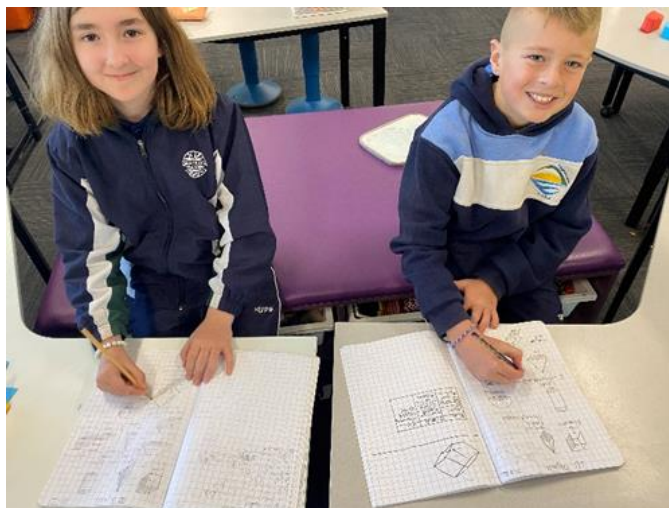
4B started the term with some Hawaiian STEM challenges. We researched the history of surfing and its importance in Hawaiian culture. Students had to make surfboards in small groups out of limited materials, with the aim of creating a board that was both buoyant and could hold the most weight. So much fun! We have also taken inspiration from artist Heather Brown and have been working on creating beautiful Hawaiian landscapes.

In Math's, we have been learning about 3D objects -their properties, vertices, edges and nets. We have been learning to draw and construct them, as well as classify them according to whether they are prisms, pyramids or spheres.

In literature, 4B have been exploring the concept of inner happiness through the text, 'The Island' by John Heffernan. Students have created their own digital collages of what makes them happy, while discussing the need to create your own happiness and not relying on others.

We have started preparations for our concert item and look forward to transporting our audience to the Hawaiian islands.

Ms Bailey



CLASSROOM NEWS

4J

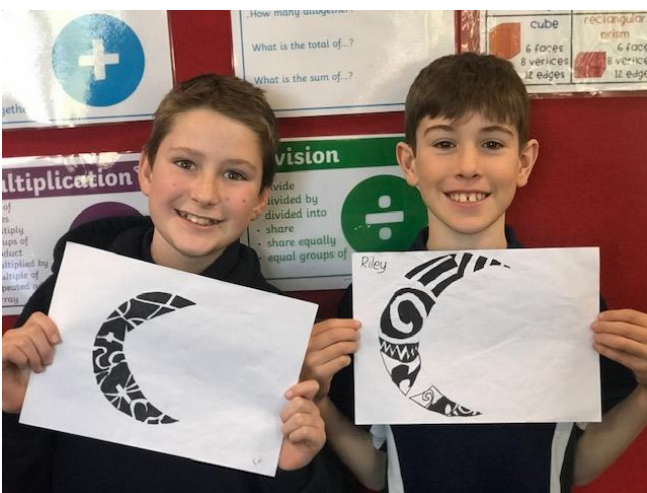
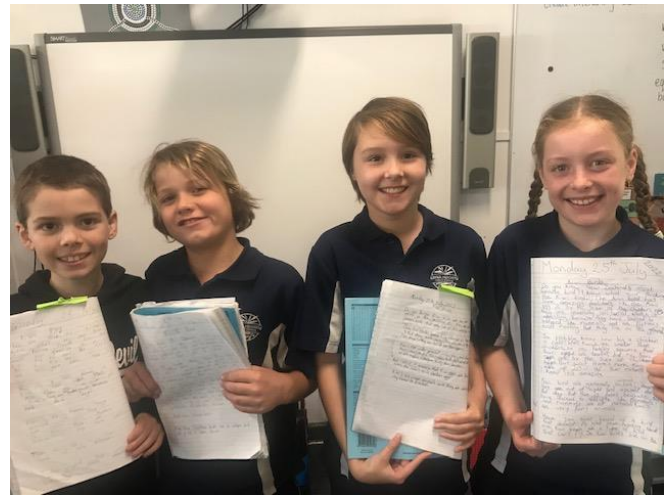
We have kicked off term 3 with a bang!

4J have jumped into developing their literacy skills in writing information reports and enjoying learning new facts about the native New Zealand animals. We are also creating artworks inspired by Māori culture and the New Zealand landscape.

The students have been learning songs to help inspire our concert item and are looking forward to sharing their performance with you.

We have been greeted with the new play area and the kids have been testing their 'Ninja Warrior' skills on the spinning circles, balance pods and rock wall.

Mr Barnes



GABC

Stage 3 are amazing!

Year 5 and 6 had the most amazing time at Great Aussie Bush Camp this week. They challenged themselves to try new things, preserved with activities that were hard, worked as a team, and most importantly, made memories that will last a lifetime!

Students stayed in cabins with their friends at night; got totally spoilt by eating delicious foods; and, joined in activities such as the giant swing, dual flying fox, high ropes, fencing, archery and raft building.

Our students represented themselves and EHPS in a responsible way. They worked together, continually showed respect to those around them and showed great encouragement and sportsmanship throughout the three days.

Thank you Stage 3 for being the best you can be and making all of us very proud.

Miss Baldock



NCCD

In 2022, all schools will once again participate in the collection of nationally consistent data on students with a disability. Under the Disability Discrimination Act (DDA), this will include students who are supported with adjustments or modifications to assist them learn and achieve success when at school. Erina Heights PS is in the process of collecting and submitting all data in relation to this collection. Please view the fact sheet attached to this week's newsletter for more information about the data collection.



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.



WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#) describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the [Disability Discrimination Act 1992](#).

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.



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

2 DAY VIP EVENT

4TH & 5TH AUGUST

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