

FRANCIS GREENWAY HIGH SCHOOL Newsletter



ISSUE 3 – June 2020

Successful Learners ~ Supportive Environment

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UP AND COMING EVENTS

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FRIDAY JULY 3
LAST DAY OF TERM 2

~

TUESDAY JULY 21
STUDENTS RETURN
TERM 3

~

WEDNESDAY JULY 29
SUBJECT SELECTION
YRS 7,8 & 10

~

WEDNESDAY JULY 29
PBL ASSEMBLY
MPC
11:30AM -12:15PM

~

TUESDAY AUGUST 18
TBA
P & C MEETING
LIBRARY
6:00PM

~

WEDNESDAY SEPTEMBER 2
VACCINATIONS
YR 7 & 10

FROM THE PRINCIPAL

It is wonderful to be back to a degree of normality at school. I would like to personally thank our students, staff, families and community for the trust placed in us in the management of our school during the challenges presented by the COVID 19 pandemic. Our first priority was the health and wellbeing of our school community closely followed by the commitment to the provision of continuous learning for our students.

The development of the FGHS Learning Hub website by Sarah Bretag allowed us to achieve this continuum of learning. Our staff worked tirelessly to provide students with the opportunity to engage with their subject learning. We are currently asking students to provide feedback on the experience and will use the information they provide to enhance the website.

Our senior students were raised as a concern with many of them not completing the work set. Their teachers are working with them to catch up. We have also removed flexible timetables to allow students the time at school to complete tasks and the Learning Centre is now operating Monday and Wednesday afternoons for them to access. It is important to note that some students informed us they were working extra shifts during their time away from school. While that is understandable, it is important to note that it is illegal to employ students under 17 during school hours.

Learning Centre

Each Monday and Wednesday afternoon, 3:00-4:00pm students are able to access the Learning Hub. They get a juice and a muesli bar and are able to complete their homework and assignments as well as get help from the teachers who are present.

The HSC Examinations

The HSC written exams will start later than originally planned to provide more support for our students in the lead up to the exams. The Department expects that the additional week provided prior to the written exams is used by schools as teaching and learning time to support students in their preparation for the HSC. It is expected that Year 12 students will continue to attend lessons on site up to 19 October 2020.

Attendance

All students are expected to attend school unless they are unwell.

If you believe that your child has a condition which means it is not safe for them to return to school, you will need to obtain a medical certificate. This is likely to be students with suppressed immune systems or undergoing treatment like chemotherapy.

This means students are either:

- at school
- at home because they are currently unwell
- at home because they have a medical certificate which states that they are unable to return to school due to an ongoing medical condition.

Please note, students who are residing with a family member in one of the categories identified as being at increased risk, should attend school unless a medical practitioner advises otherwise. In this instance you are asked to provide written confirmation from the treating health professional that the student is unable to attend school.

At this time, in the event of students having a medical certificate to not attend school due to a long - term illness or underlying health condition, as is current practice, our school will continue to be responsible for providing work for students for the period they are prevented from being at school. Please contact the school on 4964 1282 and ask to speak to the relevant Deputy Principal.

Student Success

I recently received the following email from the mother of **Harry Matthews**, an ex-student of Francis Greenway. **Harry (2019 HSC student and Prefect), was accepted into BASAIR AVIATION commercial pilots' college a couple of months ago under a very low acceptance rate, they only take the best. It was a huge process with medicals, being both physical and mental, but he passed with flying colours. He is the youngest in his class and the most experienced, they all started a couple of months ago but he starts in July as he had recognised prior learning.**

The Francis Greenway community congratulates Harry on this achievement. It shows what determination, hard work and having a dream can achieve!



Reporting

The Half Yearly report will be a simplified written report to parents/carers about students' learning and will focus on the learning that has taken place so far this year. This will include student's progress and achievements, as well as areas for development. The grading of students using the five-point A-E scale will not form part of the report as directed by the Department of Education.

School activities- What we can and cannot do at this point in time

- School assemblies should not be conducted unless there is no other option to deliver critical communications. If conducted they should be short, sharp and preferably outside.
- Provide library access in a managed way ensuring supervisors/staff maintain physical distancing.
- School sporting activities will recommence in stages. In this first stage schools can recommence activities where there is no contact with others eg handball
- Schools can recommence the use of external sporting grounds where they are available.
- VET work placement for Year 12 students will commence 1 June 2020. Subject to the availability of placement and appropriate risk assessments, all other VET work placements may commence from Term 3 2020
- School based apprenticeships and traineeships can recommence once the relevant workplaces are back in operation.
- Trade Training Centres can operate on school sites.
- School incursions and excursions are on hold.
- Work experience is not to occur. The department will reassess in Term 3 2020.
- Students cannot attend TAFE for study but may continue to learn online.
- No inter-school activities (debating, inter-school sport).
- No in-school activities requiring volunteers (eg SRE, reading support etc).

As we come to the end of term, we all hope that Term 3 will see our school return to an even higher degree of normality. We miss having our community celebrate our students and school success through our assemblies and events. Please continue to take care until we can all come together again as a learning community.

Jo Edwards
Principal



FROM THE DEPUTIES

BYOD and Loan Devices

During the COVID-19 crisis when students were predominately working from home, the school provided loan laptops to support the continuity of learning for many students. Now that schooling has returned to a level of normality, we are asking that all loan devices are returned for audit and maintenance purposes. Where possible, we will continue to provide short term loan devices to students in the current BYOD year groups (7, 8, 11 and 12) while their families plan for them to have their own device. Any loans of this nature will only occur once that student has returned any previously loaned device and discussed their needs with their Deputy Principal.

In 2021, all year groups will be involved in the BYOD program.

At Francis Greenway High School, we value the learning experiences and opportunities that technology can provide. The promotion of all forms of learning are core to our educational philosophy. Embedded in our school's Strategic Plan are values that focus on differentiated learning activities which are connected in a purposeful way to students' future needs and real-world applications. Francis Greenway High School seeks to develop future focused skills in all of our students. In schools that excel, educational aspiration and improvement is paramount. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using innovative classroom delivery.

By facilitating BYOD, Francis Greenway High School empowers our students, giving them direct involvement in the way technology is used in their learning. At the same time, BYOD enables teachers to build on their experiences to ensure the relevance of student learning.

Further information regarding the program and device requirements will be provided to all students in coming weeks. The school will also provide information through our subject selection processes.

The school recognises that the implementation of BYOD at our school inherently imposes a financial cost on students and their families for the purchase of a device. This cost occurs in all BYOD schools. Where possible, we will provide short term loan devices to students while their families make arrangement for the purchase/lease of their own device.

If you have any enquiries regarding BYOD please contact the school.

Tell them from me Survey

This term, our school, like many other public schools in the state, will participate in a Department of Education initiative: the Tell Them From Me student feedback survey. The survey measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices. We ask students to complete the survey twice in one year allows us to identify trends in student responses as well as track engagement and motivation across the school year.

More information about the survey is available at: <http://surveys.cese.nsw.gov.au>

We assure you that the survey is confidential. The survey is conducted online and will typically take less than 30 minutes to complete. It will be administered during school hours in Learning and Wellbeing class time for Years 7 to 10, or non-teaching periods for senior students. Participating in the survey is entirely voluntary.

If you do not want your child or children to participate, please contact the school.

HSC

There are now 14 school weeks until Year 12 students sit the HSC Examinations. Due to our changed circumstances with COVID-19 NESA has provided an extra 2 weeks than normal and changed the way in which practical courses will be assessed. Textiles, Industrial Technology Timber, Drama and Visual Art will be internally assessed. Students will still have deadlines to meet to complete their major projects and performances in these courses. These changes can be found at: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables/hsc-important-dates-practical-and-performance-exam>.

Students have access to their HSC Examination timetables or you can go to: <https://educationstandards.nsw.edu.au/wps/wcm/connect/c196ecd5-fab0-4a4b-8a42-39c8ad26abf8/2020-hsc-written-exam-timetable.pdf?MOD=AJPERES&CVID=>

Some students are still working towards completing their mandatory Minimum Standard Tests, which they have many more opportunities to attempt between now and the HSC Examinations. Please discuss these with your child and encourage them to work with Mrs Burnett in the Learning Centre to complete. These must be achieved to receive your HSC.

During the September holidays staff will provide study sessions in various subjects. Further sessions will be held during the HSC Examination Timetable for final exam preparations. It is so important that students utilise these opportunities to work with their teachers.

Study periods at school are all undertaken in the Learning Centre with the supervision of staff. These periods are invaluable to students, where they can access individual support and use school resources. Previously, students have had flexible timetables in place allowing them some freedom if they had first or last periods off and could leave the grounds. We believe that students need to consolidate their time and use it more wisely in support of their HSC. At this time flexible timetables are therefore on hold and all periods should be spent working in the Learning Centre. Any queries regarding the HSC should be referred to Mr Brownsmith.

Schools Recommendation Scheme

Schools Recommendation Schemes (SRS) are one way institutions make early offers of undergraduate admission to Year 12 students, using criteria other than (or in addition to) the ATAR.

To apply for SRS you must be a Year 12 applicant who is attempting:

- an Australian Year 12 qualification in 2020, or
- an International Baccalaureate in Australia in 2020.

You must also be a UAC applicant for undergraduate admission in 2020–21 and:

- an Australian or New Zealand citizen, or
- a permanent resident of Australia or holder of an Australian permanent resident humanitarian visa.

Students interested in applying for SRS need to first complete their application for undergraduate courses on the UAC site. After completing their UAC application, they will have a UAC application number and PIN which they will then use to apply through the SRS process. This has seen great success for our students in entering Undergraduate University Courses and we recommend this process for our students.

Communication with students

Microsoft Teams was highly valuable and widely used by all students in recent times. This platform is still used every day to communicate with our students (junior and senior). Senior students in particular have a lot of messages through this platform. Students should be in the practice of accessing their Google Classrooms, Microsoft Teams and student emails to ensure any valuable information disseminated by staff is addressed. Each year group has a separate Team and each course also. All students also have access to the Sentral Student Portal where they can view messages and their timetable.

PBL Lessons

PBL outlines the expectations in all areas while at school. We are currently revisiting expectations with students as we have seen some complacency in the classroom and playground this term. In particular, mobile phone misuse in the classroom and on social media, the wearing of hoods while at school and students with energy drinks and chewing gum.

The school has a 'bag or box' policy when entering the classrooms. Students not meeting this expectation will have one further opportunity to comply with instructions before the matter being referred to a Deputy Principal. A reminder also that any social media problems occurring outside of the school must be dealt with by parents as this is extremely time consuming and often in breach of legal issues.

Hoodies are acceptable forms of clothing at school but must be plain black and the hood never to be worn during school time on site as this is a safety and security issue. Wearing of incorrect or inappropriate uniform after warnings may be treated as continued disobedience.

Energy drinks, soft drinks and chewing gum are banned in the school. Drinks provided at the school canteen meet very specific guidelines. While we are unable to prevent students purchasing these before school, they will be confiscated if students enter the grounds with them in their possession. Chewing gum is a concern as it is usually not discarded correctly by students and becomes a cleaning issue. It is not permitted at the school for any reason.

Communicating with your child's Deputy Principal

We encourage communication between parents and Deputies. You can phone, email or make appointments. Seeing a Deputy immediately can often be difficult due to the number of students and staff that we work with. If a matter is urgent please let the office staff know when you make contact so that this may be given priority. Generally, you will have a response to your query the same day, but due to the nature of schools, sometime, this can be difficult. Please keep the school up to date with your child's wellbeing and any other concerns you may have. Any information you can share that may impact on your child's progress on any given day is valued. For each year group there is a Year Adviser. Sometimes Year Advisers are a better first port of call in addressing the wellbeing needs of your children. We recommend connecting with them via email or phone. They will escalate any issues that require the attention of the Deputy Principal.

Natalie Conway

Deputy Principal Years 7 & 9

Ben Higginbottom

Deputy Principal Years 8 & 10

Damien Brownsmith

Deputy Principal Years 11 & 12

ENGLISH

As the sights and sounds of our school bounce from the concrete to the bricks and teacher's voices creep around the buildings and down the stairs, it feels so normal, so familiar.

An infamous 80s horror film eerily stated: "WE'RE BAAAACK" and that is exactly how it is – we're back in business.

Year 12 classes completed their third assessment task and should be revising regularly to effectively prepare themselves for the Trial HSC in Term 3. Writing a quality long response in forty minutes is an art form and one that must be carefully practised.

Year 11 students are also working towards completing an assessment task and are encouraged to communicate with their teachers so they can submit their best possible work. Drafting is strongly recommended so students can receive critical feedback that will help them improve their work.

Upon their full return to school, junior students spent a number of weeks revising the skills and knowledge taught in weeks one to four and then applying skills to texts studied in class. Junior students are completing many formative tasks in their continued study this term. Ask your child about the concepts and texts they are studying.

The English faculty asks that all students who have a device bring it every day, fully charged. As the COVID 19 situation illustrated for us, digital is the way of the future.

Parents and caregivers are encouraged to contact English teachers if they have any concerns or questions about their child's learning.

Danielle Walsh
English Faculty



WELLBEING TEAM

Student Centred – Learning Focused – Wellbeing Driven

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.

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 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.

For more information see the *NCCD Fact Sheet for Parents, Guardians and Carers* at the end of the Gazette and/or contact Laura George through the Front Office.



Local Events & Resources

Beyond Blue – Coronavirus Mental Wellbeing Support Service: COVID-19 and social isolation has been a challenging period for many families. Beyond Blue have created a website to help people navigate life and cope with the impact of COVID-19. Whilst restrictions ease, many people are still requiring support. There are a range of resources and support options available at <https://coronavirus.beyondblue.org.au/managing-my-daily-life/coping-with-isolation-and-being-at-home.html>.

Laura George
Head Teacher Learning & Wellbeing

Puberty, Sexuality and Relationships:

A webinar for parents and carers of people with intellectual disability and autism spectrum disorders

Find out how to support your family member's personal development and sexuality in a positive way!



Come join the team at Family Planning NSW for an interactive webinar that will cover issues across the lifespan including:

- Disability and sexuality
- Preparing for puberty
- Decision making and safety
- Taking care of health and hygiene
- Supporting positive and safe sexual expression
- Tips for talking about sex and answering tricky questions

Parents, foster parents, relatives and other unpaid carers of people with intellectual disability and autism spectrum disorders of all ages are welcome.

Unfortunately we are unable to accept registrations from professionals for this event.

Date:

Thursday 18th of June 2020

Time:

Online 10:30 am - 12:00 pm

Venue:

Zoom link provided on registration

Cost:

This course is funded by the Hunter New England Local Health District.

Priority will be given to people living or working in the Hunter New England area.



Health
Hunter New England
Local Health District

For more information:

Erin Donnelly

Family Planning NSW

E: erind@fpnsw.org.au

[Click here to register online](#)

CAPA

Welcome back!

Unfortunately, due to COVID 'High School Musical- OnStage' has been cancelled.

Our regular extracurricular CAPA options, such as Drama Ensemble and Band will return in Term 3 in their normal time slots.

Some new exciting extracurricular options for Term 3 will include a FGHS school magazine, which will be run by Ms Newton's Year 9 Photography class.

In Term 4, CAPA will be holding a MADD night and are inviting our talented Year 7 to 12 students to showcase their talents for a one night only show. Auditions will be held in Term 3 with rehearsals to begin in Term 3 as well. If you are interested in being a part of this exciting show please see Mrs Ayres in the CAPA staffroom.

Morag Ayres
CAPA Faculty



LANGUAGE JAPANESE (日本語)

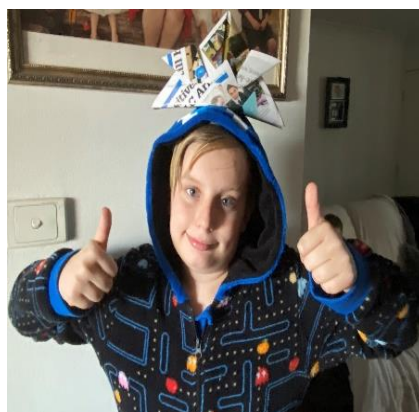
konnichi wa! This term we welcomed our Japanese Assistant, Mrs Eri MacAskill, into our Year 7 and Year 12 Japanese lessons. Students participated in small group activities with Eri sensei to develop their speaking skills. This was a wonderful opportunity for Year 7 students to practise their newly acquired language skills with a native speaker. Our Year 12 students will be sitting their HSC Speaking examination in September so practice with a native speaker is an invaluable experience for them. Eri sensei will be visiting all classes again in Semester Two and will be assisting with cultural learning activities such as origami, calligraphy and traditional Japanese dancing.



Remote Learning Activities

One of Japan's most popular cultural festivals, Kodomo no hi (Children's Day), is held on May 5. This occurred in the middle of our remote learning period. Students were given some optional activities to do at home to recognise this special day. Below are some of the photo's students submitted of their efforts.

Luke and Ace modelled their paper kabuto (samurai helmet), a symbol of strength and determination. Macy made one for her horse.



Rachel prepared a healthy and oishii (delicious) Children's Day themed obentou (lunch box).



Japanese Cultural Garden

We are lucky to have a Japanese Cultural Garden on site. This garden was designed and built by FGHS students and staff. The official opening was held in November 2016. A staff working bee was held this term to remove weeds, clean the pond and tend to plants. Working bee teams of staff and students will continue this term and in Term 3 to prepare this outdoor learning area for Spring activities. Any students interested in helping in the garden should speak with Mrs Waller.



Attention Year 10 Students

Are you thinking of doing Stage 6 Beginners Japanese?

Beginners Japanese will be offered as a course of study for the 2021/2022 HSC. Interested students may wish to reconnect with language study as they haven't done Japanese since Year 7. Any Year 10 student who is considering selecting this course is invited to attend one, or all, of a series of Japanese workshops in Weeks 1, 2 and 3 of Term 3 on the following dates.

Week 1 Wednesday July 22 Week 2 Monday July 27 Week 3 Monday August 3

Workshops will give students a clear understanding of the content of this course.



Sharon Waller
Japanese Teacher



IMMUNISATIONS

FGHS Vaccinations Year 7 & 10 - Term 3 / week 7 – Wednesday 2 September 2020.

Year 7. The vaccination Round 2 will be the second dose of the Human Papillomavirus (HPV) vaccine for students who had returned their forms early in February.

Year 10. Vaccinations for the Meningococcal ACWY were given on the 18 of March just when many students were going into isolation.

If any student in year 7 or 10 did not return a form and they wish to be added to the school program, they may collect a form and return it before vaccination day. This also applies to any new students to FGHS who did not receive their vaccines at their previous school. If this applies to your child can you please email me so that the nurses can have time to collect the form from your previous school. I will also need to know which school students have arrived from.

jean.bull@det.nsw.edu.au

If any students were absent on previous vaccination days they will be caught up at this time. Further information will be advised in Term 3.

Jean Bull
PD H PE FACULTY / Vaccination Coordinator

SUPPORT

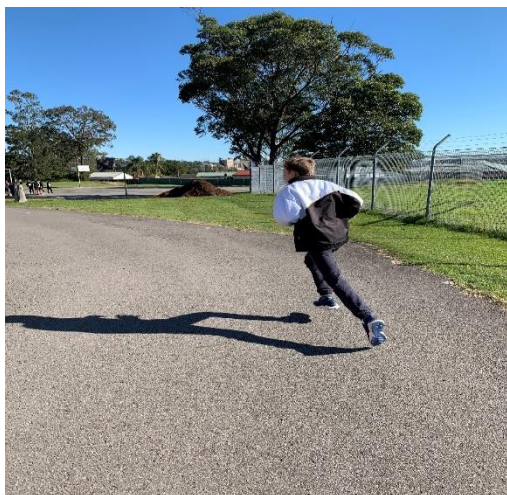
Over the past few months, we as a community and nation, have come to terms with the seriousness of a pandemic which has greatly impacted our previous ways of teaching and learning. We would like to commend our students and their parents/carers for their patience and flexibility when taking on remote learning, which we understand has its positives and challenges. We are very excited and happy to have our wonderful students back at school.

We are pleased to announce that the FGHS Support Unit is proudly participating in the AW139 Westpac Helicopter Ultra Triathlon run by H Events. This program is aimed at promoting a fit and healthy lifestyle during the restrictions whilst raising money for the Newcastle Westpac Helicopters.

FGHS Support Unit is once again participating in Run Around Australia! We are lucky to be 1 of 6 pilot schools in NSW. This is an amazing opportunity for our students and we wish them all the best.

In other news, Miss Mitchell's fruit tree has flourished and students are enjoying harvesting the fresh fruit to eat.

Olivia Hay
Support Faculty



FRANCIS GREENWAY

— HIGH SCHOOL —

WE WANT YOU!

Do you have a couple of hours in the week to spare?

YES!!

Do you enjoy supporting young people?

YES!!

Then your life experiences and skills could make a difference!



Plan-It Youth is a school-based mentoring program for young people who are likely to leave school early. It is a program linking community members with young people who may need extra support to continue at school or to prepare for the transition from school to work or from school to further education and training.

This program is conducted over 10 weeks and is held at Francis Greenway High School. You will be put through a days training prior to the program commencing. Start date is yet to be determined.

If you are interested or would like more information on Plan-It Youth please contact Bridey Young via phone or email.

**bridey.young1@det.nsw.edu.au
4964 1282 (Mondays & Thursdays)**

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*.



Shop Hours
 Monday 1.00-3.30pm
 Wednesday 8.00-9.30am

Contact Details
 (02) 4028 6466
 francisgreenway@alinta.com.au
 Lot 2 Lawson Avenue, Beresfield NSW 2322

Girls Uniform: Yr7-Yr12	Size	Price	Size	Qty
S/S Blouse Yr7-Yr10	J8-L20	\$41.00		
Formal Polo Yr7-Yr10	J8-3XL	\$46.00		
S/S Blouse Yr11-Yr12	J10-L20	\$41.00		
Tartan Skirt	J8-L20	\$71.00		
Formal Shorts	J8-L20	\$49.95		
Fitted Pants - On Sale	J8-L20	\$39.00		
Boys Uniform: Yr7-Yr12	Size	Price	Size	Qty
S/S Shirt Yr7-Yr10	J8-3XL	\$40.00		
Formal Polo Yr7-Yr10	J8-3XL	\$46.00		
S/S Shirt Yr11-Yr12	J8-3XL	\$40.00		
Formal Shorts	J8-3XL	\$49.95		
Formal Trousers	J8-3XL	\$55.00		
Sports Uniform	Size	Price	Size	Qty
Sports Polo	J8-3XL	\$46.00		
Sport Shorts Stretch MF	J8-3XL	\$41.00		
Sport Shorts - On Sale	J8-3XL	\$38.00		



Order Form Details

Date: _____
 Name: _____
 Address: _____

 Contact Number: _____
 Email Address: _____

Pick up from shop
 Delivery to above address \$7.95

Payment Options

Visa Mastercard Cash (enclosed)

Name On Card: _____
 Credit Card Number: _____
 _____/_____/_____/_____
 Expiry Date: ____/____
 CVC: _____
 Signature: _____

Outerwear	Size	Price	Size	Qty
Kitted Jumper	10-16	\$55.00		
	18-24	\$55.00		
Super Fleece Jacket	J10-2XL	\$66.95		
Cotton Cardigan	10-20	\$40.00		
Rugby Jumper	J10-2XL	\$45.00		
Accessories	Size	Price	Size	Qty
Leather Belt	All Sizes	\$17.50		
Tie		\$24.00		

- Note:
- Sizes not carried are available by custom order (SMU). During peak times it may take up to 3 month lead time. An additional \$10.00 is applied to custom orders.
 - Online orders are distributed from the Uniform Shop the next opening day of the shop. A postage charge will occur for all orders marked for delivery.
 - Payments can be made by Cash, Credit Card or Debit Credit Cards only.

Prices Effective from 1-09-2019 and are subject to change without notice.