

Augusta Park Primary School

Newsletter

12 March 2024



Important Dates

NAPLaN

Monday, 18th March
to
Friday, 22nd March

Governing Council AGM

Monday, 25th March
at 5:15pm

National Ride2School Day

Friday, 22nd March

Parent / Teacher Interviews

Monday, 25th March
Tuesday, 26th March
Wednesday, 27th March

Assembly

Thursday, 28th March
at 2:40pm

Hosted by Miss Reid's
class

Good Friday

Friday, 29th March

Easter Monday

Monday, 1st April

From the Principal



Dear Families,

I hope everyone enjoyed the extended weekend and is taking care of themselves in this very hot weather. While it might be tempting to keep students home due to the heat, we urge you to still send your children to school this week. Our school is equipped with efficient air conditioning that operates all day to ensure classrooms remain cool.

I also wish to remind families about our hot weather policy in light of the extreme heat expected this week. Our current policy states that if the temperature is forecasted to be 38 degrees or higher, students will only go outside for recess and remain indoors during lunchtime. Additionally, during recess, we provide access to cool areas like the library and hall for students who prefer indoor activities. We closely monitor the temperature throughout the day and adjust plans if the actual temperature differs from the forecast or if it is considered too hot for students to be outdoors.

Sports Day Teams

Our new sports day teams were announced to much excitement on Friday at our assembly. Our teams are:

- Kangaroos - Red
- Dingoes - Yellow
- Goannas - Green

If your child was absent on Friday please see your child's teacher to find out which team they have been placed in.

Governing Council AGM

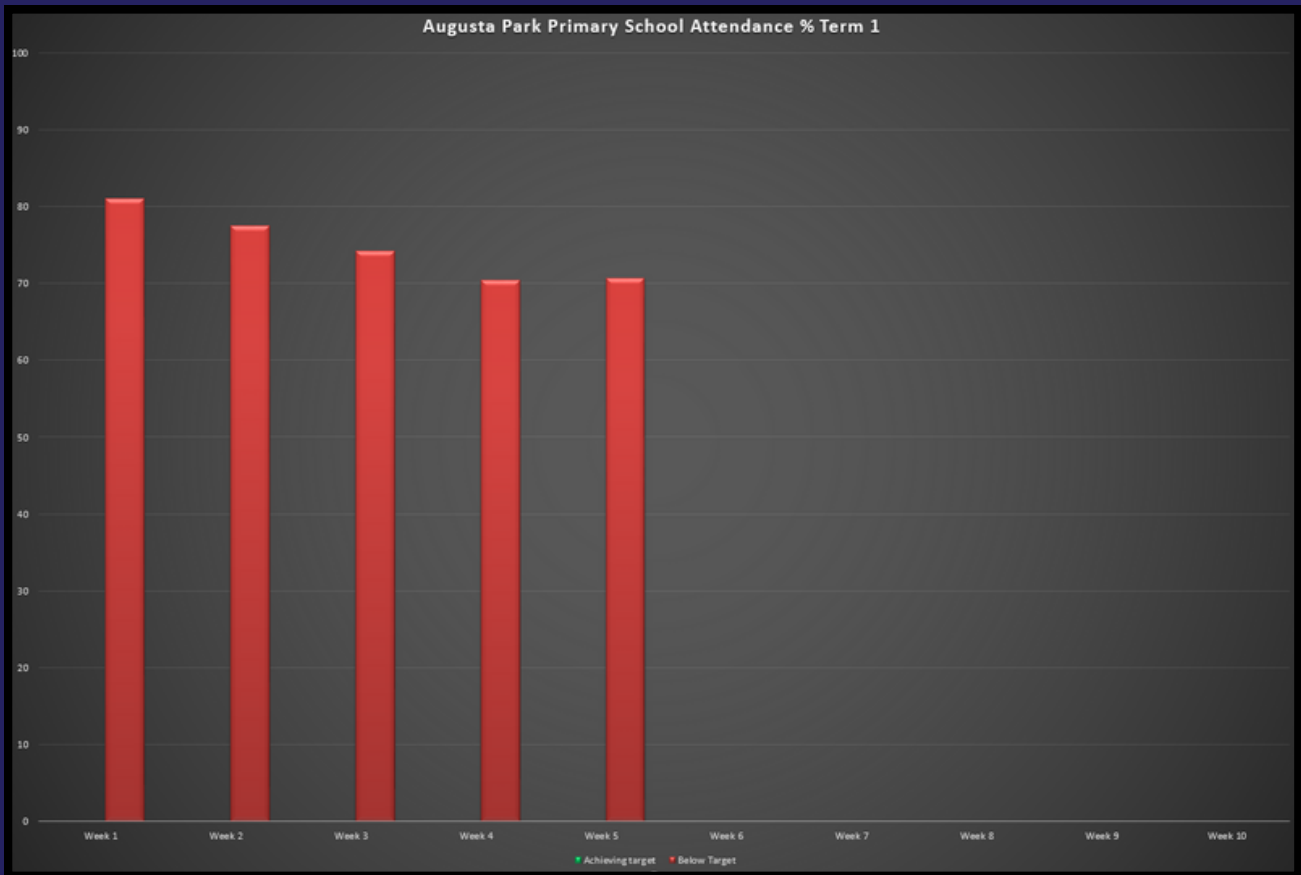
I would like to remind all our families that our Governing Council AGM is on Monday 25th March. At this meeting we will present the annual report. Following the AGM we will be holding a short Governing Council meeting to elect office bearers and discuss any essential business.

If you are interested in joining the Governing Council this year or would like more information please come and see me or give me a call.

Kind regards
Bec Mueller



Attendance



Student Voice for 2024



Zachary, Quirah, Chevy, Chazzarae, Izac, Peyton, Annabelle
Zaharliah, Elena, Ivy, Shinobu, Joseph, Madison, Billy, Pharon
Absent: Leekeisha

Schools Clean Up Day



On Friday the 1st of March students participated in the annual schools clean up day. Each class was assigned a designated area and students were provided with special gloves and garbage bags. They picked up rubbish from the school yard and made it look clean and tidy!



Miss Nayda's class

VISUAL ART

In Visual arts this term we have been exploring warm and cool colours and have used lines and shapes to create artworks of minibeasts. We have made butterflies, cicadas, bee hives and a minibeast habitat.



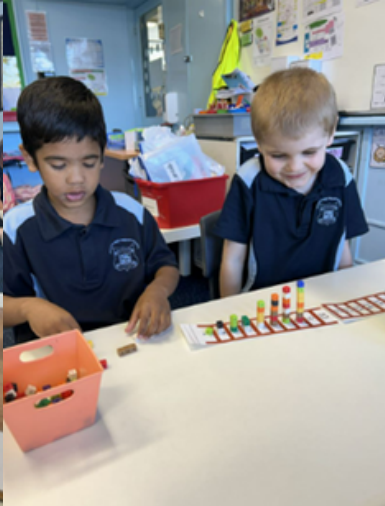
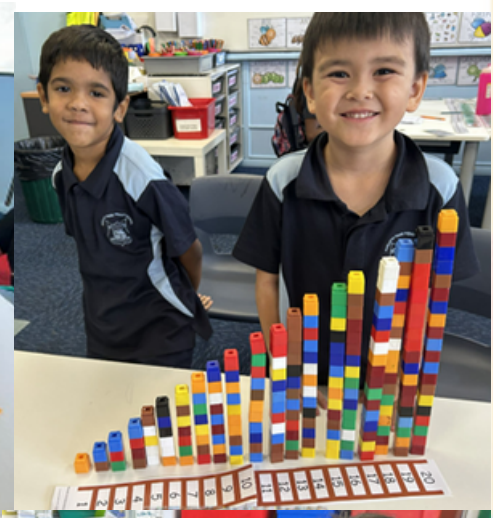
Miss Nayda's class INVESTIGATIONS

Investigations time is a great opportunity for students to engage in their learning through intentional play-based activities. It creates opportunities for students to build their social skills, develop their understanding of previously taught concepts, and continue to build meaningful relationships.



Miss Nayda's class Maths

In Maths this term we have been learning all about counting, subitising, number recognition, and number order. Subitising is when you see a group of objects, and immediately know how many there are without counting each object individually. We have been practicing these skills through Maths warm ups on the Smartboard, partner/group games, and learning tasks using lots of hands on materials.



Miss Nayda's and Miss Kidman's classes

Play is the way

In Play is the Way we have been focussing on the life raft key concepts. We have been focusing on the red life raft 'Pursue your personal best no matter who you work with.' We joined with Miss Kidman's class to get to know our peers and to understand that we will meet lots of people in our school throughout the year. It's important that no matter who we work with, we still do our best and we are still sensible.



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***.

Week 6 Award Winners



THE EASTER EGG HUNT



Get your runners on, scan the QR code and listen to the Easter Bunny's clues.

PLAY NOW!



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