



TERM 3 WEEK 6

TERM 3 Week 4

Friday August 25th 2023

Tooleybuc Central School What's on in Term Three
Week 7 Friday September 1st - Primary Assembly in the MPC @ TCS Friday September 1st - Central Schools Open Netball @ Dubbo
Week 8 Tuesday September 5th - Australian Farming Services Excursion Wednesday September 6th - SuniTAFE Open Day, Year 8-11 Wednesday September 6th - Ouyen Emergency Services Day, Year 3-7 Wednesday September 6th - Battle for Australia Memorial Day Excursion to Melbourne, Year 6
Week 9 Wednesday September 13th - School Performance Night Thursday September 14th - R U OK Day/Color Run Day Friday September 15th - Whole School Assembly Friday September 15th - Year 9-12 Formal
Week 10 Monday September 18th - Footy Colours Day Monday September 18th to Wednesday 20th September - Stage 5 Japanese Excursion to Cowra Tuesday September 19th - Writer's Workshop, Year 3-6 Thursday September 21st - School Disco - F-Yr 4 : 3.30-5.00pm - Yr 5-Yr 8 : 5.30-7.00pm Friday September 22nd - Year 12 Formal Assembly (and muck up day) Friday 22nd September - Last day of term

In This Issue



- Louisa's Thoughts

- **School News**
- **Head Teacher Report**
- **Community Notes**

Louisa's Thoughts





During Week 8 of Term Three, it is SAS Staff Recognition Week. We are very lucky at Tooleybuc Central School to have incredibly supportive School Administrative and Support Staff across the school. I would like to take this opportunity to thank them on behalf of TCS for everything they do. Our SAS staff include; Cassie, Nola and Terri in the office, Mick and Frank as our General and Farm Assistants, Leanne in the library and Theresa, Bri, Leonie, Aliesha and Karinda working with students as our Student Learning Support Officers. I would also like to thank our cleaning staff, Vilma and Sonya for continuing to make TCS a beautiful place to work.

This week we celebrated our Annual Book Week Parade, It was great to see so many secondary students joining in the fun and dressing up as their favourite book week characters. As always, we enjoyed hosting the preschool and meeting the our foundation students for next year at our first foundation orientation day.

Last week we enjoyed the return of the Nyah Sports Carnival. After missing the event 4 years in a row due to covid restrictions and inclement weather, it was fantastic to have everyone back together again enjoying the fun.

.

School News



Stand Against Bullying



If your child talks to you about bullying:

1. **Listen** calmly and get the full story.
2. **Reassure** your child that they are not to blame.
3. **Ask** your child what they want to do about it and how you can help.
4. **Visit** www.bullyingnoway.gov.au to find some strategies.
5. **Contact** the school.
6. **Check in** regularly with your child.

School Community Charter



School Community Charter

 **Collaborative.**  **Respectful.**  **Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school



Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students.

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability
- Inappropriate and time wasting communication.



School Community Charter

education.nsw.gov.au - English 2

Compulsory School Attendance



Compulsory school attendance

| Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my Legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the NSW Education and Standards Authority for home schooling.

Once enrolled, children are required to attend school each day it is open for students.

The Importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.

My child won't go to school what should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a Compulsory Schooling Order. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The NSW Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

Days missed = years lost

A day here and there doesn't seem like much, but...



More information

Further information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

Please visit the Department of Education's Policy Library AND The Department's Attendance Matters Website.

The school leaving age:

Please visit the Department of Education's Wellbeing and Learning website.

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week, on **131 450**. You will not be charged for this service.

Science with Miss Sherwood



Stage 4 Science has been busy learning about cells, classification and ecology. During this time they have been able to participate in multiple practical activities including using microscopes, making their own microscope slides, plant experiments and they were able to make a model jelly cell that all of the students enjoyed eating afterwards. They have prepared for an in class practical assessment which was held on Monday of Week 6 and then will start working towards a research project that is due on Thursday of Week 9.

Stage 5 Science has been focusing their studies on chemistry and investigation skills. Students have been learning how to apply their scientific skills to a research project of their choice for the assessment that was due Wednesday of Week 5. They have also been able to do numerous experiments relating to

chemical reactions, including corrosion trials, what affects the rate of chemical reactions and the “pop” test.

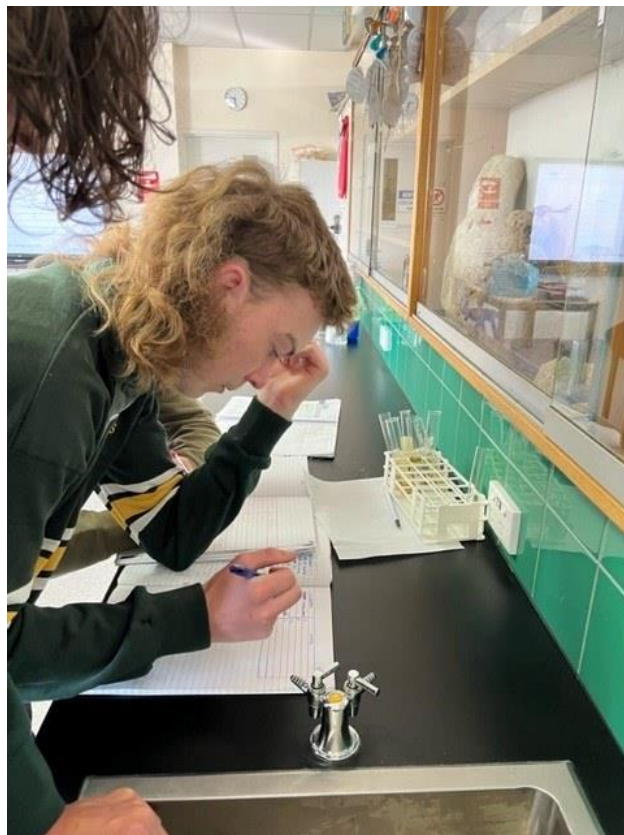
Please ensure your child brings enclosed leather shoes to school and wears them to every science class so they can safely participate in practical activities.





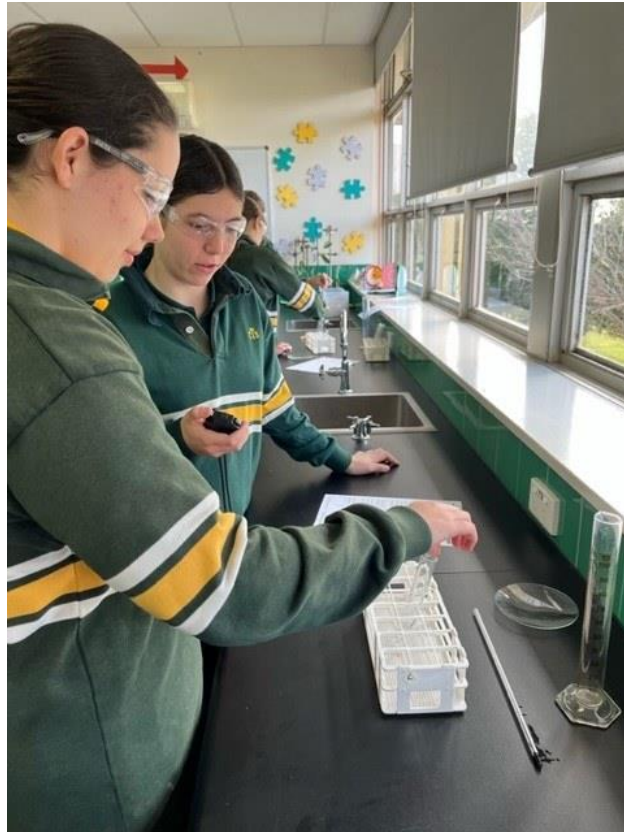


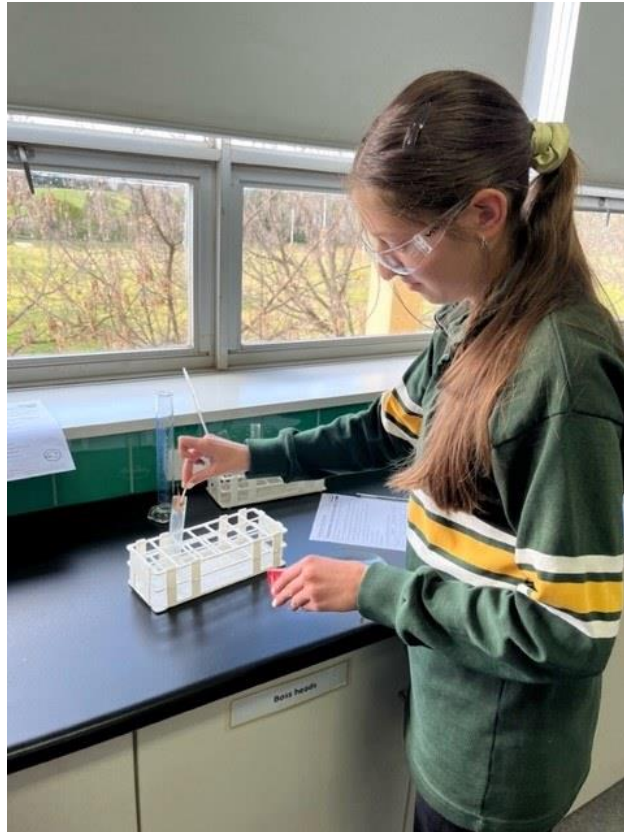


























Year 5/6 with Mr Rodriguez



We have had a busy Term with lots of learning and extra-curricular activities. I am very proud of how our students have been progressing and challenging themselves to learn new concepts. Here is an update from some of the Stage 3 students:

Riverina Netball Trials (25 July – 27 July)

The Riverina Netball Trials are a once in a lifetime experience. Well, it can be more than once in a lifetime, but it is quite hard to make it onto the team. At first, I was extremely nervous, but towards the end, I got used to it. The first day we had to play 5 games. Then we had to play 5 games the next day, but on the third day we only had to play 3 games. My team did not win many games, but we tried our best and had fun. My favourite part was obviously playing netball and my least favourite part was the trip, *but I am grateful we drove because if we were to drive, it would take 13 hours and I would not be excited about that*. Overall, I would recommend trying to get on the team.

Sophie (Grade 6)

Writers Workshop (Wednesday, 2 August) - Deegan

In the Writers Workshop, we wrote a graphic novel about a superhero. The Grade 3/4 and 5/6 classes joined together in the Multi-Purpose Centre (MPC) for a brilliant Writers Workshop that the teachers had come up with. We handed out superhero masks to all the students at the start of the day that they loved. Before writing we did a superhero work out; there were hurdles, then you had to jump from hoop to hoop and then see how far you could throw rockets. There were a lot of pencils being sharpened and a lot of pictures being drawn. All in all, it was a good day.

Deegan (Grade 6)

Moulamein Zone Athletics (Friday, 4 August)

The first thing I did in sport was the 1500m run and I came last. The second thing I did was the 800m run and I came last again. The third thing I did was high jump, I think I came second or third and the height I

got was 125cm high with the highest jump being 135cm. The fourth thing I did was the 400m run and I came second last. The next event I did was discus (*I almost hit Leoni twice because I tried to throw it far*), I came second. Then I went to shot put and I came second or third. Next came the 200m run and I came third. The final individual event I went to was the 100m run where I came second. Then we did the team relay. At the end of the day, they were handing out the individual medals, I heard my name, and I was really surprised because I didn't think I would win, but you never know what you can win.

Lucas (Grade 6)

Maths Workshop (Thursday, 10 August)

In the Maths workshop we did many things. One of the things was challenges! We started off with a jellybean guessing challenge. Mathew won the jar of jellybeans. There was also a fruit challenge where we had to figure out how much the fruit was worth.

Another thing we did was a Maths scavenger hunt. Everyone enjoyed this and started having second thoughts about the workshop. There was also a cooking period where we cooked chocolate crackles. Yum!

Finally, we finished off with coloring and a Kahoot. People won prizes for the Kahoot and in the end I am pretty sure everyone had a good time.

Austin (Grade 5)

Nyah Sports Day @ Tooleybuc (Tuesday, 15 August)

Last Tuesday at Tooleybuc Central School, we hosted the Nyah Sports Day. The day was filled with fun activities such as 400-metre sprints, shot put, discus, high jump, long jump, triple jump, sprints and the relay. We all had fun participating in the events. Manangatang won the sports day with Nyah in second and Tooleybuc in third. Overall, it was a very fun day.

Jakeb Turvey (Grade 5)

Year 7 Transition Day (Wednesday, 16 August)

On the 16th of August, Year 6 had a transition day. Students from Nyah District Primary School came for the day to see if Tooleybuc was the right school for them. For roll call, we were in Miss Duma's classroom, and she told us about our timetable for the day. First up, we cooked with Mrs. Morton until recess; we made delicious muffins. After recess we had Mr. Rosewarne for Geography and then Miss Duma for Wellbeing. Then it was lunchtime. For the final periods we had PE with Mr. Guihot. Everyone really enjoyed the day and can't wait for next year.

Maya (Grade 6)

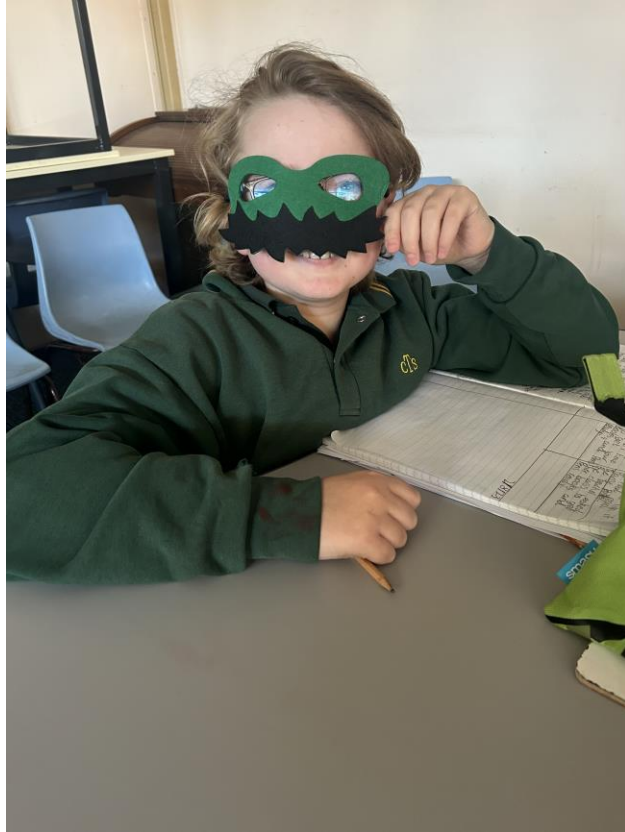
Classroom Learning

In class we do Reciprocal Reading. This is when we read an article as a table group, we are assigned individual jobs and complete a work sheet after reading the article. The jobs include a leader, questioner, predictor, clarifier, and summariser.

The leader's job is to make sure everyone is doing their job correctly. They also give out a 'gotcha' for good behaviour and pick someone to read out their summary at the end. The predictor gets you to skim and scan the text before you read it, then get you to write a prediction of what you think the text will be about. They also get you to write a connection that you can make with the text. The clarifier's job is to look up words in the dictionary that you don't understand or know the meaning of. The questioner gets you to write two questions that you have about the text and the summariser gets you to write a 15 to 20-word summary of the article. This helps us to connect with whatever we're reading in a deeper way.

Milla (Grade 5)





























Book Week Parade

There was lots of excitement when we held our annual Book Week Parade. Thanks to all the mum's, dad's and carer's that helped the student's with their amazing costumes and thank you to all who came to watch. It was lovely to see the pre-schoolers dressed up and enjoying the parade as well. Thanks to all the staff that dressed up, it was great to see.





























Foundation Transition Day







Careers with Mrs Morton

What a busy couple of weeks it has been for Tooleybuc students. **Last week Stage 5** attended an excursion to Lake Boga which involved visits to Chasney Estate, The Flying Boat Museum and Bethune's Dairy. Each visit was very interesting and showcased many wonderful opportunities locally relating to employment and careers. In addition, at both Chasney Estate and Bethune's Dairy students learnt about starting up your own business, following your passion, value adding to ensure profitability etc. We thank all three places for giving up their time to talk with the students and provide such a wealth of knowledge. Thank you to Mr Wofe for accompanying the students and myself.

This week Yr. 8-10 and some Senior students have attended an Expo in Swan Hill at the Grain Shed run by the MMLLEN. This expo was a huge success with students gaining lots of knowledge from a huge diverse group of people and industries connected to Agriculture. Many freebies were collected by students and some wonderful hands on learning activities were also provided plus demonstrations from AFS, drone flying and a presentation by Longerong College. A huge thankyou to the MMLLEN and also to Miss Sherwood and Mr Guihort for accompanying the students and myself to this fantastic event.

Next Tuesday we have a presentation by the **ADF** at school for Year 9 and 10 students and any interested seniors.

In **Week 8** we have another busy week filled with career events so please complete the permission notes and return these to school asap. In this week there will be excursions to AFS, Cannaly Farms, Ouyen Essential services day and Suni Tafe Swan Hill Open Day.







Head Teacher Report with Miss Duma



Head Teacher Report

Our subject selections for Stage 5 and Stage 6 2024 are now finalised. Our Stage 5 lines for 2024 have been set:

Line X -Food Technology and Commerce

Line Y – Agricultural Technology and Child Studies

Line Z – PASS and Timber

A reminder to current Year 8-11 students to return their subject allocation confirmation no later than Wednesday 30 August.

Year 11 and 12 have begun their Trial HSC exams, with Mathematics Standard 2 being conducted on Tuesday of Week 6. Next week in Week 7, students will complete English Standard Paper 1 and 2, CAFS, Business Studies, Legal Studies and Work Studies on Tuesday and Wednesday. We wish our Stage 6 students all the best with these exams.

SPORT EVENTS

Nyah Sports Day

On Tuesday 15 August, our Primary students competed against Nyah and Manangatang in the Nyah Sports Day. We had wonderful weather for the day and all students put in their best efforts. Thankyou to all of our staff and students officials for helping conduct the days events and to our P & C for running the kiosk on the day.

Upcoming Sporting Events

- Term 3 Week 7 Friday 1 September – Central Schools Girls Open Netball Finals at Dubbo
- Term 3 Week 8 Wednesday 6 – Friday 8 September – CHS Athletics at Sydney

Boxercise with Mr Guihot



Boxercise has changed. We will now be doing a Strength and Conditioning session every Monday afternoon, from 3:40pm. Boxercise will still be happening on Thursday at 3:40pm in the school MPC. If you have any questions, please contact Mr. Guihot.

Community Notes



CANTEEN MENU- 2023 (updated 15-6-23)

HOT FOOD-

Pie	\$4.00
Sausage Roll	\$3.00
Ham and Cheese Toasties	\$3.00
Lasagne	\$4.00 available only until sold out
Mac and cheese	\$4.00 available only until sold out
Dim Sims	\$1.00
Tomato sauce	.20c

OTHER-

Honey Soy Chips	\$2.00
SPC Peaches fruit cup	\$1.20

DRINKS-

Breaka Flavoured milk (choc and Strawberry)	\$2.00
Flavoured water Raspberry or Black currant	\$2.00
Bottle of water	\$1.00

1 - Please note new price list.

Support is here for you. Anywhere, anytime.

Sometimes we don't think our own problems are 'serious' enough to get support. But support is here for everyone, even you.

You don't have to put up with feeling low, sad or worried when things seem like too much. Sharing how you're feeling can help.

You can chat anywhere, anytime with helplines that are free and confidential.

Scan for helplines



Find more support services at denimetalhealth.org.au



CONFIDENTIAL AND FREE HELPLINES AVAILABLE 24/7 (unless other hours are listed)

-  **ACCESSLINE** 1800 800 944
Professional help and advice in the Murrumbidgee LHD.
-  **LIFELINE** 13 11 14
Crisis support for anyone experiencing emotional distress.
-  **KIDS HELPLINE** 1800 55 1800
Phone counselling service for young people aged 5 to 25.
-  **SUICIDE CALL BACK SERVICE** 1300 659 467
Free telephone, video and online counselling.
-  **MENSLINE** 1300 78 99 78
Telephone and online counselling service support for men.
-  **1800 RESPECT** 1800 737 732
Support for people impacted by sexual assault, family violence and abuse.
-  **BEYOND BLUE** 1300 22 4636
Information and counselling support for anxiety, depression and suicide prevention.
-  **FAMILY DRUG SUPPORT** 1300 368 186
Support for families and carers in crisis due to alcohol and other drug use issues.
-  **13 YARN** 13 92 76
Aboriginal & Torres Strait Islander crisis support line.
-  **OPEN ARMS** 1800 011 046
Support for veterans and families.
-  **QLIFE** 1800 184 527
3PM TO MIDNIGHT - LGBTI peer support and referral for people wanting to talk about sexuality, identity, gender, bodies or relationships.
-  **BUTTERFLY FOUNDATION** 1800 33 4673
8AM TO MIDNIGHT - Counselling support for anyone concerned about eating disorders or body image issues.
-  **PARENTLINE** 1300 1300 52
M-F 9AM-9PM WEEKENDS 4PM-9PM
Counsellors to help those caring for a baby, child or teenager.
-  **PANDA** 1300 726 306
MONDAY TO SATURDAY
Support throughout pregnancy and for new parents.





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.

Prepared by the Australian Government Department of Education and Training © 2019 Education Services Australia (ESA), a business of the Australian Government. Creative Commons BY 4.0, unless otherwise indicated.



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:

- the 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*.

Sealed by the Digital Literacy Governance of Education and Training © 2019 Education Services Australia Ltd, a body of the Commonwealth.
Creative Commons BY 4.0, unless otherwise indicated.





OUYEN
**EMERGENCY
SERVICES**
DAY

**WEDNESDAY
6 SEPTEMBER
10AM-4PM**
OUYEN LAKE

Open to all ages - Barbecue provided by the Lions Club
Come and have a chat and learn more about our local
Emergency Services organisations.

This event is a joint initiative between Victoria Police,
Ouyen Inc and Mildura Rural City Council.

mildura.vic.gov.au





**Parenting
Strategies**



**MONASH
University**



Help us improve resources for parents of children and teens with school attendance difficulties



A new set of evidence-based guidelines for parents of primary and secondary school students struggling to attend school due to anxiety, depression or emotional distress has been developed by researchers at Monash University and Deakin University.

1. Complete a short survey before downloading the guidelines.

2. Download the guidelines, *'Responding to School Reluctance or Refusal: Strategies for Parents'*.

3. Complete a survey one month after downloading the guidelines.

What is involved?

The study involves two short, anonymous online surveys. You will be asked to answer questions about parenting, your child's attendance and schooling, and general feedback for the guidelines.

You are eligible to participate if:

- You are 18 years or older
- Can read and write English
- Have access to the Internet

Find out more:

Please follow the QR code or visit the link to access the guidelines or complete the survey:

<https://www.parentingstrategies.net/>



For further information, please contact med-pjp-ed@monash.edu



This research has been **approved** by the Monash University Human Research Ethics Committee (ID: 37577)