



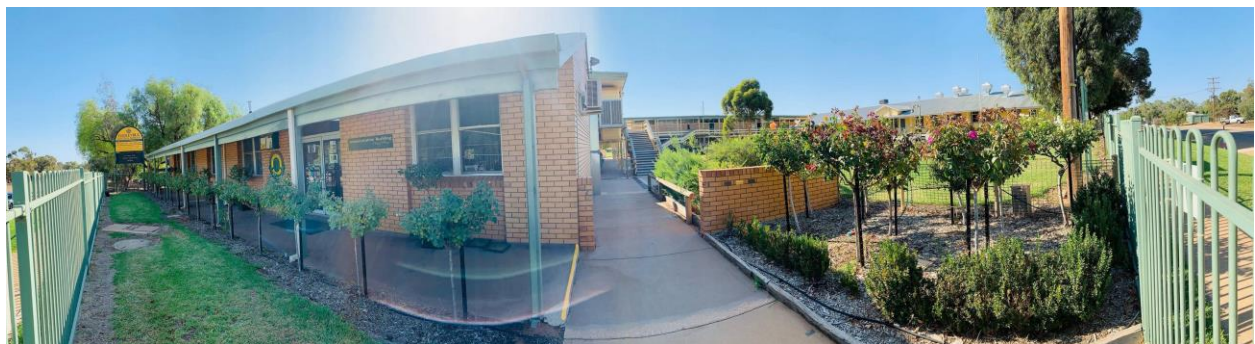
TERM 3 WEEK 2

TERM 3 Week 2

Friday July 28th 2023

Tooleybuc Central School What's on in Term Three Wednesday August 2nd - Parent/teacher interviews and open day. Sausage sizzle lunch Friday August 4th - Jean's for Genes Day - Wear your jeans! Friday August 4th - Primary Zone Athletics @ Barham Tuesday August 15th - Nyah Sports Day @ TCS Wednesday August 16th - Year Seven Transition Day #2 Thursday August 24th - Foundation 2024 Transition Day until Recess Friday September 1st - Primary Assembly in the MPC @ TCS Wednesday September 13th - School Performance Night Thursday September 14th - R U OK Day/Color Run Day Friday September 15th - Whole School Assembly

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- Head Teacher Report

- **Community Notes**

Louisa's Thoughts





Even with the unfortunate postponement of our Mungo, NAIDOC week excursions it has been a busy return to school. Already we have had NESA information nights for Stage 5 and 6 students and carers, with subject selection currently open for Stage 6. Stage 5 subject selection will open shortly as well. It is important that all students complete this on time to ensure everyone's preferences are considered. If you have any questions about this process, please contact the office or Jean Duma.

The department is currently collecting our data for the Nationally Consistent Collection of Data (NCCD), attached is a pamphlet outlining what this is. If you have any questions or concerns about this process please contact me here at school.

Next week is Education Week, this year we are celebrating 175 years of public education in NSW. To mark this occasion at Tooleybuc Central School we are inviting you in to share lunch with us on Wednesday. There will be a sausage sizzle available however you are welcome to bring in something else to share with your family if you would prefer. We will have open classrooms after lunch, where you are invited to join in the learning with your child. After school on Wednesday we have parent, teacher interviews. You should have received a note explaining how to book in for these yesterday. Please contact the office if you require any assistance to do this. If you would like an interview but are unavailable on this date, please contact the office to arrange this for you.

I would like to congratulate Ella Foley, who competed at the State cross country last week, Ella managed to finish 32nd recording a personal best time. Well done Ella!

I would like to also congratulate Sophie Kentish who has this week been competing in the NSWPSA Netball Championships.

We are very proud of both your achievements.

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



We create collaborative learning environments

We all play a part

We work in partnership to promote student learning

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.

Library with Ms Fitzgibbon



LIBRARY

Just a reminder for students to return any Library books they may have at home on the day their class has Library.

Year	Day
<i>Foundation/Year 1-2</i>	<i>Monday</i>
<i>Year 3-4</i>	<i>Thursday</i>
<i>Year 5-6</i>	<i>Tuesday</i>

Year 1-2 with Miss Hislop



Hi Everyone,

Welcome back to Term 3! I hope everyone had an enjoyable break.

Stage One has got off to a flying start this term. During our first Literacy unit we are studying texts that contain two different stories – one told through words and the other told through pictures. This week, the students have begun writing their own narratives to match the picture stories.

Our focus for Mathematics at the beginning of this term has been number and place value. Students have been exploring the importance of 10 and using a variety of different concrete materials to partition a variety of numbers.

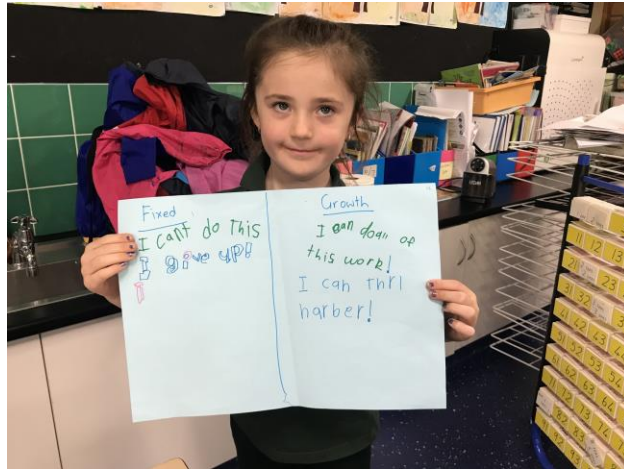
The students have embraced our new Science unit which is focused on energy, yesterday we investigated how light travels through different materials. The students enjoyed using torches to explore the different materials.

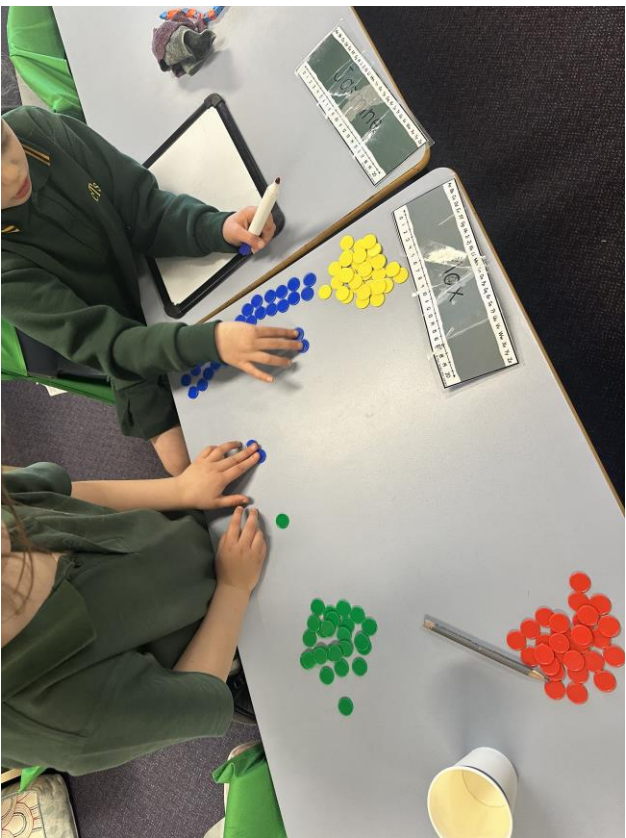
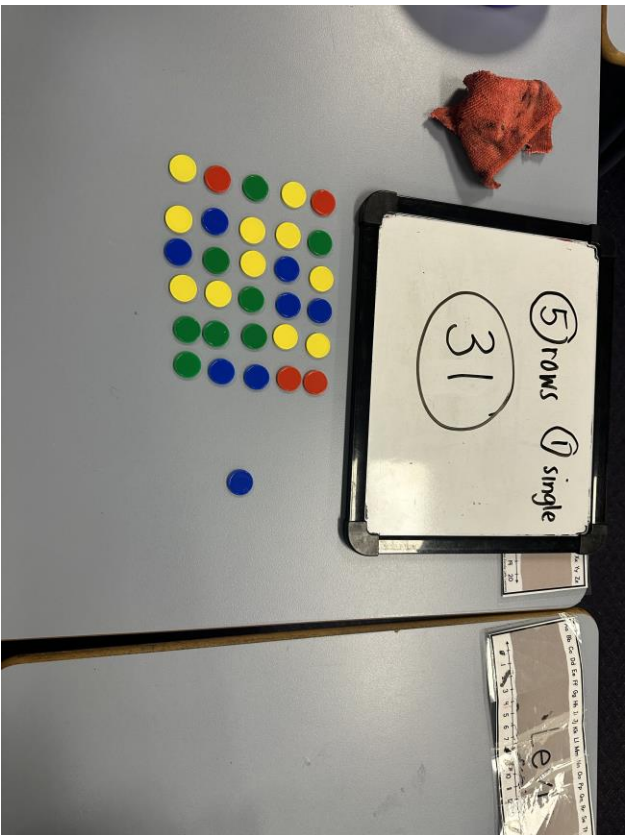
This week we also explored growth mindset, we discussed how our brain changes and grows and the importance of believing in ourselves and not giving up. This week, many of our students have showed a growth mindset in a variety of different ways!

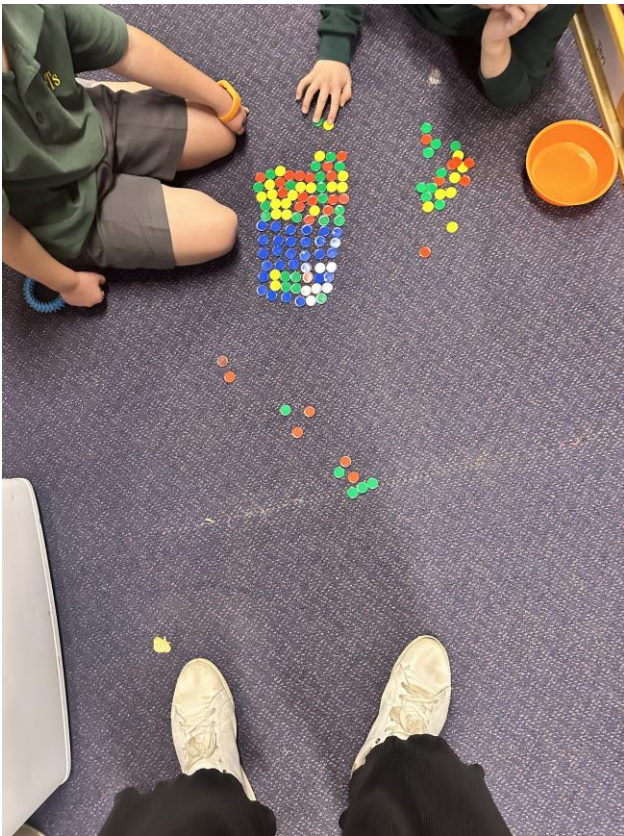
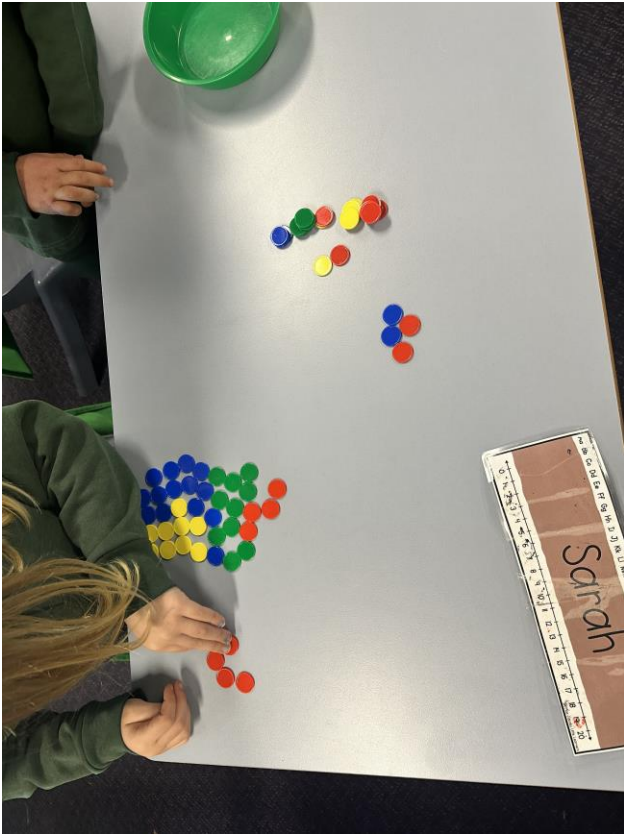
Have a great weekend!

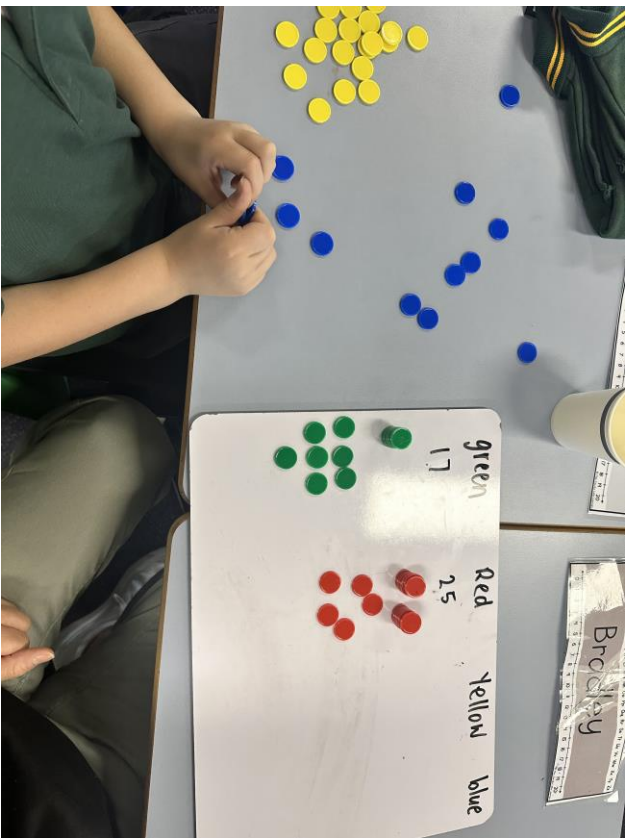
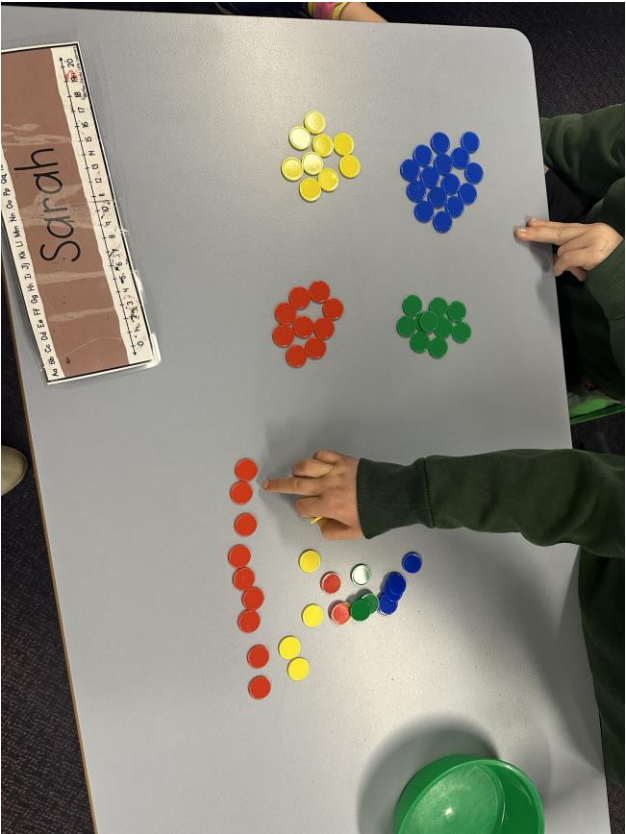


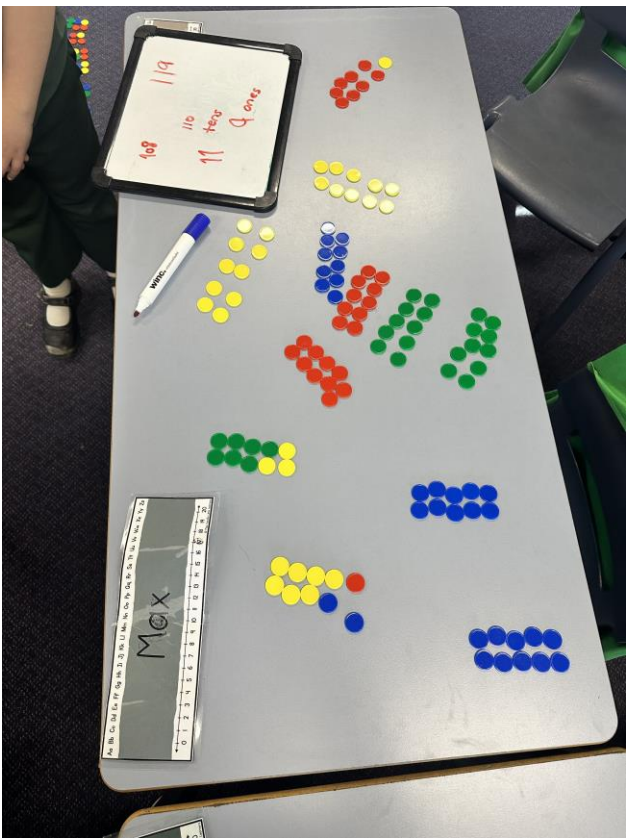
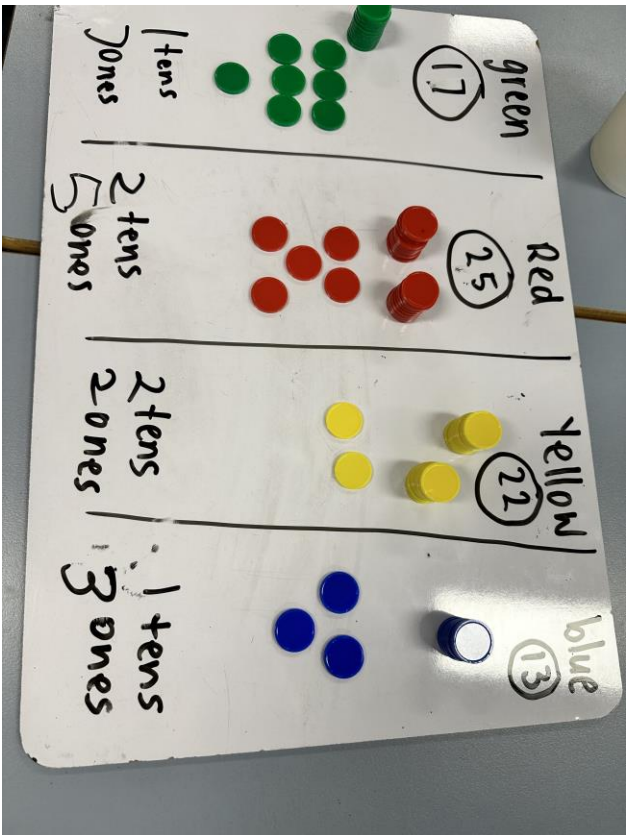












PDHPE (subject) with Mr Guihot



Stage 4 PDHPE

In Stage Four this term, students are learning about nutrition and the benefits of eating a wide variety of nutritious foods. They are making good connections with the content and will soon be looking at food labels.

Students are practicing and refining their softball skills this term in practical lessons.

Stage 5 PDHPE

In Stage Five this term, students are continuing with the Safe Partying unit, but with a focus on driving and sexual relationships, incorporating consent. We will be tying it all together by looking at various party scenarios.

In practical lessons, students have started doing dance and making some amazing progress after two lessons.

Stage 5 PASS

In PASS, students have begun looking at sports psychology. They will be focusing on topics such as motivation and anxiety, and how to control their anxiety before an event and during events.

During practical lessons, they are finishing up their peer coaching before moving on.

CAFS

Students are into their HSC year and the final Core – Parenting and Caring. It will be a busy term, so all students are encouraged to maintain their discipline and ask for help if needed.

Child Studies

This term, the class is studying “The views on children worldwide”. They will be delving into topics such as birth rates, fertility, the reasons why people choose to either have or not have children among other things.

PDHPE with Mr McNicol



Stage 6: Sport, Lifestyle & Recreation – last term the students have studied athletics and learnt about the history, rules and strategies of many of the events. The events included javelin, shot put, discus, high jump, long jump, triple jump, walking, sprinting, steeplechase and the marathon. This term they will undertake a research project on their chosen athletic sport and learn about sports administration by assisting with the upcoming Nyah Sports Day.

Tertiary Information Session

On Wednesday 19th July our Year 12 students attended a Tertiary Information Session which was held in the Jubilee Centre at St Mary MacKillop College. Students were able to speak with University and TAFE personnel about future courses, how to apply, accommodation options and pathways into further education.



Lamington Day

We celebrated Lamington day on Friday July 21st. The school supplied every student with a delicious lamington which were thoroughly enjoyed.









APC & I with Miss Overall



I am really looking forward to this term and the many exciting things we have planned. In week 3, we will have our first Writers Workshop for the term for years 3-6. We will also be holding a Maths Day later in the term, with a range of engaging activities for students to participate in. Once again, Primary will be joining schools from around Australia in the LittleScribe Writing Festival, an online festival in which students learn from popular authors about the writing process. Other exciting events include; Nyah Sports, Book Week, Science Week and Performance Night.

NAPLAN results have also been released and students have received their results. These results alongside the many assessments teachers complete will assist us in improving learning outcomes. It is important to note that NAPLAN was conducted in March and therefore may not accurately reflect your students growth since that time.

Head Teacher Report with Miss Duma



Head Teacher Report

Welcome back to Term 3. There are a lot of events and activities happening for our Secondary students this term, with the most pressing being the 2024 subject selection process for our current Year 8-11 students. Last week our Year 8-11 students had a course market about the subjects on offer for the 2024 Stage 5 and Stage 6 students. On Monday evening we held the 2024 Stage 5 & Stage 6 NESA Information evening. Students in year 10 and 11 have been emailed the link to the subject selection form, which must be completed by Tuesday 1 August. To ensure that we can finalise elective lines by the end of Week 5, please make note of the following dates.

T3 W3 Tuesday 1 August – Stage 6 2024 Subject Selections close

T3 W4 Monday 7 August – Stage 5 2024 Subject Selection form opens

T3 W4 Friday 10 August – Stage 5 2024 Subject Selections close

TERM 3 PARENT TEACHER INTERVIEWS

Parent Teacher interviews for Foundation to Year 12 will be held next Wednesday 2 August from 3:30pm-6pm in the TCS Classrooms. The booking system will open at 9am Friday 28 July and close at 5pm Tuesday 1 August. Please contact the Office if you are having trouble accessing the parent portal.

SPORT EVENTS

CHS Cross Country

On Friday 21 July, Ella represented Tooleybuc and the Riverina at the CHS Cross Country Championships which were held at Eastern Creek Raceway. Congratulations to Ella who was the first Riverina runner home in her age category, and finished 32 out of 78. A fantastic achievement Ella!!

Southern Zone Under 16 and Open Girls Central Schools Netball

On Wednesday 26 July, I had the pleasure of watching our Under 16 and Open Girls Netball teams compete in the Southern Zone Central Schools Knockout. Our Under 16 girls played well against both Balranald and Coolamon, but were unfortunately defeated in both games. Our Open girls team worked extremely well in some tough matches against Balranald and Coolamon, and were rewarded for their efforts by winning both of these and progressing through undefeated to the CHS Central Schools finals in Dubbo. Thankyou to Nella Sharp at Balranald for organising this year's competition. Thankyou to Mr Guihot for coaching the teams, Cassie Andrews for umpiring, Leanne for driving the bus, and for our girls who along with myself assisted with scoring for the day's matches.

Upcoming Sporting Events

- Term 3 Week 2 Friday 28 July – Riverina Secondary Athletics Albury

- Term 3 Week 3 Friday 4 August – Primary Moulamein Zone Athletics at Barham
- Term 3 Week 5 Tuesday 15 August – Nyah Sports Day at Tooleybuc







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.



MILDURA LIONS CLUB Inc.

Proudly presents
International Entertainment's animal-free 'Circus Quirkus'.

Thanks to the generous support & sponsorship from the local businesses communities in Mildura , tickets are COMPLIMENTARY for children who have faced any difficulties or disadvantage in recent times, including but not limited to children with a disability, ASD, chronic illness, in foster-care or with low socio-economic status.

**Tickets for all family members, carers, teachers, etc. are also complimentary.*

Circus Quirkus provides children of all abilities and backgrounds an opportunity to experience world-class entertainment in an inclusive, accessible & safe environment where they feel welcomed and free to be themselves without restriction or judgement.

Circus Quirkus is a contemporary take on favorite, traditional circuses of ages past. It is an eclectic & *entertaining mix of circus acts brought to you from all over the world*. Internationally renowned clowns, jugglers, acrobats & more, deliver hilarious, hugely engaging & sometimes death-defying acts of unbelievable skill. Circus Quirkus is suitable for kids of all ages.

Please visit the website for further details...

<http://www.circusquirkus.com.au/>

We hope it provides a wonderful day of respite & fun.

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.



ATTENTION YEARS 7-10

\$20
BOSS



For more
information scan
the QR code and
come along to the
library at lunch on
Tuesday 1st of
August.

**CREATE, LAUNCH AND
OPERATE A BUSINESS**

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*.

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