



PARENT BULLETIN

AUGUST 2020

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Excellence. Honour. Service.



PRINCIPAL'S REPORT

Welcome back to Term 3! I hope that all our students and their families were able to rest and relax together ahead of another term of academic challenges.

Staffing Changes

I am delighted to welcome Ms Hamera Baig to our permanent teaching staff. Ms Baig will be teaching across both our Mathematics and Science faculties and brings a wealth of experience to her new role. Additionally, we also welcome Mrs Tabatha White to the permanent ranks of our staff as Student Administrative Officer. Mrs White has been a long-standing casual member of our staff and it is wonderful to have her with us permanently.

The start of Term 3 also has seen the arrival of Ms Mary Trinh, Ms Tarin Palmer and Ms Ellouise Liston. All these three teachers will be fulfilling temporary engagements at our school with Ms Liston joining the staff in Human Society & Its Environment (HSIE). Ms Trinh and Ms Palmer will be working in the Science and PDHPE faculties respectively as well as generalist teachers across the school.

COVID-19 Update

The operations of the school continue as usual in Term 3 with an extensive number of ongoing adjustments in place to support the safety of our students and staff during the pandemic. The school continues to implement additional hygiene and cleaning processes. I can assure parents that all staff have access to hand sanitiser for all students to use and disinfectant spray is available for surfaces to be wiped down each lesson. We have extra cleaning services in place for the beginning and end of each day and this is supplemented by an additional clean of all high-touch surfaces including hand railings and door handles in the middle of the day. The message continues to be that any student who is unwell should remain home from school but that all other students should be in attendance.

I am extremely proud of the way our staff have supported all our students but in particular, the extra degree of support they have given to our Year 12 students. In the school holidays, many of our Year 12 teachers provided revision workshops and access to practical classrooms so that students could make even more progress with their major works. Our teachers do this because they care about their students and in so doing, they aim to alleviate student pressure and anxiety. It is an absolute pleasure to work with such professionals who I know are driven by the needs of our students every single day.

NSW Curriculum review – see NESA website for parent fact sheets etc.

Towards the end of Term 2, the NSW Education Standards Authority (NESA) announced the long-awaited recommendations of the Curriculum Review, led by Professor Geoff Masters. This curriculum review has been the culmination of several years of consultation and will dictate the terms of how the future curriculum will look in NSW for all schools, both public and non-government. NESA has suggested that it will commence implementation of the recommendations across a lengthy time period of up to 10 years, with some elements to be implemented quite quickly. Elderslie High School staff will of course now be working to unpack the recommendations as both NESA and the Department of Education roll out resources to facilitate this implementation. I have included a copy of the NESA fact sheet for parents and carers in this copy of Parent Bulletin.

Reports

At Elderslie High School, we have always made it a priority to ensure Semester 1 reports have been distributed to parents prior to the end of Term 2. This year however, the Department pushed back the dates of distribution for schools to allow for more observation of student skills in the face-to-face learning environment because of the interruption of the pandemic and remote learning strategy. Of course, teachers will be commenting on student achievements from both the face-to-face learning environment as well as the achievements of students when working at home. We now intend to distribute reports to students in Week 3. As always, we will notify our parental body when the reports have been sent home so that you can ask your children for them.

I would also like to remind all parents that our Semester 1 reports will feature an A-E grade for effort for the first time and this feature will be maintained in future academic reports from Semester 2 onwards. What is also unique about Semester 1 reports though is that the usual A-E academic grade will not be included for the first and only time. This is again in line with Department of Education recommendations following the interruption of the COVID pandemic.

Uniform

Has your child outgrown their old school uniforms? If so, we would only too happy to receive donations of items which are no longer needed. These are always useful for our students, especially those that are experiencing financial hardship.

Parents & Citizens Association Update

I would like to thank all our parents who joined us for the first ever P&C Meeting to be held via Zoom last term. It was wonderful to be able to meet in this way, especially after we were unable to meet at the start of the term. Our Week 3 meeting scheduled for Tuesday, August 4 at 7pm will take place again via Zoom. All regular P&C members will receive a personalised email with the link included but if there are other parents who would like to join us, please contact the school office so that a link can be sent to you.

*Kind regards,
Mrs Jenny Lawrence
Principal*

FROM THE DEPUTY PRINCIPALS**Natalie Martin (DP Years 9 & 12)****Year 9**

The school has decided to implement an online Check-in Assessment this term for all of Year 9. The **Check-in assessment** can supplement existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs. The assessments are mapped to the **NSW** Syllabuses and National Literacy and Numeracy Learning Progressions. We are implementing this as we were unable to implement NAPLAN this year. The assessment will take place within English and Mathematics class time between Weeks 5 and 7 this term. Each assessment consists of approximately 40 questions. Students will be required to bring their own ear phones for this assessment.

Another benefit of completing these online assessments is that students become familiar with the online testing platform which is similar to the HSC Minimum Standards testing which all students have to complete to be eligible for an HSC. All students in Year 9 will be expected to complete their first and second attempt at the HSC Minimum Standards testing in 2021.

Year 12

Year 12 are in their final term of schooling before the HSC commences. It has been an extremely challenging year for all of Year 12 and I am pleased to say that our students have coped well with returning to school and completing their assessments in Weeks 9 and 10 of last term. The final assessment period is during Weeks 4, 5 and 6 of this term. Many of our students will be finalising major works during this time as well.

During the holidays many of our dedicated staff ran holiday workshops for Year 12 students to attend. Mrs Shortt and Miss Wilson also provided an opportunity for students to complete non-assessable timed Trial HSC examinations for students who wanted to have a close to authentic experience of the HSC. I would like to extend my thanks to all of the staff who so willingly gave up their time for our Year 12 students during their holidays.

At the end of this term we usually have a farewell assembly, picnic day and graduation for all of Year 12. These events may need to be varied due to current COVID-19 restrictions. We will be providing this information to parents and students as we get closer to the final week of this term.

*Ms Natalie Martin
Deputy Principal
Years 9 & 12*

Joanne Amos (DP Years 7 & 10)

Year 10 - Subject Selection

Due to the continued restrictions COVID-19 has placed on school events, the Year 10 Subject Selection evening could not go ahead as planned. In its place, all Year 10 students were provided with the Subject Selection Booklet on Monday 27 July and given a brief presentation at school by Mrs Lawrence and Mrs Amos.

The Subject Selection Booklet provides information about the requirements for each of the Preliminary/ HSC courses including course outlines, assessment weightings and course costs. Students selected courses using the Edval link that was emailed to their department email account. As mentioned in the previous Parent Bulletin, a website has been developed that includes information for parents and students to view at home. There is a video from Mrs Lawrence and Mrs Amos outlining how to best use the website and access all information to help make the best decisions regarding subject selection. In addition to the website, students have been encouraged to talk to the relevant Head Teacher and class teachers about the courses offered in their subject areas.

School Uniform

Students are regularly reminded to wear the correct school uniform. With the cooler weather students need to dress to keep warm by wearing layers of the school uniform and under no circumstances are hoodies permitted. Our school policy if a student is out of uniform is to swap it with a piece of clothing from a clothing pool if a suitable item is available. Students are required to comply with this procedure, as it fosters a positive school learning environment. If your child has grown out of their uniform, new items can be purchased from our school uniform shop or online at the following website:

<http://www.daylightsportswear.com/elderslie/>

Parents can refer to the school website for more information about our policy and uniform shop opening hours.

Mrs Joanne Amos
Deputy Principal
Years 7 & 10

Dale White (DP Years 8 & 11)

Welcome back to Term 3 for all student and their families. It has once again been a steady start to the term with students settling into their classes, new and old and continuing with their face to face learning. I am happy to report there is a lot of exciting news for Year 8 this Term. We have been fortunate enough to increase the number of classes in Year 8, which means smaller class sizes and a

reduced teacher student ratio to further enhance student learning. Students have joined the new class 8I and have steadily resumed their learning and are forming good relationships with their teachers and new classmates. Also this term we are excited with the introduction of the new Boost subject for Year 8 students. 'Boost' is a lesson designed to build upon the numeracy skills of students for the rest of the year. The subject will be exclusively taught by Mr Sambuco (HT Mathematics) and Ms Sproule and they are using their expertise in data analysis to specifically target and cater for individual students when preparing their lessons. This exciting and individualised learning will build upon the skills our students currently have and improve the areas where there is the identified need. We look forward to monitoring and growing your child's numeracy skills throughout the year.

Students will be receiving their reports in Week 3 this term and I encourage them to review the comments their teachers have made so they can build upon their knowledge, skills and understanding as the year progresses. Due to the fact that we cannot have our usual Recognition Assembly in light of Covid, we will distribute awards in other ways to acknowledge efforts of our students throughout Semester 1 in their subjects, but also for those who have been working well each day, behaving appropriately and adhering to the school values of Being Respectful, Being Responsible and Being Reflective through the collection of merit awards. Parents please look out for your child to bring home some pleasing major awards for their achievements soon.

Term 3 also brings with it the opportunity for students in Year 8 to start to think about and then select their elective subjects for the next two years. We offer a large variety of subjects in Years 9 and 10 across a wide number of faculties. I encourage parents and their children to start the conversations about the most appropriate subjects for them to explore in the middle years of High School. I would encourage students to think about subjects they may enjoy, participate well in currently, and/or ones they may find useful in their future endeavours. Experience has taught us that students should avoid selecting subjects just to be with their friends or those that may be taught by a favourite teacher as these choices usually don't not have the level of success the students were wishing for. Students will need to finalise their selections during Week 3 and will receive their Subject Selection Information Booklet at school during Week 2. Unfortunately, at the moment we are unable to hold a parent information night, however, the school has produced a website for students and parents to view which will provide them with more information about each subject available. Students will be issued with the website details during week 2. If you need further information or have any questions please contact the relevant faculty Head Teacher at school or myself.

Year 11 also will have an important term ahead as they prepare towards the HSC in 2021. In what has been a hugely different year for learning for all students I have been impressed with how the vast majority of our Year 11 students have settled back into their classes, completing their classwork and assessments. This is a reminder to students and parents that we do not want students to 'opt out' of their learning and that all assessments and in class learning need to be completed. We will be holding Year 11 Senior Reviews shortly to work with students who are falling behind in their assessments and work completion. All assessments need to be completed to meet NESA requirements and the successful completion of their Preliminary HSC courses. We will also be supporting students with their lifelong learning and real world experiences by completing the 'Life Ready' Program during Term 3. This 25 hour program is **compulsory** for all students in preparation for the HSC and students will need to attend each and every day or workshop that is conducted at school. There will be a number of workshops taking place during week 4 and more towards the end of this term.

Another exciting initiative for students at Elderslie High School has been the recent creation of a Director of Activities staff member who will work with students during the break times. The role entails providing students with exciting, fun filled and engaging activities that they can participate in at recess or lunch. Providing students with the opportunity to spectate and/or participate in sports, activities and clubs is designed to create the exciting and appealing atmosphere that students need and allow them to foster strong relationships with our staff and each other. It has already seen some excellent participation and success in 'pop up' sporting activities of Volleyball, Basketball and Handball. There will be a range of fun activities, team and individual based each week and I encourage all students to participate as frequently as possible throughout the year. Please speak with Mr Rowston (PDHPE) if you have any suggestions or ideas that would benefit all students.

Mr D White
Deputy Principal
Years 8 & 11

SRC REPORT

After arriving back to school in Week 5 of Term 2, the SRC team have worked tirelessly to research, investigate, plan and organise a range of initiatives; ranging from local, national and global events as a way to inform the wider student body. Working together in small groups, students were given a proposal by Mrs Mulligan to select an initiative from the month of June of significance; ranging from injustices faced by children and the impact of pollution on our oceans. The students worked collaboratively and creatively, producing infographics, PowerPoints with embedded videos, competitions and fundraisers.

Bianca, Joe (Year 10) and Luka (Year 8) were inspired by **World Ocean Day (8th June)** and ways to celebrate our Blue Planet. As part of the global push to care and respect our

aquatic ecosystems, the group held a colouring-in and poster competition. Students across all year groups were encouraged to design a poster that encouraged and celebrated our beautiful oceans and the life it encompasses! The winners, as announced in the last week of Term 2, were Xavier Laundress (Year 8) and Jade White (Year 10). Well done!



Matthew, Dylan, Wil (Year 8) Joel, Jack and James (Year 9) focused on **World Day Against Child Labour (12th June)**. Through an infographic and engaging PowerPoint, the group worked to identify the extremely harsh conditions, particularly children living in poverty are forced to face. Over 218 million children are forced to work in physically demanding jobs, exposed to hazardous chemicals and environments, often forced into slavery and other forms of illicit labour. This has a significant impact on their wellbeing, both their mental and physical self, and thus are deprived of a proper childhood and schooling. The group were able to encourage our student body to be reflective in the products that they consume, checking for the label of FairTrade to reduce the constant loop of child labour in many developing countries.



Claire, Jorja, Feini (Year 9) and Alexandra (Year 8) were involved with promoting inclusivity, and acknowledgement of our multicultural society through **Refugee Week (15th - 19th June)**. Refugee Week is Australia's peak annual activity to inform the public about refugees and celebrate positive contributions made by refugees to Australian society. The group pushed a link (survey) to connect with our community, and to share narratives of their journey. At this stage, due to COVID-19, the annual 'Ration Challenge' that usually aligns with Refugee Week has been rescheduled until September. If your child is interested to get involved and learn to live on food rations for up to 5 days, please register with Mrs Mulligan in the History Staffroom. The group hope to keep you informed by the end of the term.

Charlotte, Adam, Will (Year 10) and Jeremiah (Year 9) were interested to start a new initiative, never held previously at EHS. **'Thinking of You' Week** is a national initiative to encourage positive mental health and strong friendships, particularly post the hardships of COVID 19. The students believe that this is a positive and helpful way for students to reconnect with their peers and friends, after the time away from school. A Power point and posters were created to promote the day. Students were able to pre-order a sugar cookie and a card to be delivered to a peer during Friday of Week 1. The proceeds will be going towards *Beyond Blue*.



Lastly, Xavier (Year 10), Edward, Taj, Amanda and Kiara (Year 9) are currently planning for **'Red Apple Day'**, a fundraiser aligned with Bowel Cancer Australia usually held on the 17th of June. A highlight of Bowel Cancer Awareness Month, Red Apple Day sees Australians young and old, support the work of Bowel Cancer Australia through the purchase of an apple themed fundraising activities. Students, with the assistance of Year 11 and Year 12 Hospitality students, will be selling home-made apple turnovers (with ice cream!) apple poppers, and toffee apples Recess 2, Friday of Week 2. The goal is to collect donations in order to support research into causes, treatment and prevention of Bowel Cancer that claims the lives of over 5,300 Australians a year.

On Friday 25th June, (Friday Week 9) EHS held a mufti day to support our Khaing Zin and Khaing Yadanar, our sponsored children in Myanmar through World Vision. By sponsoring a child, our EHS community assist in making a lasting difference, helping the children and others, transform the way they live. Sponsorship donations are pooled with other donors, to support long-term development work that focuses on achieving the sustained wellbeing of all the children living in your sponsored child's community, especially the most vulnerable. We, as a community, raised over \$1050; providing enough funds for an array of resources, including farm animals, hand sanitation stations and winter blankets.

Due to COVID, there was a delay in announcing the winners of the raffle from **World's Greatest Shave** (Week 7, Term 1). SRC students pooled all the entries from the competition of guessing game – *Who was the teacher brave enough to shave?* Ms Wilson, a favourite amongst all students, assisted in smashing our school goal of \$1000, to a whopping \$5100 for the Leukaemia Foundation, with her own fundraising over \$500. Thank you Ms Wilson for your passion and bravery! The winners were Lara Kalwy (Year 7, *Third Prize*, Two Blocks of Chocolate), Ashton Maltby (Year 12, *Second Prize*, \$30 Event Cinema's Voucher) and Charlie Wagstaff (Year 7 - *First Prize*, \$50 Officeworks Voucher). Congratulations to our winners and thankyou to our amazing designer crew, Peta & Ameira (Year 10) who designed the giant certificates!





ABORIGINAL EDUCATION

The Aboriginal Education Committee have been working with our Aboriginal students to develop their Personalised Learning Plans. The majority of these have now been completed and posted home to parents for feedback. If you have any questions or concerns about this please contact Ms Crossingham in the PDHPE Staffroom.

Reconciliation week occurred during 27th May to the 3rd of June. Unfortunately due to COVID we were limited in our acknowledgment of this week. However, students did produced a video clip to be shown to all roll call classes to acknowledge the journey for all Australians. A big thank you to Tamika Watson Ryan, Bradley Watson Ryan and Juliette Kinny for producing this clip.

Term One saw the introduction of a new program for Aboriginal Students. MTC Opportunity Hub visits the school each Monday working with our Aboriginal students to develop career pathways. Work experience, resume development and Tafe/University applications are some of the things worked on during these mentoring sessions.

Three students were nominated and successful in receiving the GOfoundation Technology Scholarship which provides students with a laptop top and Wi-Fi to assist with completing school work at home. Congratulations to Jasmin Lonergan, Madison D'Amato and Amali Smith.

The Pathways to Dreaming Program conducted by WSU has commenced with modifications due to COVID. This program is for students in Year 8-12 and is an introduction to what university is like along with cultural activities. The students in the program have participated in their first Zoom meeting with more to come in the following terms.

Term Three will see the commencement of the Junior AECG meeting. Elderslie High School will be hosting the first meeting. Students in the committee will be conducting the meeting and taking younger students from our feeder primary school through a cooking lesson. During this term we will also been welcoming a local indigenous artist to work with a group of nominated

students to design a school rugby league jersey. This jersey will then be worn by students during school rugby league matches.

A new date has been set for NAIDOC Week in Term Four after the postponement due to COVID. The committee have begun planning activities for the week and are looking forward to celebrating the rich history, diverse culture and achievements of Aboriginal peoples.

Ms Crossingham

Aboriginal Education Coordinator



School of Rock 2020

School of Rock, 2020 was postponed to later in the year. Prior to the COVID 19 restrictions, we were progressing steadily towards opening night, so the CAPA Staff, Cast, Crew, VA Club and Orchestra are all hoping to bring you an amazing Musical performance in Term 4. Rehearsals during sport time resumed and it is hope that Extended Musical Rehearsals can resume in coming weeks. So, stay tuned for regular updates on Musical 2020.

Creative and Performing Arts Faculty

Public Speaking & Debating Update

Congratulations to Breanna Craig from Year 12 on winning the Regional Final and State Semi Final of the Plain English Speaking Award. Best of luck in the State Final on Friday 7th August 2020.



Year 7 – 11 Debating teams should commence training in the next couple of weeks for an Online Debating Program. Stay tuned for more information. Best of luck to all of our teams in the coming weeks!!

Ms Dennis



CAPA Update

Unfortunately, due to the challenges of 2020 many of our events, performance opportunities and ensemble rehearsals have been cancelled.

Vocal Ensemble and Orchestra rehearsals have started again during Rollcall. Orchestra rehearsals from 2.30 – 3.30 pm have resumed, so all students are expected to attend.

Visual Arts Club on Wednesday afternoons from 2.30 – 3.30 pm has resumed. Junior Drama Ensemble rehearsals on Wednesday mornings from 8.00 – 8.55 am has resumed.

Dance Company, Dance Ensemble, Ballroom Dance Ensemble rehearsals have also resumed. Unfortunately, Dance Transition Ensemble cannot commence until we reach Phase 4 of our return to school program. Regular updates and reminders will be provided through Google Classrooms and Daily Notices about any changes to this structure.

The **HSC CAPA Practical Examinations** are approaching. Good luck to all the Year 12 students involved.

Stay safe and be creative everyone!!

CAPA Faculty

FACES OF EHS

What are your interests and hobbies?

"Hi, my name is Noah Amos. I enjoy playing soccer and normally attend soccer training 1 day a week. I also do Karate twice a week for self-defence and fitness and I am currently on my brown belt. I have always enjoyed swimming and used to do swimming training but now I just like to compete in the annual school swimming carnivals. If I am not playing sport, I like to play video games or watch YouTube and movies."

Noah Amos, Year 9



Can you speak another language? What makes knowing your language special and important to you?

I had been raised in India so my first language is Hindi, one of the official languages of India along with English. Throughout my school life in India, Hindi was one of the compulsory subjects in my curriculum and at home, we mainly conversed in Hindi. The movies, the TV programmes I watched and the songs I listened to in my first 9 Years of life were mainly in Hindi. My early childhood was filled with this language, therefore it holds a special place in my heart.

When my family moved to Australia the importance of the Hindi became more prominent to me as I rarely had a chance to speak it outside. Hindi is my link to India here in Australia, it's something that allows me to freely converse with my family members in Australia and overseas. Hindi holds great importance in my life as my mother tongue and I have grown attached to the language in which I spoke my first words.

Anna Choudhary, Year 9



CATCHING UP WITH OUR ALUMNI – Erin Garrity – Class of 2011

Achievements at school:

- 2011 School Captain
- Member of the EHS Ballroom Dance Ensemble – 2006-2011
- Participated in School Spectacular 2006-2008
- Selection for the Junior State Drama Ensemble
- Participated in public speaking competitions and was a member of the EHS Debating Team – 2007-2011
- Selected for State Drama Festival 2010
- Participated in Elderslie High School's Annual Musicals



Achievements after school:

Upon the completion of my HSC at Elderslie High School, I attended the University of New South Wales and completed a Bachelor of Arts with a double major in English and History. My undergraduate degree allowed me to meet new people of diverse backgrounds and extended my own conceptual understanding of literature and the uniqueness of the world in which we exist. I went on to complete a Masters of Teaching at the University of New South Wales and began my career as a High School English Teacher. My experiences as a teacher have challenged my perceptions of society and imbued me with deep empathy and compassion. Through my students I have learnt that even the smallest of steps forward are worthwhile and that growth is more important than high achievements.

Beyond my career, one of my greatest achievements is my ability to listen to others and appreciate their perspective. My extra-curricular activities at school taught me how to voice my beliefs and opinions; however, through listening I

have flourished even further. By paying attention to the wisdom of others, my preconceptions and values have been challenged, which has allowed me to approach every day with a positive attitude and open mind. The most insignificant of conversations have led me to reflect upon my trajectory and re-evaluate my own attitudes and perceptions.



P & C MEETINGS 2020

ALL parents of students and interested members of the Elderslie community are invited to attend these meetings.

Our Meeting for 2020 will be:

Tuesday, 4th August 2020
(via Zoom)

Elderslie High School - Cattle Crush for Sale by Tender

Our Agriculture faculty have a cattle crush for sale by tender, this piece of equipment has been superseded by a newer model and is no longer required. Details as follows:

- Manufactured by Arrow, economy model, approx. 20 years old
- Galvanised construction with small areas of surface rust
- Split gates on both sides, sliding rear gate
- Slam catches
- Open base (no floor) – bolts onto concrete pad

In good working order, sold with any faults, at the buyer's risk. Ready for immediate pick up on acceptance of offer. Purchaser to arrange transport.

\$500 or nearest offer

General enquiries should be referred to Ms M Atkinson by telephone 4658 1110, during school hours.

Tenders must be submitted in a sealed envelope marked **"Confidential Cattle Crush Tender"** and sent/delivered to:

The Principal
Elderslie High School
40-48 Hilder Street
NARELLAN NSW 2567

**Tenders close at 3pm on
Friday 7 August 2020.**



A new NSW school curriculum
Every student prepared and ready for their future

Fact sheet for parents and carers

Why did we have a Curriculum Review?

In May 2018, the NSW Government announced the launch of the NSW Curriculum Review (the Review). This was the first comprehensive review of the NSW primary and secondary curriculum since 1989, and aimed to equip students to continue to contribute to Australian society in the 21st century.

Parents and carers were invited to be part of the Review through consultation opportunities in 2018 and 2019. Feedback from parents and carers informed the shape of the final recommendations of the Review.

The publication of the NSW Curriculum Review final report indicates the completion of the review process and signals the commencement of activities to achieve curriculum reform.

What are the recommendations of the Review?

The Curriculum Review includes 24 recommendations that address the following areas:

The content and structure of new syllabuses

- New syllabuses will prioritise core knowledge, understanding and skills, giving teachers time to focus on depth of learning.
- The structure of the new syllabuses will provide improved information to parents about their child's progress and the next steps in their learning.

Visit nswcurriculumreview.nesa.nsw.edu.au to find out more.





Elderslie High School UNIFORM SHOP
Price List

ITEM	PRICE
Girls	
Junior Girls Blouse	36.00
Senior Girls Blouse	40.00
Dress	72.00
Junior/Senior Skirt	50.00
Junior Girls Pants	44.00
Senior Girls Pants	44.00
Boys	
Senior Boys Shirt	40.00
Boys Shorts	42.00
Boys Pants	48.00
Junior Polo	35.00
Unisex	
School Jacket	65.00
Sloppy Joe	40.00
Jumpers	
Senior Woolen Jumper	75.00
Sports	
Sports Shorts	32.00
Track Pants	45.00
Sports Polo	40.00
Others	
Eco Bag	01.00

WE ACCEPT MASTERCARD, VISA, AND EFTPOS
NO CHEQUE PAYMENTS

** Prices are subject to change without notice*

NSW Universities Open Days 2020 - JobJump

Australian National University

22 August

<https://www.anu.edu.au/study/events/open-day-2020>

ACU Open Day Dates

Ballarat Campus Sunday 30 August

Brisbane Campus Saturday 25 July

Blacktown Campus Saturday 1 August

Canberra Campus Saturday 22 August

Melbourne Campus Sunday 9 August

North Sydney Campus Saturday 5 September

Strathfield Campus Saturday 12 September

<https://www.acu.edu.au/student-life/experience-uni-before-you-start/open-day>

Charles Sturt University,

Orange - Sunday 2 August

Wagga Wagga - Sunday 9 August

Albury-Wodonga - Sunday 16 August

Bathurst - Sunday 23 August

Port Macquarie - Sunday 30 August

Dubbo - Saturday 5 September

<https://study.csu.edu.au/life/events>

CQ University Sydney

Virtual Open Days

1 August (10am–1pm)

15 August (10am–1pm)

Online Chat (3–6pm): 12 August, 26 August, 16 Sep, 8

October, 24 November

<https://www.cqu.edu.au/courses/future-students/future-study-options/open-days>

Griffith University

Gold Coast, Nathan, South Bank: 9 August

<http://griffith.edu.au/open-day>

La Trobe University

Melbourne: 2 August

Shepparton: 7 August

Mildura: 12 August

Albury-Wodonga: 16 August

Bendigo: 23 August

Sydney: 26 August

<https://www.latrobe.edu.au/openday>

Macquarie Uni

15 August

<https://openday.mq.edu.au/>

National Art School

5 September

<https://nas.edu.au/open-day/>

Southern Cross University

Coffs Harbour Friday 14 August

National Marine Science Centre Saturday 15 August

Gold Coast Sunday 16 August

Lismore Friday 21 August

<https://www.scu.edu.au/study-at-scu/info-days/>

University of Canberra

22 August

<https://www.canberra.edu.au/openday>

University of New England

Book a campus tour

<https://www.une.edu.au/study/study-on-campus/campus-tours>

University of Newcastle

Central Coast Saturday 1 August

Newcastle Saturday 29 August

<https://www.newcastle.edu.au/study/open-day>

University of Notre Dame Sydney

Saturday 29 August 2020

<https://www.notredame.edu.au/events>

University of NSW

5 September

<https://www.futurestudents.unsw.edu.au/openday>

UNSW ADFA Canberra

22 August

https://www.defencejobs.gov.au/students-and-education/australian-defence-force-academy/adfa-open-day?gclid=EAIaIQobChMI_KT46Mni6QIVj9eWCh053AijEAAYASAAFeLBh_D_BwE&gclid=aw.ds

University of Sydney

29 August

<https://www.sydney.edu.au/study/events-for-prospective-students/undergraduate.html>

University of Tasmania Sydney

Rozelle/Darlinghurst Saturday 29 August

<https://www.utas.edu.au/open-day>

University of Technology

Saturday 29 August

<https://openday.uts.edu.au/>

University of Wollongong

8 August

<http://openday.uow.edu.au/>

Western Sydney University

Parramatta South and Parramatta City: 16 August

Liverpool City: 19 September

<https://www.westernsydney.edu.au/openday.html>

NSW Universities Virtual Tours



**Australian
National
University**



ACU

AUSTRALIAN CATHOLIC UNIVERSITY



UNSW
SYDNEY

[UNSW ADFA Canberra](#)



CQ university
AUSTRALIA



THE UNIVERSITY OF
SYDNEY



LA TROBE
UNIVERSITY



UNIVERSITY of
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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.

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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*.

