



# Barrack Heights Public School

HUNTER STREET  
BARRACK HEIGHTS 2528  
'WORKING TOGETHER'

## Newsletter Term 2 Week 9



### YOU CAN DO IT!

Focus for the week

**"We solve problems by finding solutions first"**

We are **safe, respectful and accepting.**



## TERM 2 – IMPORTANT DATES

### What's On

25 June – Monday  
26 June – Tuesday  
27 June – Wednesday  
29 June – Friday

Clubs  
Running Club  
**Athletics Carnival**  
Red Nose Day Fundraiser

### What's Ahead

02 July – Monday  
03 July – Tuesday  
04 July – Wednesday  
04 July – Wednesday  
04 July – Wednesday  
06 July – Friday  
07 July – 22 July

Assembly  
**NAIDOC Day Celebrations**  
Kindness on Purpose – State of Origin Game  
**YCDI Assembly 2pm - 3pm**  
Parent Teacher Interviews  
Last Day of Term 2  
School Holidays



## Parent/Carers Corner "Setting High Expectations"

## Kindness Corner "Celebrities Support Kindness on Purpose"

Dear Parents/Carers

### 'Childhoods Past and Present'

A big thank you to Miss Bunt and her team in organising a fun filled day for our families and children last week as part of the HSIE unit of work dedicated to 'Childhoods Past and Present. Thank you to all the parents, grandparents and special visitors who shared their childhood stores in the classrooms and for joining us in the picnic lunch. Pictures from the day on page 6.

### Athletics Carnival

All children are expected to attend the school's Athletics Carnival that is being held on Wednesday. Please check the note sent home with your child for full details.

### Jewellery – Information as per the School Handbook Issued to All Parents on Enrolment

The NSW Department of Education requires that jewellery or other items that could cause an injury to themselves or other students are not worn. Given that our students are involved in regular physical activity and play throughout the week there are important restrictions on what students can wear to school as jewellery or accessory items.

- As a general rule no jewellery is allowed - this includes piercings other than ears, chains, rings, bracelets and necklaces.
- **Stud earrings and sleepers (in ears) and watches are the only acceptable jewellery.**
- Nail polish and cosmetics should not be worn to school.

- Acceptable additional items include watch, sunglasses.

### NAIDOC Day Celebrations

Mrs Mangos, Troy and the Aboriginal Education Team have been busy planning for our upcoming NAIDOC Day Celebrations scheduled for Tuesday 3 July. The theme for this year is "Because of her, we can!" As pillars of our society, Aboriginal and Torres Strait Islander women have played – and continue to play - active and significant roles at the community, local, state and national levels.

### YCDI Assembly

All parents are invited to our YCDI Celebration Assembly scheduled for Wednesday 4 July at 2pm. Professor Michael Bernard from the University of Melbourne, owner of our You Can Do It! Program spoke on the TODAY Extra about a study that reveals that half of all school children are struggling with high levels of stress. Hear what Professor Michael Bernard had to say at:

<https://www.9now.com.au/today/2018/extras/clips/clip-cjidv1k7i009s0gs4gqzmqx5s>

### Facebook

As a school we are very proud of the activities and programs we have running in our school. We are also very proud of our students and staff. Please feel free to like and share our school's Facebook posts and please keep all comments positive. Celebrate the success of our students and school.

Have a wonderful week!

Mrs Kocovska  
Principal  
SAFETY, RESPECT and ACCEPTANCE

**Kids Helpline** 1800 55 1800  
**Lake Illawarra Police** 4232 5599  
**Crimestoppers** 1800 333 000

**NAIDOC Week** is coming up soon! NAIDOC Week celebrations are held at our school to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. The theme for this year is - Because of Her, We Can - which recognises the importance of Aboriginal women. Everyone is invited to our **NAIDOC Assembly on Tuesday, July 2 at 9:20am** which will be followed by our NAIDOC March around the school. There will also be Aboriginal cultural activities during the day. A special invitation goes out to all our Aboriginal Mums, Nans, Aunties and Carers to come to our NAIDOC Assembly to help us celebrate this special day. All students can wear black, yellow and red clothes on the day. Hope to see you there.

Mrs Mangos and Troy Tungai

### Red Nose Day

Friday 29 June is 'Red Nose Day'. Red Nose Day is held to raise money to save the lives of babies and children impacted by Sudden Infant Death Syndrome (SIDS). Money raised is also used to support people and families impacted by the death of a child. As part of 'Red Nose Day' Stage 3 are fundraising money through a bake sale. The bake sale will be held during lunch time and will have a variety of items. Prices will range from 50c to \$2.00.

Miss U & Mrs Shajnovski

### Barrack Heights PS Debating Team

On Tuesday the Barrack Heights debating team competed against Tullimbar Primary School in the **final round of the Premier's Debating Challenge**. The topic was 'That the best behaved students each day should get a 30 minute early mark from school.' Barrack Heights were the affirmative side. Mishaylee led the team with two strong arguments about why well behaved students deserve a thirty minute early mark each day. Shylow followed up with arguments around students leaving thirty minutes early may encourage the other students to behave. Kaylie displayed her confidence by giving clear, well thought out rebuttals. Thankyou to Charlotte, our fourth team member who kept her team on track giving advice and support. The rest of our team came to cheer on their peers. Well done team!! Thank you to the parents who helped out with transport to and from venues. This is very much appreciated.

Report from Mrs Maranesi, Debating Coordinator



### **P&C Committee 2018**

President: Kally McLean  
Vice Presidents: Rosie Roach  
Kendal Williams  
Secretary: Erin Jongsma  
Treasurer: Narelle Adams

#### **P&C Meeting Dates**

Term Three	8 August Wednesday	9:00am – 10:30am
	13 September Thursday	9:00am – 10:30am
Term Four	24 October Wednesday	9:00am – 10:30am
	29 November Thursday	8:00am – 9:00am
	Christmas Breakfast	9:00am – 10:30am

You are invited to the  
Barrack Heights Public School

*You Can Do It!*  
**Celebration Day!**



Wednesday July 4<sup>th</sup> at 2pm  
in the school hall

*Please come along to celebrate  
the goals we have achieved!*



## YOU CAN DO IT!

**Focus for the week - We solve problems by finding solutions first**



This week students will understand that looking for ways to help others is an important part of *Getting Along*. To do this at Barrack Heights Public School, we always think first! One strategy students use is to STOP, THINK and PICK a PLAN.

Students will be learning about the benefits of seeking support when they have a problem with their schoolwork and will understand that reaching out to help others makes their world a better and safer place to live and learn.

Students will understand the importance of seeking help when dealing with problems that are too big to solve alone. To do this students will identify trusted people they could ask for help when they have a problem.

Our younger students will be saying and doing kind things that make other people feel good to make sure we are 'filling each other's buckets.'

# Childhoods Past & Present Day

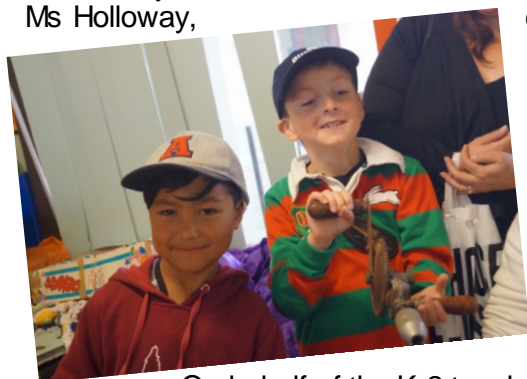
Last Thursday, 21 June, K-2 enjoyed a fabulous day learning about childhoods in the past and comparing them to what life is like for them at present. This was part of their History lessons this term that looked at change over time for children.



The day started with a time-machine and a sing-a-long assembly in the Hall, involving not only the students and teachers but over 100 special guests: parents, grandparents and other relatives. We sung songs together from over 200 years ago all the way to the present. *Mr Clicketty Cane* seemed to be a particular favourite! Following the assembly, our guests joined us in the classrooms to share stories, photos and artefacts from their childhood with the students. It was very warming to see everyone

chatting and having fun, and that our special guests were willing to answer the many curious questions of our students. Old photos and records appeared to be the big hits with the children. After the classroom chats, we all had a picnic. Some students and guests had family picnics while everyone else shared in a big group picnic. Soon afterwards, it was time for the students to say goodbye to their families.

During the middle and afternoon sessions, the students rotated around four group activities. They built indoor cubbyhouses using sheets with Miss Finlay and Miss Condran, watched segments of TV shows over the decades with Miss Lewis and Ms Holloway,



danced through the ages with Miss Pfeiffer, and played old outdoor games with Mrs Cole and Miss Bunt such as elastics, quoits, tandem tennis and 'Crocodile, Crocodile'. By the end of the day, we were all happy but exhausted!



On behalf of the K-2 teachers, we would like to thank everyone who supported the day. Every contribution, from the costumes to donating food for the picnic, to attending on the day added to a very magical and, we hope, memorable day for the students.

Kindest regards, Miss Marianne Bunt, K-2 Supervisor



## Kindness on Purpose Corner

Celebrities Lend Their Voice To Support Kindness On Purpose.



Well known celebrities are gathering in support of the Kindness On Purpose Movement. National celebrities Deborah Hutton, Brad Pittler and Erin Molan have spoken out in support of Kindness On Purpose. To listen to Deborah, Erin and Brad share their kindness story go to the

[Kindness On Purpose You Tube channel:](#)

<https://www.youtube.com/channel/UCVH7tbFwx8WsKI7TZspcaaQ>

## Parent / Carers Corner

### Setting High Expectations

Parents play an important role in supporting their child to become confident and keen learners. Here are some things you can do to help your child achieve better results at school

- encouraging children to try their best
- help them to be organised for school
- support them when things are difficult
- let them know you believe they can improve

Having high expectations for your children and letting them know you expect them to do their best is linked to student achievement.



**Nationally Consistent  
Collection of Data**  
School Students with Disability

**Education  
Council**

# Fact sheet for parents and carers

## What is the NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of adjustment they are receiving to access education on the same basis as other students.

Each of the included students has been identified by a school team as receiving a reasonable adjustment to address a disability under the [Disability Discrimination Act 1992](#) (the Act) ([www.legislation.gov.au/Details/C2017C00339](http://www.legislation.gov.au/Details/C2017C00339)).

## Why is this data being collected?

All schools across Australia collect information about students with disability. However, until recently, the type of information collected has varied between each state and territory and across government,



Catholic and independent school sectors. The national data collection ensures that, for the first time, information about students with disability is transparent, consistent and reliable at a national level. A nationally consistent approach to collecting data provides evidence on:

- the number of school students receiving an adjustment due to disability
- the level of adjustment they receive
- the broad type of disability.

From 2018, the student with disability loading provided by the Australian Government is based on the national data collection. Funding is being provided via a loading at different rates based on students' received level of adjustment (supplementary, substantial or extensive). This will enable funding to be better targeted to student need as identified through the collection. Schools will continue to manage their total resources to meet the learning needs of their students based on the educational expertise of their staff.

It is important to note that states and territories are responsible for decisions about the level of funding for government schools; and non-government education systems and approved authorities are responsible for the distribution of the needs-based Commonwealth funding that they receive. While Government funding is calculated with reference to students enrolled at a school, the Government expects schools and school systems to pool their funding from all sources—Australian Government, state/territory and private—and prioritise their spending to meet the educational needs of all of their students. This is because the Government recognises that schools and school systems are best placed to understand the individual needs of students and budget accordingly.

The students with disability loading may be used for broader supports at the classroom, school and sector level, as well as for supports for individual students. Education authorities may, for example, opt to use funding for professional learning and to build capacity and inclusive cultures in schools. Better information about school students with disability helps parents, carers, teachers, principals, education authorities and government to gain a more complete understanding of students who are receiving adjustments because of disability and how to best support them to take part in schooling on the same basis as other students.

### **What information will be collected?**

Every year, your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's year of schooling
- the student's level of adjustment
- the student's broad type of disability.

If a student has multiple disabilities, the school team, using their professional judgement, selects the broad category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory. The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

### **How will this data be used?**

The information provided through the national data collection will give governments greater insight into the numbers and distribution of students receiving adjustments because of disability in Australian schools.



In addition to informing funding, the data will inform work at a school and system/sectoral level. It will help to ensure that better support for students who are receiving adjustments because of disability becomes routine in the day-to-day practice of schools through:

- strengthening understanding of schools' legislative obligations and the Disability Standards for Education 2005 in relation to students who are receiving adjustments because of disability
- focusing attention on the individual adjustments required to support students with disability to participate in learning on the same basis as other students, and enabling schools to better reflect on the needs of these students and to support them more effectively
- facilitating a more collaborative and coordinated approach to supporting students who are receiving adjustments because of disability, including through encouraging improvements in documentation at the school level
- strengthening communication between schools, parents/carers and the broader community about the needs of students who are receiving adjustments because of disability.

### **Who is included in the national data collection?**

The definition of disability for the national data collection is based on the broad definition under the [Disability Discrimination Act 1992](http://www.legislation.gov.au/Details/C2017C00339) (www.legislation.gov.au/Details/C2017C00339).

For the purposes of the national data collection, students with learning difficulties (such as dyslexia or auditory processing disorder) or chronic health conditions (like epilepsy or diabetes) that require monitoring and the provision of adjustments by the school may be included.

### **Who collects information for the national data collection?**

Teachers and school staff identify the number of students receiving an adjustment due to disability in their school, the broad type of disability and the level of adjustment provided, based on:

- consultation with parents and carers in the course of determining and providing adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

### **What are the benefits of the national data collection for my child?**

The aim of the national data collection is to collect quality information about Australian school students receiving adjustments due to disability.

This information will help teachers, principals, education authorities and governments to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for students with disability and all students.

### **What are schools required to do for students with disability?**

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the [Disability Discrimination Act 1992](http://www.legislation.gov.au/Details/C2017C00339) (www.legislation.gov.au/Details/C2017C00339) and the [Disability Standards for Education 2005](http://www.docs.education.gov.au/node/16354) (the Standards) (www.docs.education.gov.au/node/16354). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together to ensure students with disability can participate in education.

### **What is a reasonable adjustment?**

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties). Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. For the [Disability Standards for Education 2005](http://www.docs.education.gov.au/node/16354) ([www.docs.education.gov.au/node/16354](http://www.docs.education.gov.au/node/16354)), an adjustment is reasonable in relation to a student with disability if it balances the interests of all parties affected. Schools are required to make reasonable adjustments for students with disability under the Standards.

### **When does the collection take place?**

The national data collection is conducted in August each year.

### **Is the national data collection compulsory?**

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive. Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

### **How is my child's privacy protected?**

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Data is collected within each school, and personal details, such as student names or other identifying information, are not provided to local or federal education authorities. Further information about privacy is available in the [Public information notice](http://www.docs.education.gov.au/node/33415) ([www.docs.education.gov.au/node/33415](http://www.docs.education.gov.au/node/33415)).

### **Further information**

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability. You can also visit the [Department of Education and Training's national data collection webpage](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability) ([www.education.gov.au/nationally-consistent-collection-data-school-students-disability](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability)). An [e-learning resource](https://resource.dse.theeducationinstitute.edu.au/) (<https://resource.dse.theeducationinstitute.edu.au/>) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005 is freely available for the use of individuals, families and communities.



**GIVEN THE DIFFICULTIES THAT DAILY BESET  
THE PUBLIC EDUCATION SYSTEM, WHY DOES  
IT WORK AS EFFECTIVELY AS IT DOES?**

**BECAUSE OF THE PROFESSIONAL  
COMMITMENT OF ITS TEACHERS.**

– Professor Tony Vinson  
Inquiry into Public Education in NSW



Authorised by Susan Hopgood,  
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