



Dear parents and caregivers

Welcome back to Term 3 at Boolaroo Public School. We do hope that even with the rain you had a nice and restful break.

I would like to thank our Stage 2 students for being so amazing at camp last week. Also a big thank you Ms Webb for your time and energy and congratulations to our parents for raising such amazing young people.

Last week we celebrated NAIDOC Week, this year's theme is 'Get up! Stand up! Show up!' NAIDOC Week is a time to acknowledge the champions of change that have spearheaded equality and celebrate Aboriginal and Torres Strait Islander peoples' rich and ongoing contribution to our education system and nation. Congratulations to Maci, Lilly and Astra for running an amazing assembly, a big congratulation to all the students who performed. Thank you to the teachers for the wonderful activities all students participated in, it was great to have Boolaroo Speers Point preschool join us on the day. A very big thankyou to our fabulous SASS staff Cas and Jane for your great BBQ skills.

Enrolments for Kindergarten 2023 at BPS are being taken. If you have a child or know of a child who is planning to attend our school in 2023, please call in or contact the school office. Online enrolments can also now be submitted through the school's website.

As the weather has returned with a chill, we ask that parents ensure that all jumpers, jackets, and hats are clearly labelled. If you happen to find a uniform item that has come home with another child's name, please return to the school and we will find the owner.

COVID and Flu infections have sadly increased, as parents would be aware from the news. If your child has symptoms of either COVID or Flu, we ask that they are kept home and tested. Please notify the school of any positive results. Further RAT kits are becoming available however if families need a test for their child and their school supply has diminished, please let us know.

Kind regards

Louise Wrightson



## Netball

Check out our brand new netball dresses. Aren't they amazing?! We absolutely love the Indigenous designs on them. These dresses are courtesy of the beautiful Finley family who purchased and donated a set of 10 dresses to the school. We cannot thank you enough for your kind and generous gesture! We look forward to students wearing them while representing BPS!



## Debating



Congratulations to our debaters- Rylee F, Songkran B, Annika C and Cassidy-Jade M on winning their first debate last term. I am so proud of you all!

Next Tuesday our debating team will compete against Floraville PS in their second debate. We wish them the best of luck!

Miss McCaw- Debating Coordinator

## Choir

Congratulations to our choir on your wonderful performance at our Week 10 assembly last term. You were fantastic to watch! Choir is going to be rehearsing hard this term for our performance in this terms Week 10 assembly. You may also see us perform at Book Week too! We look forward to entertaining you!

Miss McCaw- Choir Teacher



## Student Representative Council (SRC)

Thank you to everyone for supporting our SRC with our fundraising efforts last Friday for NAIDOC Week. Together we raised around \$242 by selling ice creams and poppers which is amazing! The money that we raised will go towards materials for an Indigenous themed mural in our school. Thank you for all of your support and donations. Our next fundraiser will be on Friday the 26<sup>th</sup> of August which is Daffodil Day. The theme will be to dress up in yellow and we will be holding a yellow food stall. Please bring in a gold coin donation and money to purchase treats.

Miss McCaw- SRC Coordinator



## Year 6 Committee



Our Year 6 students will be hosting their fundraising event at the end of the term on Friday the 23<sup>rd</sup> September. The purpose of this will be to raise money for a gift to the school from our Year 6 2022 students. The theme will be sport, so dress up in your favourite sports attire. Students will need to provide a gold coin donation to dress up. Year 6 will also be selling ice cream slice on this day for \$2 per slice at lunch time. In the middle session our Year 6 students will run some different sport activities for all students to participate in. It will be a fun last day of term!

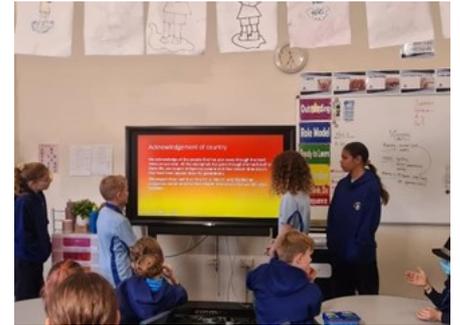
Thank you in advance for supporting our Year 6 students.

Miss McCaw- 5/6 Teacher



## Marongkai

The Marongkai have had a fun but busy start to Term 3. Last week we worked in small groups to create informative powerpoint presentations on NAIDOC Week and its significance. This week students presented their presentations to the class. They had to start their presentation by creating their own acknowledgement of country. I was extremely impressed with their efforts!



In maths we are getting sweaty brains while focusing on fractions. So far, we have been working on converting improper fractions to mixed numbers and vice versa. We have also been learning how to add and subtract fractions, even when the denominators are different. This week we have started learning how to simplify and multiply fractions. The Marongkai have been very persistent with these challenging mathematical concepts. We are learning that it is ok to give things a go and make mistakes because we can revise our thinking and support each other no matter what.

We are looking forward to our Healthy Harold lesson next Monday which will focus on making decisions. This aligns with our PD Health unit this term which is all about being safe. We have also started our Bounce Back program which teaches students about resilience, positive mindset and well-being. This week we spoke about being honest and responsible. We had some wonderful discussions about how to be an honest person.

Congratulations on a wonderful assembly item last week Marongkai! We created boomerangs using a variety of Aboriginal symbols and each boomerang told a different story. They looked very effective!



Great job Marongkai!

Miss McCaw- 5/6 Teacher

## FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

### WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to [What is a reasonable adjustment?](#) below to learn about adjustments.

### WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

### Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

### WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

## WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

## WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

## WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

## WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

## WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

## HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

## WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

## IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

## HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

## FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.

This document must be attributed as *Fact sheet for parents, guardians and carers*.