Minchinbury Public School

31 July 2018

30 YEARS 1988 - 2018

Principal: Miss Webster
https://www.facebook.com/minchinburyps
www.minchinbur-p.schools.nsw.edu.au/

202 McFarlane Drive
Minchinbury, 2770

Thursday 2 August @ 2pm and @ 5pm – Numeracy Parent/Carer Workshop

Friday 3 August – MPS Spelling Bee

Monday 6 August – 3-6 Athletics Carnival

Principal's Message

Wow! What a newsletter!

In some newsletters there are one or two events to share with our community. However, this newsletter is packed full of events.

National Trees Day

Thank you, thank you, thank you!

We worked hard to get so many plants planted. The next time you are at MPS, please take the time to go for a walk around our school. Have a look at our newly planted plants. And, later you will be able to see them grow and enhance our environment.

Education Week Activities (6 August to 10 August)

Athletics Carnival

Monday 6 August is our 3-6 Athletics Carnival. Families are more than welcome to make their way to Charlie Bali Reserve to enjoy the day with us.

Open Classrooms, Morning Tea and Stage 3 Cake Stall

All families are invited to visit us on the morning of Tuesday 7 August. A note about the morning's events will be sent home this week.

ATSI Incursion

Our Aboriginal and Torres Strait Islander students will be engaging in an incursion that will take place at MPS on Wednesday 8 August.

PULSE Concert at the Sydney Opera House

Our PULSE Choir will be performing at the Sydney Opera House on the evening of Thursday 9 August.

Premier's Spelling Bee

Some of our students will be representing MPS at the Premier's Spelling Bee finals. These students will compete against students from other schools.

Kind regards,

Miss Rebecca Webster

Principal

DATES FOR YOUR DIARY

1 August	OC Placement Test
2 August	2.00: Stage 3 assembly; 2.00 & 5.00: Numeracy workshop
3 August	Spelling Bee Final; 2.00: Kindergarten assembly
6 August	3-6 Athletics Carnival
7 August	Open day at MPS
8 August	9.15: P&C meeting; ATSI incursion
9 August	2.00: Stage 2 assembly; PULSE Concert
10 August	Premier's Spelling Bee Final; 2.00: Stage 1 assembly
14 August	Touch Football Gala Day

Thank you to every volunteer who has come to the school to help with the labour of National Trees Day. You have made a difference to our school.
This is why Minchinbury is such a great place to be.

Minchinbury Public School Pride Moments

NAIDOC Week Celebrations – Term 2 Week 10

We are proud to say that Minchinbury Public School highly values all members of our community. We celebrated NAIDOC Week in a variety of ways. This year was particularly meaningful as our celebrations and consultations will have a continuing impact on our MPS community.

Artwork for our school

Artwork created by our Aboriginal and Torres Strait Islander (ATSI) students was unveiled. All of our ATSI students had a hand in adding their individual touch.

A massive thank you to Ms Pears who coordinated the creation of these four amazing canvases that form one coherent piece of artwork.

These canvases will be hung in our front office.

Acknowledgement of Country

After community consultation the following Acknowledgement of Country will be used in our school.

I wish to acknowledge the custodians of this land, the Dharug people, who have lived on this land and continue to live on this land. I pay my respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the nation. I extend my respect to the Aboriginal or Torres Strait Islander community who are present today.

Minchinbury Public School Pride Moments

National Trees Day – Friday 27 July 2018

A huge thank you goes out to all of our students, staff and community members for the effort and work they contributed to our school environment. We dug holes, moved dirt, planted plants and watered plants.

A special thank you goes to Mrs Charlton and Mr Fisher for genuine hard labour before Friday. They prepared the grounds, ordered the plants, moved the plants and coordinated the movement of people. We couldn't have done it without them.

We could also not have run this event without the assistance of the Fulton Hogan Company. This company donated most of the trees, shrubs and plants. They also had a number of their company members come to MPS on Friday to spend hours digging holes along the back fence. FYI – That ground was like rock! Brendan Elliott from Fulton Hogan was the coordinator of the event and our main contact. Thank you, thank you, thank you to Brendan and the team from Fulton Hogan.

Thank you to Blacktown Council for donating 180 trees, shrubs and grasses to MPS for planting.

There were lots of photos taken on Friday. You can have a look at many more photos. These are posted on our website.

Minchinbury Public School Pride Moments

National Trees Day – Friday 27 July 2018

More photos are on our website.

Minchinbury Public School Pride Moments

Working Bee – Saturday 28 July 2018

Thank you to all of our community members who joined us on Saturday to complete the process of getting all of the plants into the ground.

Minchinbury Public School Pride Moments

PSSA News

These are the current PSSA Touch Football Tables for the girls' teams and the boys' teams. Out of respect for other schools, their names have been deleted.

Girls

School	Wins	Losses	Draws	Bye	Points For	Points Against	Difference	Points
Minchinbury A	7	0	0	0	63	1	62	28
Minchinbury B	5	1	0	1	27	8	19	25
School 1	3	2	1	1	23	7	16	20
School 2	3	1	1	1	6	11	-5	19
School 3	3	3	0	1	14	26	-12	19
School 4	2	4	0	1	4	22	-18	16
School 5	1	3	1	1	12	26	-14	13
School 6	1	5	1	0	9	32	-21	11
School 7	0	6	0	1	3	23	-20	10

Boys

School	Wins	Losses	Draws	Bye	Points For	Points Against	Difference	Points
Minchinbury A	7	0	0	0	93	2	91	28
Minchinbury B	5	1	0	1	43	5	38	25
School 1	5	1	0	1	46	17	29	25
School 2	3	3	0	1	34	24	10	19
School 3	3	3	0	1	26	29	-3	19
School 4	2	3	0	1	22	18	4	15
School 5	1	4	0	1	5	47	-42	12
School 6	0	6	0	1	3	55	-52	10
School 7	0	7	0	0	4	66	-62	7

International Competitions and Assessments for Schools (ICAS)

Science

This year, 14 MPS students completed the 2018 ICAS Science. Our students have represented us proudly. Congratulations to the following students who completed this test.

Merit	Participation
Noah Swinn Kaustubh Dillikar Darius Toth	Rayyan Khan Madiha Batool Mysha Yousaf Aykum Chauhan Matthew Lin Daniel Ademovic Christopher Aoun Kirra Hayward Purva Kumar Krishna Vashisht Affan Yousaf

Minchinbury Public School Pride Moments

Bowling Star in Our Office

Mrs Moore, our School Administration Manager, is an amazing lawn bowler. She regularly competes in high level competitions.
Her most recent victory is:

Winning the Zone 4 Singles at Lithgow during the first week of the school holidays. This was the stage after the District Competition.

Mrs Moore is the only Nepean representative to make it through to State. There will be 16 zones from NSW competing in September.

Mrs Moore is one of 16 ladies in NSW now competing to be the Singles State Champion.

Absolutely brilliant!

New School Gazebo

Look what we've got.
When we need some shade during outdoor events, we now have this beautiful school gazebo.
We will be able to take this with us when we go to zone events.
Everyone will know who we are!

VALUE OF THE MONTH: Participation

Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
In school communities, evidence of this value includes:

- Communicating openly within and between different groups in the school community,
- encouraging and considering new ideas,
- forming partnerships with business and community organisations.

In classrooms, evidence of this value includes:

- contributing to class discussion,
- encouraging creative thinking about issues and problems,
- accepting roles in group activities.

ES1
Term 3
Overview

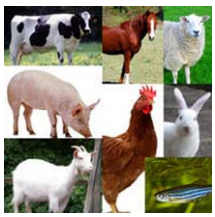
Welcome back!

We have a motivated team of teachers eager to educate our students.
Welcome Mrs Bourke to ES1 as the Assistant Principal and Miss Plumb to KK. Miss Dimond KD, Mrs Fisher KF and Miss Somi KS remain at their posts. We also have some highly experienced and specialised teachers to assist students with their learning: Mrs Bartlett (LaST), Mrs Booth (teacher librarian and RFF), Mrs Elliott (teacher librarian and RFF). ES1 would like to acknowledge the value of our support teachers Mrs Balzan, Mrs Gatmaitan, Mrs Watson and Mrs Jones.

KLA Overview

Below is a brief overview of the content that will be studied in each KLA in Term 3:

English: We are studying 'Factual information in Texts,' which will help us to read up on our information on farm animals.

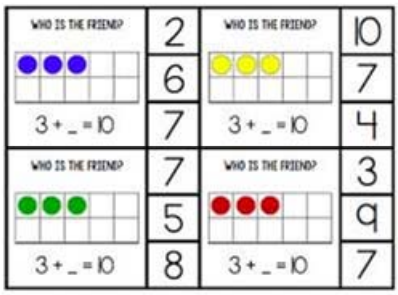


Through the 'Get Reading Right' program our phonemes or sounds will be,
v, w, y, z, j, n, k, e and Terms 1 and 2 will be regularly revised.

The camera words include all, is, me, no, they, said, you, play, this, come and have.

Mathematics: We will continue with the number strand, including addition, subtraction and grouping. The students are learning how to develop efficient strategies to solve problems by practising short, sharp, focussed activities daily.

In Term 3 we will also cover, volume and capacity, time, area, position and length.



History: In history, the children will explore their personal and family histories. We will be learning about different cultures and stories from around the world. Children will have the opportunity to share their family's story and celebrations.

Science: This term, children will be exploring living things and their basic needs. We will observe a range of farm animals and plants, identifying their needs and what they produce.

Technology: Students will be using tablets to access educational apps, which have been downloaded onto the tablet. They will be given the opportunity to record themselves reading and the work in their books. As they achieve their goals, they will send them home on Seesaw.

Seesaw
The Learning Journal

PD/H/PE: Our weekly physical program teaches us about our fundamental movement skills and the beginning of playing games. In Term 3, we will be learning to leap, bounce a ball, throw, and catch.

As part of our health program, the children will be focusing on safe living: ie road safety, fire safety, sun safety, water safety and medicine safety.

Homework: The children will continue to have the 'calender' page sent home at the beginning of each month. Please send the children with the completed homework books on the last Friday of the month. Students should read every night. The children can access home readers whenever they need them.

We will continue to send phonemes/sounds and camera words/ sight words so that the children can practise what they are learning at school. Studyladder is still online and can complete some fun, interactive learning games online. Usernames and passwords remain the same.

Assemblies
ES1 assemblies are held every fortnight on even Fridays from 2 – 3 pm. Families are always welcome to attend. We value your company as an audience.

Education Week – Week 3
On Tuesday 7 August classrooms will be opened to parents in the morning as we celebrate 'Today's schools, creating tomorrow's world.'

Fathers's Day Stall – Week 6
Our Father's Day stalls will be set up on Wednesday 29 August in readiness for Father's Day on Sunday 1 September.

Public Speaking Finals – Week 8
Students will be prepared and have practised their speeches. Teachers and classmates cannot wait to hear each child's speech about their favourite farm animal. One finalist will be chosen from each ES1 class for the finals.

Excursion to Calmsley Hill Farm – Week 9
On Wednesday of week 9 (19 September) Kindy are up and off for an exciting adventure at the farm. We will be able to answer all sorts of questions after learning the facts about farm animals.

We are looking forward to our partnership in educating your children.

Kind Regards
The ES1 Team

Stage 1 Term 3 Learning Overview

MINCHINBURY PUBLIC SCHOOL

Stage 1 Teachers:

2W- Ms Caitllyn Wignell- Assistant Principal

2M- Mrs Kellie Mitton

2C- Mr Luke Coy

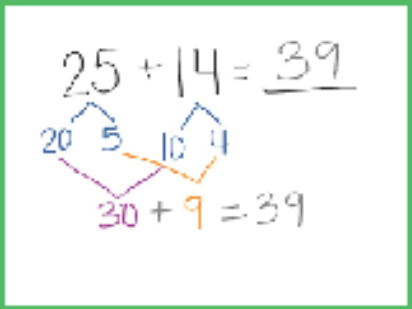
1H- Miss Sally He

1B- Miss Katie Banning

1F- Miss Hayley Fulton

MATHEMATICS

Stage 1 teachers have been completing thorough one-on-one numeracy assessments with every student in Stage 1. These assessments give teachers detailed information about the changing needs of each child and guides the teaching of number. Students will be learning about a range of mathematical concepts this term, including addition, subtraction, fractions and data.



WHAT ELSE ARE WE LEARNING THIS TERM?

GEOGRAPHY- *People and Places- Focusing on Australia.*

SCIENCE- *Earth and Space - Observing changes that occur in the sky and landscape.*

PD, H, PE- *Anti Bullying and Drug Education. Athletics Skills.*

CREATIVE ARTS- *Art appreciation and creation - focusing on landscapes.*

SEESAW

Have you been enjoying seeing the exciting things your child's class has been doing? Its still not too late to Ask your child's teacher for more information.

ENGLISH- *Culture/Public Speaking*

Stage 1 students are learning to identify representations of culture in literature, including Aboriginal, Asian and Modern Australian perspectives.

They are learning to engage an audience through oral presentations.

They are learning to write quality sentences and to plan and write imaginative texts.

They are continuing to develop their skills in reflecting on their learning.

Stage 2 Scope and Sequence Term 3 2018

English

Students will recognise how authors portray social relationships and power in relationships in texts. They will recognise how authors position readers in relation to characters. Students will recognise how illustrators contribute to the meaning of a text and how authors develop a theme or moral in texts. Students will understand that different points of view affect a story. They will summarise main ideas within texts and make predictions based on inferences.

Spelling

Students using a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words

Handwriting

Students are learning to compose texts using clearly formed joined letters of consistent size slope.

Reading

During guided, modelled and independent reading sessions, students are learning to draw on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts.

Mathematics

Classes will be taught Number (Whole Number, Addition, Subtraction, Multiplication, Division, Fractions and Decimals and Patterns and Algebra) according to students needs through short, sharp and focused daily activities and monitoring student's progress.
Other Strands that will be taught this term are:
Length, 3D Space, Area, Time & 2D Space.

Homework

Homework will be handed out every week this term. Students will get homework on a Monday and it is to be returned in on the Friday.

Geography

This term we will be beginning our unit **'Places are Similar and Different'.** Students will examine natural and human features of Australia and Australia's neighbouring countries. They will explore climates, settlement patterns and diverse characteristics of places. Students will investigate how the protection of places is influenced by people's perception of places.

Creative Arts

Visual Arts Students will participate in lessons that relate to our geography and science units. They will develop artworks relating to the solar system and various landforms.

Dance Students will learn and perform a variety of well-known bush and folk dances.

Music- Lessons will continue with Mrs Anderson

Science – Earth and Space

Students will describe some observable changes over time on the Earth's surface that result from natural processes and human activity. They will describe how relationships between the sun and the Earth cause regular changes.

Physical Education

Students will participate in a variety of games and modified sports. They will practise and refine movement skills.

Personal Development & Health

Students will participate in lessons relating to **Child Protection** this term.

Stage 3, Term 3 Overview

Welcome back to what should be a busy and exciting term at Minchinbury Public School. We have our motivated team of teachers leading our Stage 3 team again in Term 3 – Mr Fitzgerald 6F, Mr McKenzie 6M, Mrs Corbett 5/6C, Miss Mackey 5M and Mrs Troy 4/5T. Our Stage 3 Assistant Principal is Mr Fitzgerald.

Key Learning Area Overview

Below is an overview of the content that will be studied in each KLA in Term 3:

English

The unit of study this term is *Allegory in Texts*. This unit will involve students reading and viewing a range of books and examining the hidden meaning or messages within texts

The writing focus will be on learning to write engaging speeches and learning about producing effectively structured writing pieces that contain an allegorical element.

Modelled, guided and independent reading, writing, spelling, grammar and punctuation, speaking and listening lessons are embedded in daily literacy sessions.

This term, students will be learning about how to give an engaging speech to an audience. Students are able to select their own topic and will be working on their speeches in class. Students will be presenting their speeches to the class in Week 6. The school final for the Public Speaking Competition will take place on Thursday 13 September (Week 9).

Mathematics

The Mathematics K–10 Syllabus is organised into the three content strands with the components of Working Mathematically integrated into these strands. The mathematics strands include: Number and Algebra; Measurement and Geometry; and Statistics and Probability. Problem Solving across the strands will be a key focus for all Stage 3 students throughout the year.

Geography

The unit of study for the second semester in Stage 3 is *Factors That Shape Places*. This unit presents a learning sequence for students to develop their geographical inquiry skills by investigating how people change the natural environment.

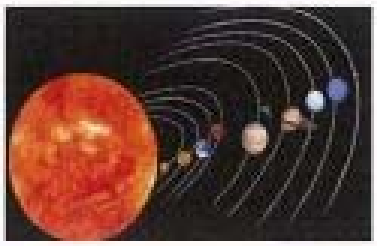
PD/H/PE

Child Protection lessons are the key focus in PD lessons for Term 3. This involves learning about body parts, identifying and responding to risk situations and using personal networks

PE lessons and school sport remain an integral part of our weekly physical education program. This term, selected students will be representing Minchinbury Public School in the weekly PSSA competition.

Science

The unit of study for Term 3 is *Earth and Space*. This unit involves students learning about Earth and the Solar System. It also involves learning about natural disasters on Earth.



Homework

Weekly homework tasks are set for all students in Stage 3. The homework may be modified by the classroom teacher to suit the learning needs of individual students. If you have any questions or concerns about your child's homework please see the class teacher.

Seesaw

All classes will publish some of their work on the app, Seesaw. Parents are encouraged to download the app so that you can be a part of your child's learning journey.

This is an exciting time in education and our students are leading the way in becoming 21st century learners.

Seesaw
The Learning Journal

Stage 3 Camp

Students attending the Stage 3 Camp would have received notes to remind them about making payments for camp. All payments are to be made to the office.

The total cost of the camp is $310. The total amount needs to be **finalised by Thursday 9 August 2018.**

All camp students have received their medical and dietary requirements note. If you have not completed and returned your note, could you do so immediately.

Students should have also received a note containing a list of items that they need to pack for camp.

On the morning of the departure (Monday 20 August) students are expected to be at school between 8:00am – 8:15am. The bus will be departing at 8:30am sharp.

At the camp, students who have the opportunity to try a range of exciting activities including, ropes course, archery, team work challenges, rock climbing and many more fun outdoor activities. It is a wonderful way to build self-esteem, make new friends and learn to work together.

Students who are not attending camp will participate in some fun activities at school.

Big events this term

Monday 6 August Athletics Carnival
Tuesday 7 August Stage 3 Cake Stall
Tuesday 7 August Education Week Open Classrooms
Friday 17 August PSSA Semi Finals
Friday 24 August PSSA Grand Finals
Wednesday 12 September Mufti Day
Thursday 13 September Public Speaking Competition School Final
Wednesday 19 September Year 5 Leadership Day
Thursday 20 September stage 3 Honour Assembly

Questions/Issues

If at any stage in the year you would like to speak to your child's classroom teacher, please feel free to visit your child's teacher before or after school, or alternatively you can phone the school on 9832 1488 to arrange a meeting.

Mr Fitzgerald
Stage 3 Assistant Principal

Notes home

Date	Grade	Title of note
5 July 2018	All students	Camp Australia Before and After School Care
24 July 2018	Stage 3 students	Stage 3 Camp
24 July 2018	Performing Arts Students	2018 Shine! Performing Arts Concert
24 July 2018	All students	National Trees Day
26 July 2018	Stage 2 students	Sydney Observatory – Stage 2 Excursion
26 July 2018	All students	National Trees Day
26 July 2018	All students	Saturday Working Bee
Notes sent home will have a deadline for payments and for notes to be returned to the school. No payments or notes will be accepted after the deadline has passed. If you will not be able to meet the deadline and wish your child to be involved in the 'note activity' you must contact the office **BEFORE** the deadline has passed.		

P&C News

President: Karen Pochodyla
Secretary: Debbie Coombes
Fundraising Coordinator: Renae Sing
Vice President: Joanne Shields
Treasurer: Stephanie Loudoun

Thank you to all community members who were able to assist with National Trees Day. Some community members helped by gardening, some community helped by purchasing items for the BBQ and some community members helped by running the BBQ and cooking 650 sausages.

A massive effort from our community. Thank you.

Next meeting: Wednesday 8 August at 9.15am

Minchinbury Public School Pride Moments

30th Anniversary News

Photos of MPS from 1988 – 2018

We are putting together a photo exhibition and creating a photo disc with memories from times at MPS. We are asking our families to provide any photos of times at MPS that they may have in their possession. It would be wonderful if photos could be put in an envelope with your name clearly on the front and brought to the office.

Hard Copy Photos

Any hard copy photos will be scanned and returned to you quite promptly.

Digital Photos

We ask that you do not email digital photos.

Please put digital photos onto a USB.

We will copy the images from the USB and return it to you quite promptly.

What photos are we looking for?

We already have official class photos. We are looking for photos of events and experiences – school carnivals, lessons in the classroom, community days, photos with friends / classmates.

If possible, could you please include information about the photo, for example, 1992 Walk-a-thon - Lois Lane, Clark Kent and Lex Luthor. However, even if you don't have this information, we would still really appreciate seeing photos of the past.

Does anybody recognise this community member? (If you are observant, you may notice that she appears twice in this newsletter. And, one of her granddaughters can be seen on the 'Tree Day' page in this newsletter.)

This photo was taken at the MPS walkathon in 1992.

The School Photographer

ABN 47 083 674 613
Unit 20 / 14-16 Stanton Road, SEVEN HILLS NSW 2147
Phone: (02) 9674 9824 Fax: (02) 8602 5399
e-mail: enquiries@theschoolphotographer.com.au

2nd July 2018

Minchinbury Public School

The School Photographer Re-Order Photos

Please find below, a list of all the sports/special photographs. These can be viewed both online at www.theschoolphotographer.com.au and at the school.

Online Order Code: 18S284VT36M

If you wish to order please either;
- collect an order envelope, fill out/enclose payment and return to school.
- visit our website and order/pay online.

The photo prices are:
$16.00 each, 2 for $30.00, 3 for $42.00, 4 for $52.00 or 5 for $60.00.

Any additional photographs are $10.00 each. This discount is only available per family order.

Payment options – Cash or Money Order payments enclosed in the order envelope.
ONLINE Payment by credit card – Envelope NOT required
The photos will be available to view and purchase online

All Orders to be made by 24Th August 2018

Please note if payments are not received before photos are sent to the school, a late fee of $5 will be incurred

Name of Group	Name of Group
KF	Whole School
School Captains and Prefects	ATSI
Year 6	

Nationally Consistent Collection of Data
School Students with Disability

Education Council

Last updated April 2018

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).

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* (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* (www.legislation.gov.au/Details/C2017C00339) and the Disability Standards for Education 2005 (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 (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 (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 (www.education.gov.au/nationally-consistent-collection-data-school-students-disability).

An e-learning resource (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.

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The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 4.0 (www.creativecommons.org/licenses/by/4.0/legalcode).

The document must be attributed as the *Frequently Asked Questions for Schools* on Nationally Consistent Collection of Data – Students with Disability.

GREATER SYDNEY OUTDOORS SURVEY

DIGITAL CONTENT GUIDE

The Department of Planning and Environment wants to understand how communities across Greater Sydney are using public outdoor space and any barriers to individuals enjoying these spaces. This includes parks, waterways, outdoor facilities and open space.

The Greater Sydney Outdoors Survey will help inform DPE plans and initiatives so it meets the need of each community in Greater Sydney This will mean everyone can enjoy better parks and outdoor spaces.

We want to work with councils and organisations in Greater Sydney to ensure we hear from all our communities. Following the survey, participating bodies will be provided with the data captured and infographics to share with their communities.

The survey can be accessed via our website at planning.nsw.gov.au/gsos and will be open for six weeks from the 22nd of June until the 4th of August.

Participants of the survey will go in the draw to win an Apple iPad or a $50 EFTPOS voucher with terms and conditions available for review here.

If you would like more information, have a question or an idea you would like to suggest, please contact Kitty Danger, Communications Advisor, Open Space and Parklands at kitty.danger@planning.nsw.gov.au.

This document provides copy and imagery that you can use to promote the survey.

SOCIAL MEDIA

The below copy can be used to share the survey on your social media handles.

We recommend always sharing the link with a video or image. Click here to view and download some pre-prepared content. Feel free to share this with the copy below.

FACEBOOK

- Post one:
  We're working with @NSWPlanning to plan for better public outdoor space to support our community! You can help by telling us how you use our great outdoors by completing this five-minute survey. Whether it's riding your bike, playing at the park or enjoying a coffee while your dog runs around, we want to hear from you!

  Have your say before 4 August 2018 and for your chance to WIN an Apple iPad or a $50 eftposvoucher!

- Post two:
  The Greater Sydney Outdoor Survey will close on 4 August 2018. We encourage you to take part, so that @NSWPlanning can better plan for the facilities our community needs.

  By completing the survey, you could WIN an Apple iPad or a $50 eftpos voucher!

TWITTER

- Post one:
  How do you enjoy Greater Sydney's outdoors? Tell @NSWPlanning by completing this 5-minute survey and you could WIN an Apple iPad or a $50 eftpos voucher! http://bit.ly/GSOS2018

- Post two:
  Have you completed the Greater Sydney Outdoor Survey? Results will help us work with @NSWPlanning to make sure the right facilities are on offer for our community. You could also WIN an Apple iPad or a $100 Visa voucher! http://bit.ly/GSOS2018

- Post three:
  Final reminder to complete @NSWPlanning's Greater Sydney Outdoor Survey before 4.8.18. Results will be used to plan for improved outdoor spaces in Greater Sydney, so our community has the right facilities into the future. Plus, there's great prizes! http://bit.ly/GSOS2018

LINKEDIN

- Post one:
  Copy: The @Department of Planning and Environment is conducting research into how Greater Sydney residents utilise existing public outdoor space and to understand any barriers of use. The research will inform future plans and initiatives so that all residents are able to access and enjoy these places.

  Complete this five-minute survey before 4 August 2018 to tell the NSW Government what is important to you and how they can enhance the open space in our local area

  Link: http://bit.ly/GSOS2018

- Post two:
  A reminder to complete the @Department of Planning and Environment's five-minute Greater Sydney Outdoor Survey before 4 August 2018. Survey results will help inform future planning activity to ensure that we have the right public facilities for our community's unique needs.

  Bonus: You could win an Apple iPad or a $100 Visa gift card!

  Link: http://bit.ly/GSOS2018

Note: You can also support our research by sharing the Department's content. Keep an eye out for the posts shared on our social media pages:

- Facebook: https://www.facebook.com/NSWPlanning/
- Twitter: https://twitter.com/NSWPlanning
- LinkedIn: https://www.linkedin.com/company/nswplanning/

WEBSITE CONTENT

[INSERT ORGANISATION NAME] is working with the Department of Planning and Environment to ensure that the unique communities of Greater Sydney have access to outdoor spaces and facilities that meet their needs. The Greater Sydney Outdoors Survey is now open to find out how we use our parks, playgrounds, waterways and other outdoor public spaces. The results of the survey will inform future planning and make sure that our community has access to the great outdoors.

Whether it's taking your dog for a walk each morning, studying under a tree in your local park or cycling to work, we want to know how you use outdoor spaces so we can better plan for Greater Sydney.

You can help shape the future of our community by completing the short 5-minute survey here. You could also win an iPad or one of ten $50 EFTPOS gift cards!

The survey will close on 4/8/18.

VIDEOS AND IMAGES

The Department has collected a range of images and video content that you're invited to use to help promote the survey to your audiences.

You can viewand download this content here: http://bit.ly/2MunfPl

Get in touch with our team if you'd like to discuss how to tailor the video content to your unique audiences.

Skoolbag
Complete communication solution

How To Install Skoolbag On Your Smartphone

For iPhone and iPad users:

1. Click the "App Store" icon on your Apple device.
2. Type your school name in the search, using suburb name will help.
3. You will see your school appear, click "Get" then "install".
4. The app is FREE to download.
5. When installed click "Open"
6. Select "OK" to receive push notifications, when asked.
7. Click the "More" button on the bottom right of the App, then "Setup".
8. Toggle on the Push Categories that are applicable for you by tapping the on/off switch.

For Android users:

You must first have signed up with a Google Account before installing the app.

1. Click the "Play Store" button on your Android Device
2. Click the magnifying glass icon at the top and type in your school name, using suburb name will help.
3. Click the school name when it appears in the search.
4. Click the "Install" button.
5. Click "Accept" for various permissions (please note, we do not modify any of your personal data on your device).
6. Click "Open" when installed.
7. Click the "More" button on the bottom right of the App, then "Setup".
8. Toggle on the Push Categories that are applicable for you by tapping the on/off switch.

Please Note: Some brands of Android phones need the setting in "Notification Manager" changed to "Allow" instead of "Notify" in order for the push notifications to work. The phone must also be running at least version 4 system software to run the app.

For Windows 81 Phone and Windows 81 or 10 device users:

1. Go to the Windows Store on your 81 Windows Phone or Windows 81/10 Device
2. Search for "Skoolbag" in the keyword app search
3. Install the Skoolbag app
4. Find your school either by using the keyword search or location service.
5. Click the "Pin" icon to pin the school tile to your Windows Phone home screen.
6. Click the "More" button on the bottom right of the App, then "Setup"
7. Toggle the Push Categories that are applicable to you by tapping the on/off switch.

Please Note: The Skoolbag Windows App is for 81 version Windows Phones, or Windows 81 and 10 devices.

Find out more at www.skoolbag.com.au Don't forget to like us on Facebook!