



[Moorebank High School](#) Newsletter

2 June 2019 Issue

Deputy Principal Ms Susan Griffin



It is with great pleasure that this week we welcomed Vally Grego back to her role as Principal of our school after a six week absence. Greg Horsley relieved for the first four weeks of this time and it has been my pleasure to relieve for the last two weeks. Greg and I would like to thank the staff and school community for their support during this time. This year we have trialled different formats for our year 7 and year 12 parent teacher nights. We appreciate parent feedback so we can continue to improve the way we run these evenings. The parent teacher night for years 8 and 9 is on 26th June and for years 10 and 11 on the 5th August. The whole school participated in Anzac day ceremonies at the end of last term. This week we will be holding a reconciliation assembly with the junior school and our partner primary school ATSI students. The start of term two is NAPLAN time and our students have completed pencil and paper tests in literacy and numeracy. Our cross country runners are attending a carnival this week to represent the school and our track and field athletes will compete in a zone carnival at the end of this term. Our CAPA night will be in week 9 this term on Thursday evening 27th June. We look forward to seeing many of you at this event. These are just some of the highlights of the past few weeks. I would like to thank our very dedicated staff who go above and beyond to offer a wide range of extra curricular activities for our students including knock out sports, public speaking, debating, mock trial, author talks as well as excursions to support student learning in various subjects.

Please note the information later in this newsletter concerning the construction of lifts in the school, the abolition of non -sport and changes to our uniform policy.

Susan Griffin

Lift Construction

Construction will begin this week on the lifts being installed in our school to make it accessible for students in wheel chairs. A compound for the construction company has been fenced off behind our hall. As work progresses in various locations around the school, other areas will be fenced off to ensure the safety of all on site. Please reinforce with your child that these fenced off areas are considered construction sites and to enter them without authority is actually against the law. If students enter one of these sites in the school they will be dealt with under the school discipline policy.

Initially, the areas surrounding the back of the hall, Industrial Arts and Visual Arts will have alternate access. In negotiations, we were able to ensure access to all the classrooms and staffroom in those areas with a strict condition that students will not be permitted to leave the rooms (specifically, VA1, VA2, FT4, Technology and Engineering Room and Computer Room 4) during class time. No toilet passes will be issued to students. Should there be a requirement for a student to leave the room due to unforeseeable circumstances, specific arrangements will be put in place via the senior executive.

Permission notes and online payment

Many parents are taking advantage of online payments. Payment alone does not secure your child's place on an excursion or incursion. The school must receive a signed permission note for the excursion within 3 days of receipt of an online payment or the payment will be reversed. For legal reasons we need the permission note in addition to payment for your child to attend. If you have paid online please make sure your child hands the permission note to the office within 3 school days of your payment to avoid the payment being cancelled. The school does not have the resources to chase students up for permission notes.

UNIFORM POLICY

Statement of Purpose

In consultation with the school community, MHS continues to value and expect the wearing of correct school and sport uniform. Agreement and support for wearing uniform is sought from all new students and parents prior to enrolment and signing *the Code of Conduct Agreement* acknowledges this from our new school community members.

Responsibilities

The wearing of school uniform is compulsory and a whole school responsibility.

Students have a responsibility to wear the correct uniform and will be excluded from school activities *if their clothing:*

- *compromises agreed upon school community standards*
- *is considered damaging to the image of the school*
- *compromises the health and safety of the student or other students.*

Staff have a responsibility to monitor student uniform and “*report potential and actual, health, safety and welfare hazards to the principal*” by following internal school procedures and strategies to ensure the correct school uniform and sport uniform are worn by students.

The Principal has a responsibility to ensure that the school’s Uniform Policy is implemented after consultation with the school community and then advised to staff and students/parents.

Implementation of Procedures

Students out of uniform (with or without a note)

- Students out of uniform will be sent to the Dance room by their period 1 teacher.
- They will be provided with second hand uniform to change into and will return to P1.
- They will leave their clothes in the dance room and wear the issued uniform for the day.
- At the end of P4 students will come down to the office to give back the issued uniform and change into their own clothes to go home. If the issued uniform is not returned an SMS and / or email message will be sent to the parent requesting return. Failure to return clothing will result in an invoice being issued for payment to replace the clothing.
- Students who arrive late, after P1, will be identified as being out of uniform by the office staff. If Ms Jones is not available in the office they will be sent to their year group’s supervising deputy principal who will arrange for the student to change into uniform.
- Any student found out of uniform on the playground or later in the day will be sent straight to the office as above.
- Students out of uniform for the second time in a term without good reason will be issued with a formal caution that will be emailed home to parents.
- Students out of uniform more than twice without good reason and who have already been formally cautioned may be suspended for continued disobedience.

Refusal to change

- If students refuse to change into an issued uniform, they will be removed from class and the playground for the day. They will be provided with work related to each subject they have on the day.
- The student will be issued with a formal caution.
- They will have an opportunity to go to the canteen at alternate times to recess and lunch and will be off the playground under teacher supervision, as directed by the deputy principal.

Second Day out of Uniform

- If a student is out of uniform for the second day and refuses to change, a formal caution will be issued and parent will be called to collect student or give permission for them to go home.

PE Uniform

PE uniform will not be issued to students on any day except Tuesday. The only students who will be issued with sports uniform on a Tuesday are those in grade sport. Students without a note from a parent who require a sport uniform will be recorded. The second presentation to get uniform on a Tuesday for grade sport will result in a formal caution being issued.

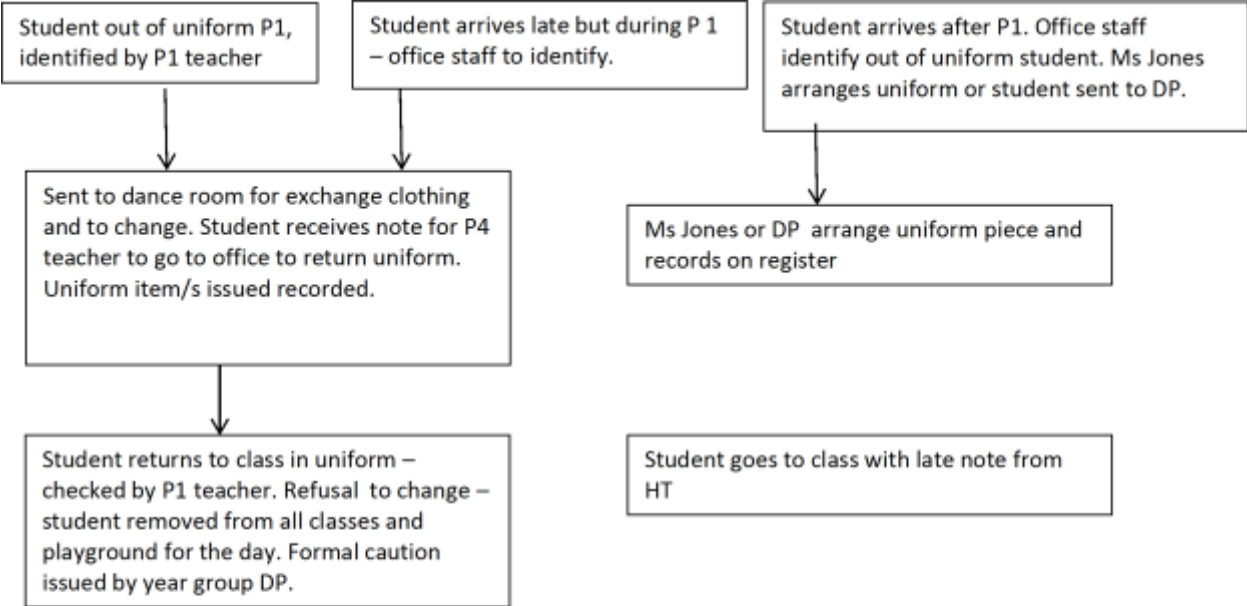
Uniform List

Students who present to get uniform for the third time in a term without a parent note, will be placed on the uniform list. Students on the uniform list will not be able to participate in any non-mandatory activities such as excursions, knock out sport, debating.

Students will be able to work their way off the list by being in full school uniform for a continuous 15 school day period. If by the end of a sport trimester students are still on the uniform list, they will not be able to select a sport that leaves the school ie. Grade or recreational sports that travel by bus.

This will be monitored by the Deputy Principals and parents will be informed by email when their child is placed on the uniform list.

Uniform Checking Procedures



P4 teacher sends students with "out of uniform" letter to office 10 mins before end of lesson

Student changes and returns uniform piece/s, return recorded on register, or, failure to return – student called to office for reminder. Still failure to return information to SAM for invoicing.

Any student found out of uniform after P1, sent to year group DP to explain.

Second instance out of uniform – sms to parent and formal caution issued. If second refusal to change – suspension for continued disobedience

Repeated instances out of uniform but agreeing to change – FC, followed by suspension if it continues.

School carnivals and invoices

Dear Parents/Carers,

There have been some enquiries recently regarding the payment of the Swimming and Athletics Carnivals for students who do not attend. Carnivals are whole school events. It is expected all students attend these days just as they would any other school day. The cost of the carnival is equitable distributed amongst all students at the school in order to cover transport and venue fees. As such all families will be invoiced for carnivals at the beginning of the school year. If you are unable to meet the costs of the carnivals due to financial difficulties please do not hesitate to contact the School Administrator Officer who will be able to advise you of alternate payment procedures.

We appreciate your support in this matter. For any further enquiries please do not hesitate to contact Ms Debreczeni during school hours.

Kind regards,

Ms Debreczeni

Deputy Principal

Changes to Non Sport & Sport Detention - Information to parents

Sport Detention

Students will attend sport detention for the following reasons:

1. They play grade sport or do a recreation sport and have not brought money to pay for the 3rd week in a season. For up to 2 weeks an IOU system will operate. After this students will go to sport detention. If the money owed is not paid by the end of the week the sport coordinator will call parent/ guardian.
2. The student's behaviour during a sport at school or in the previous week at a sport that goes outside school, has been contrary to our BRAVE expectations.
3. Persistently out of uniform. If your child cannot wear sport uniform for one week on a Tuesday please send them with a note on Tuesday and they can borrow a uni form from the school (this does not include PE lessons). They will be sent to sport detention if this occurs regularly.

Students will be issued with a formal caution for their second presentation to sport detention in a trimester/ sport season, which will be mailed or emailed home to parents.

If the student is in sport detention for the 3rd time in a trimester they may be suspended. This is consistent with the school policy that students who are withdrawn from class three times in a term are suspended.

Non Sport

Non sport will no longer run from the second sport trimester this year (week 5 Term 2).

Parents will need to write a note seeking early leave for their child if for any reason the child cannot participate in sport. If you do not want your child to go home at the end of P 3 on Tuesday because they can't participate, they will be asked to go with their group to support the team or watch where supervision will be provided by the regular sport teacher. If your child does a sport with fees they will need to have early leave if you do not wish to pay that week. If there are exceptional circumstances that prevent your child from taking early leave or going with their regular sport, when they cannot participate, you need to send a note with your child. This note needs to be given to the sports organisers before school.

Medical Certificate

Sport makes up part of the compulsory hours for physical activity in schools for years 7-10. If your child is unable to participate in sport for more than one week you will need to supply a medical certificate.

Student Leadership Parliament Day

On the 8th of May, Junaid Nizamuddin and I (Kristen Cubitt) had the honor of being able to represent Moorebank High School at one of five Secondary School Leadership Programs run through the Parliament of New South Wales.

This day was conducted with the goal of offering many Year 12 leaders, the opportunity to develop our own knowledge of parliamentary and governments systems, their proceedings, and the role of the governor, Margaret Beazley. Another brilliant aspect of the day was the fact that we were given the opportunity to mingle with many of our fellow leaders who attended different schools statewide. Some of these were local, such as Casula High and All Saints Catholic Senior College, whilst some travelled upwards of 5 hours to be in attendance.

Once arriving at the NSW Parliament House, going through the necessary security checks, and waiting patiently, we were guided down towards the auditorium, where we registered and then took our seats.

In the auditorium, we were spoken to by MPs from across NSW, including the member for Holsworthy, Melanie Gibbons who recognized Moorebank High, as being in her area. Each member spoke about their hardships both before coming in to parliament, as well as those they had to overcome in order to maintain their positions. Many spoke about overcoming adversity and defying the odds, and it was very interesting and inspiring to hear.

After listening to those MP's, we visited the Green room, otherwise known as the Lower House of Parliament. Here some of the MP's who had previously spoken to us were presenting their speeches, many of those being their very first speeches in parliament. We were then directed towards the room where the Upper House of Parliament in NSW is held. The agenda here was evidently quite dissimilar to that of the Lower House and here we viewed many motions for the movement of different topics.

We returned to the auditorium after visiting both rooms and experiencing both the Upper and Lower levels of NSW State Parliament, where we heard a brief rundown of the events we had just viewed in the Parliament, as well as participating in a short Q and A session with the few MP's who could make it back. We were then treated to lunch and given a 40-minute break to relax before heading over to Government House in the Botanical Gardens.

After lunch Junaid and I, along with all the other young leaders in attendance, made our way to Government House. Prior to entering the house, everyone had to place their backpacks in a cloak room and we were split into 2 groups. The tour was amazing, and very awe-inspiring. Priceless items were placed throughout the entire house, such as paintings of every single past NSW governor, marble around the fireplace that can no longer be purchased, and one of a kind furniture pieces. We were shown around the dining room where the Governor and his or her partner would host countless dinners with many important guests. Next to the dining room was the drawing room, a room in which Prince Charles and Camilla would often treat themselves to a cup of tea when visiting Sydney.

When the tour had been completed, all the young leaders headed back inside, to the ballroom, to be spoken to by the newly inducted governor herself, Her Excellency Margaret Beazley and Sir Dennis Wilson. The talk was rather interactive and insightful. She spoke about where she had received her prior education, questioned us and told us that she had attended a school very close to Moorebank, before attending Mount Saint Joseph High School in Milperra for her final years of schooling. Her Excellency taught us a lot about the role of a governor and just how important it is. Did you know a law cannot be passed through the Parliament, unless she approves it? Did you know that if Australia was to become an independent country, there would be no governor? Did you know that there have only been 3 governors that have not come from a military background, including Her Excellency, Margaret Beazley herself?

Prior to attending this day, we had inquired with Ms. Nicholls about the possibility of a gift for her excellency, and we were given a diamond award to present to her. During tea time, out on the beautiful gardens, we were able to approach Her Excellency, strike up a wonderful and engaging conversation and present her with this gift, which symbolized our appreciation for her work, not only as governor but previously as a judge in the QC, and was greatly appreciated.

All in all, it was an outstanding day that Junaid and I are extremely thankful for attending. We would like to thank Mr. Robinson for organizing this for us, Ms. Nicholls, for her assistance in the organization, and the Parliament itself for the invitation.

By Kristen Cubitt, With the help of Junaid Nizamuddin



SCIENCE FACULTY

Clean Up Australia Day – Wrap up

Clean Up Australia Day began in 1989 after Ian Kiernan set out on his yacht 'The Spirit of Sydney' in a solo around-the-world yacht race and was shocked by the pollution he continually encountered throughout his voyage.

30 years later, volunteers around Australia including students and staff at Moorebank High School rolled up their sleeves and did their part to clean up Australia. The enthusiastic Environment Leadership Group put on their gloves, equipped their own groups of year 7 students with biodegradable gloves and bags, and led them around the school to pick up rubbish that has the potential to impact of local wildlife.

At the end of the day, the leadership students collected the bags of rubbish, transported these to the hall and sorted the contents into four main groups: General/unsorted waste, rigid plastic/recyclable material, soft plastics and miscellaneous items. The entire year 7 group assembled to inspect the waste that was collected and the environment students delivered a speech about the quantity of waste, how much of this waste could have been recycled and how much more would be left to sit in landfill for centuries to come.

Overall, the day was a grand success. The Environment students firmly established themselves as leaders in the school, driving sustainable practices among students and striving for conservation of school grounds. Year 7 students gained an appreciation for the responsibility that they have in keeping the playground clean by ensuring that their waste and the waste of students around them goes in the bin.





EES Waste Audit

As part of their mandatory field work, the Year 12 Earth and Environmental Science class conducted a waste audit where all of the general rubbish in the school (both indoors and outdoors) was collected for analysis.

Students separated waste into the categories of Food Waste, Recycling 1 – Bottles Cans, Recycling 2 – Paper and General Waste. Students were shocked to measure 18.6kg of pure food waste from a total of 57.2kg of waste. The main culprits? Grapes! Grapes, cherry tomatoes, bananas and sandwiches made up the bulk of the food waste.

Students were then tasked with determining a waste management option for reducing rubbish at Moorebank High School which they then communicated as a brochure, animation, PowerPoint, video or mock newsletter item.



Year 11 Chemistry Excursion - ANSTO

On the 11th of March, Year 11 Chemistry students at Moorebank High School went to the ANSTO Lucas Heights Nuclear Facility in order to learn about radioisotopes and their uses in medicine and industry. This was to assist them in their research for their Depth Study Assessment Task. Tour guides taught them throughout the day and students learned concepts such as:

- The medical benefits of lutetium-177 in treating cancers
- Gathering first-hand data on sources of radiation using a scintillation counter
- Modelling nuclear fission reactions using ping pong balls
- Exploring the world-class particle accelerators
- Being informed of current research in the nuclear field (e.g. instruments at ANSTO used to measure how effective some species of plants were in absorbing harmful heavy metals from soils).

There were many other positive outcomes that came from this excursion, but needless to say it was very beneficial for students to expand beyond the regular syllabus dot points for their Depth Study.



Validation Assessment for Learning and Individual Development (VALID)

Year 10 and Year 8 will sit the VALID examination in terms 3 and 4 respectively. This examination is online and tests student science knowledge, problem solving skills, scientific reporting skills and scientific literacy. Like NAPLAN, parents are able to opt out of the examination, and can contact the Science faculty for the appropriate paperwork. Last year's results placed us on par with the state average for both year groups, which we were pleased to see. The Year 10 results went home in Term 4 last year and Year 9 will be given their results this term.

Lab Safety

Students and parents are reminded that leather enclosed shoes are a requirement for completing practical activities in a Science laboratory. Students are encouraged to abide by this safety and legal

requirement in order to ensure that they are able to participate during experiments in Science. Long hair can also create challenges for working safety with chemicals and Bunsen burners, and students are reminded to have a hair tie with them to secure hair during practical activities.



SPORTS NEWS

A huge congratulations to Adam Mustow (Year 12) who was selected to represent NSW at the All Schools Baseball Championships. He competed in Melbourne and team NSW took out the championships with a gold medal!



Oztag Gala day:

On 8/4/19 Moorebank took 6 teams to the BSSSA Oztag Gala Day. It was a fun and competitive day for all with both the junior girls and senior mixed teams making it all the way to the grand final, qualifying them for the 'Champions of Champions' competition later in the year.



School Cross Country:

In week 1 we held our school cross country carnival around our school grounds. It was a beautiful day with some amazing runs. Special mention to Thomas H (Year 10) with the fastest time across the school.

The hulks took out the win on 501 points!

2nd cookie monsters on 488 points

3rd tigers on 480 points

4th redbacks on 402 points.













Careers News

It was most pleasing to see such a strong student turn out to support the first of our lunch talks for 2019. 61 students from years 10, 11 and 12 attended a presentation by the Australian Defence Forces covering both Officer and Non-Officer roles in the Army, Navy and Air force. Students were amazed at the extensive range of opportunities available and also benefited from the thorough explanation of the current recruitment process.



Gap Year opportunities were discussed and the extensive questioning by the students throughout the presentation demonstrated a genuine interest in the opportunities presented.

Michael Lambe, a Senior Education Officer from the NSW Department of Education addressed 19 of our Year 12 students on teaching opportunities in NSW Public Education. Michael explained NSW Public Education is actively seeking to promote teaching as a fulfilling and enjoyable career, particularly targeting students with higher ATAR's. Michael explained the variety of opportunities available across NSW as well as the significant scholarship opportunities available for students to apply for.



Our lunch talk series will continue with presenters from a variety of institutions from Universities, TAFE and private providers. Remember to add your name to the lists on the door of the Careers Office (located at the rear of the Library) as minimum numbers are required for each session to proceed.

Year 10 Work Experience:

Work Experience packages and Student Placement Records have been distributed to most students in Year 10. If you or your son / daughter has not received one please see me to get a copy. Included in the

package is list of prohibited workplace activities. Students intending to work in a construction related trade MUST have completed a white card prior to commencement of Work Experience. I can provide information on how to obtain this if required. There is an additional form included which must be completed where the student will travel between worksites in the host employers car. Other students should disregard this form. Students should attempt to secure an appropriate work placement as soon as possible as those who leave it till the last moment often experience paperwork issues resulting in their exclusion from the Work Experience program. The final date for submission of paperwork is Friday 14th June, 2019.

Year 9 Resumes:

Many students start to apply for part time work during Year 9 so I will be targeting Year 9 early in Term 2 where I aim to have every student create a resume which will support them gain part time work. Prior to applying for employment, students need to apply for a Tax File Number (TFN). This can be obtained through the following link:

<https://www.ato.gov.au/individuals/tax-file-number/>

I have created a Part time employment page on the Moorebank High School website. On the homepage click on the "Learning at our school" tab followed by clicking on "Careers". Scroll down to the "Part Time Jobs" link and click on the link. Here you will find links which connect direct to the employment application pages on a whole range of employers websites. Employers include Rebel, McDonalds, KFC, Oporto, Woolworths, Coles, K Mart, Big W, Coles etc.

Five Simple Steps to Apply for a Scholarship

With research to do, forms to fill out and deadlines to meet, there's no doubt that applying for a **scholarship** can be tricky. If you're in the midst of scholarship applications or need some pointers to help you get started, working your way through our five-step checklist of scholarship tips will put your mind ease.

<https://www.gooduniversitiesguide.com.au/education-blogs/tertiary-study/five-steps-to-apply-for-a-scholarship>

ACU

http://www.acu.edu.au/study_at_acu/fees_and_scholarships/scholarships_and_financial_support/scholarships_browser

ANU

<http://www.anu.edu.au/students/scholarships>

CSU

<http://futurestudents.csu.edu.au/help-with-costs/scholarships/csu-scholarships-and-grants>

Macquarie University

<https://www.mq.edu.au/study/why-study-here/scholarships/domestic-scholarships-and-grants>

Southern Cross University

<https://www.scu.edu.au/scholarships/index.php/9>

University of Canberra

<http://www.canberra.edu.au/future-students/scholarships-and-financial-support>

University of New England

<http://www.une.edu.au/scholarships/school-leaver>

University of NSW

http://www.scholarships.unsw.edu.au/scholarships/search?for=HIGH_SCHOOL_LEAVERS&show=all

University of Newcastle

https://www.newcastle.edu.au/scholarships#filter=level_undergraduate_first

University of Notre Dame

<https://www.notredame.edu.au/current-students/opportunities/scholarships/sydney>

University of Sydney

<http://sydney.edu.au/scholarships/undergraduate/year12/index.shtml>

University of Technology

<https://www.uts.edu.au/future-students/scholarships>

University of Sydney

University of Wollongong

<https://scholarships.uow.edu.au/scholarships/search>

Western Sydney University

https://www.westernsydney.edu.au/informationabout/scholarships_home/find_a_scholarship

The University of Sydney - Engineering and Information Technologies Year 11 & 12 Information Evening

Wednesday 5 June

Learn everything you need to know about studying engineering, advanced computing, technology or project management with us. Staff, students and industry contacts will be on-hand to answer your questions about the unparalleled choice and flexibility of our degrees. Places are limited, please RSVP:

<https://bit.ly/2CICNfv>

Sydney University Science Forum - The Light Side: Illuminating Life

Wednesday 29 May. 5:45pm for 6pm – 7pm

Charles Perkins Centre, University of Sydney

Join Dr Alice Motion and Associate Professor Liz New from the School of Chemistry in a discussion of the fascinating and useful properties of light. Cost: Free Registration:

<https://thelightside.eventbrite.com.au>

Actuarial Studies Co-op Program Macquarie University

Closes 27 September

Our Bachelor of Actuarial Studies with Professional Practice (Honours) offers students the opportunity to participate in Macquarie's cooperative education program (Co-op). This highly competitive course will see students alternate between classroom studies and workplace experience in the form of three work placements of three to six months each throughout their course.

<https://www.mq.edu.au/connect/employers/support-high-achievers/overview/actuarial-co-op-program-selection-process>

5:45pm for 6pm – 7pm

Co-op Program Macquarie University Bachelor of Professional Accounting and Bachelor of Professional Practice

Closes 27 September

Our Bachelor of Professional Accounting and Bachelor of Professional Practice offers students the opportunity to participate in Macquarie's cooperative education program (Co-op). This highly competitive course will see students alternate between classroom studies and workplace experience in the form of three work placements of three to six months each throughout their course.

<https://www.mq.edu.au/connect/employers/support-high-achievers/accounting-co-op-program>

UCAT Medical Interview Preparation Workshops

24 August – UNSW Kensington

6 October - UNSW Kensington

12 October - Canberra. Red Hill

The unique NIE workshop program aims for students to gain an in-depth understanding and required knowledge of the medical interview processes for specific universities, including Multi-station Mini Interview (MMI), Structured, and Semi-structured panel interviews. The workshop is structured and

based on the models that are taught during our proven one-on-one personalised medical interview sessions. The workshop will allow each and every attendee to learn the required skills and practical understanding for the uni from which they received an interview offer.

<https://www.nie.edu.au/medical/umat-interviews/medical-interviews-workshop>

UOW Campus Tours - Wollongong or Liverpool

This free, hour-long tour of the campus allows you to see our facilities and meet people doing what they do best. It's your chance to check out UOW and ask as many questions as you like. Tours run every Friday morning and afternoon (excluding public holidays) throughout the year. Please select your preferred time and date and register your details.

Wollongong Campus:

<https://studentcrm.uow.edu.au/Elucian.ERecruiting.Web.External/Pages/EventLists.aspx?ID=1>

Liverpool:

<https://studentcrm.uow.edu.au/Elucian.ERecruiting.Web.External/Pages/EventLists.aspx?ID=2>

Discover TAFE Digital

No matter where in the world you are physically located, TAFE Digital allows you access to high-quality online training so you can gain a nationally recognised qualification in your area of interest. We combine the best to offer you over 250 current and industry relevant courses across the range of modern industries. The flexibility of our courses means you can adapt your study around your family and lifestyle. You can begin at any time and work at your own pace – but you won't need to do it alone with real-time interaction with teachers and fellow online students via our live virtual classrooms, forums and chat bots.

<https://www.tafensw.edu.au/digital/why-tafe-digital/about-us>

Fee-Free Apprenticeships are a great way for students to launch their careers

With more than 120 apprenticeship courses on offer, there are bound to be courses that are right for your students. And there's never been a better time to become an apprentice — training is fee-free, there are great employment outcomes, and they will earn while they learn. Help your students to find their apprenticeship course and to understand how they can become an apprentice at

Meet students and alumni.

<http://bit.ly/2U8Hevl>

Blue Mountains International Hotel Management School Info Afternoons

7 July

Over 200 managers from 28 luxury hotel chains said they prefer hiring staff from Blue Mountains International Hotel Management School. **Meet students and alumni.** Meet current students and alumni who are achieving success in the booming hospitality industry. Take a look behind the scenes tour of a large-scale hotel and see what goes into running a successful property. **Learn about degrees in hotel**

and event management. Ask questions, hear about our industry focused degrees, and how you will study in a real hotel.

<https://info.bluemountains.edu.au/infosessions/>

Astronomy – Tours of Sydney Observatory

1003 Upper Fort St, Millers Point

Did you know that you can explore space during the day? Look through our safe solar telescope before exploring the Universe in our Planetarium*. On a clear day, you can see the Sun, bright stars and maybe the Moon or Venus! Day tours are available on weekends and school holidays and run for 30 minutes.

Tour Times: 10.15am, 11.15am, 12.15pm, 1.15pm, 2.15pm, 3.15pm

<https://maas.museum/event/sydney-observatory-day-tours/>

DO TIME TO STOP YOUTH CRIME
PCYC LIVERPOOL

TIME 4 KIDS

MULTI-SPORT FUN DAY
FREE ENTRY!!

Games and Activities
BBQ
Arts and Crafts
Stalls
Musical performances
Special guests
Prizes and Raffles

Where: Edwin Wheeler Oval, Sadleir
When: Monday 15th April
Time: 10am-2pm
Contact: 9608 6999
liverpool@pcycnsw.org.au

HELP RAISE FUNDS BY DONATING TODAY!
ALL FUNDS RAISED GO TOWARDS PCYC PROGRAMS TARGETING AT RISK YOUTH
CREATE BETTER OPPORTUNITIES
EVENT PROUDLY SPONSORED AND SUPPORTED BY

LIVERPOOL CITY COUNCIL
PCYC LIVERPOOL
mountries
AFL
CRICKET NSW

WHAT IS THE NCCD? (Click here to go to the website)

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](#).

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.

All schools across Australia collect information about students with disability.

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.

FACT SHEET FOR PARENTS, GUARDIAN AND CARERS

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?

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](#).

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.

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

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](#) and the [Disability Standards for Education 2005](#) (the Standards). 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, 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](#).

FURTHER INFORMATION

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

An [e-learning resource](#) about the Disability Discrimination Act 1992 and Disability Standards for Education 2005 is freely available for the use of individuals, families and communities.

The document must be attributed as Parent, guardian and carer fact sheet.

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TIME & DATE: Thursday 20th June 2019 6pm - 8pm

VENUE: Liverpool City Council 33 Moore St, Liverpool (Cnr George St) (please meet in foyer)

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