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Belmore North Public School Newsletter

Term 2 Week 10

Dear parents and carers

As we reach the end of Semester 1, I would like to take a moment to reflect on the achievements and growth we have seen in our students this term. The culmination of hard work, dedication, and enthusiasm has been noticeable. I want to warmly acknowledge the efforts of our students, staff, and families in making this term a success!

With the cold weather upon us, we encourage families to prioritise safety and warmth during the upcoming school holidays. Spending time indoors can foster creativity and connection within families. Consider activities such as cooking together, playing board games, or even tackling a family puzzle. The holidays also present a perfect opportunity to explore educational outings. The Australian Museum offers interactive exhibits that focus on natural history, science, and Indigenous culture, while the Maritime Museum provides hands-on experiences related to Australia's rich maritime history. For those who enjoy the great outdoors, various nature walks are available that allow families to appreciate the beauty of our local environment.

Most importantly, do not overlook the value of your **local library**. Libraries often host holiday programs, story time sessions, and reading challenges that can inspire a love of reading in children. We encourage families to make a trip to their library part of their holiday plans. Many community centres also have events tailored for children, fostering social interaction and creativity. Engaging in reading over the break is vital; we encourage children to explore different genres, which not only enhances their literacy skills but also broadens their imagination.

School Hall Open for Students

To support our students during the winter months, the school hall will be open each morning, starting at 8:30 am. The heaters will be on, creating a warm and inviting atmosphere for students to gather before classes begin. This space will serve as a passive area where students can engage in quiet activities such as reading or homework. We kindly ask that students refrain from playing games or running around in the hall, as we want to maintain a calm environment conducive to focus and relaxation.

Importance of School Uniform

At Belmore North Public School, we continue to emphasise the importance of wearing full school uniform. Wearing uniform fosters a strong sense of belonging and pride within our school community. It promotes equality among students, reducing distractions related to clothing choices and allowing students to concentrate on their learning. Additionally, uniforms help to create a cohesive school identity that can enhance school spirit.

We are excited to announce that we are looking to update our school polo within the next two years. This will ensure that our uniforms remain contemporary and reflective of our school spirit while also considering student feedback during the design process.

Updating Medical Information

As part of our commitment to student safety, we remind all families that it is essential to update your child's medical information each year. This includes details regarding conditions such as anaphylaxis, seizures, asthma, and any other medical issues. Keeping this information current allows us to provide the best support for your child while they are in our care. Rest assured, all information is treated with the utmost confidentiality and will only be accessible to those who need it. Communication regarding this matter will be sent home soon, and we appreciate your prompt attention to it.

Spelling Bee

It has been delightful to witness the enthusiasm of our students participating in the recent Spelling Bee. A heartfelt thank you to all the brave students who took part! Such events not only promote literacy skills but also encourage healthy competition and build confidence. We eagerly look forward to the finals in Term 3, where we will celebrate the hard work and dedication of all participants.

School Excellence Plan Update

As part of our commitment to student growth and attainment, we are focusing on the implementation of Explicit and Direct Instruction across all key learning areas, particularly in literacy and mathematics. This approach ensures that teaching is clear, structured, and focused on student engagement. Each term, I review each student's Sentence A Day workbook, which serves as a daily writing exercise aimed at enhancing literacy skills. I collate data from these workbooks to assess progress and identify areas for improvement. This data is then discussed with our leadership team and classroom teachers to ensure we are meeting the diverse needs of our students.

In terms of student attendance and wellbeing, we continue to stress the importance of regular attendance. Consistent attendance is crucial for students' academic success and social development. This year, we are excited to announce the re-establishment of our Breakfast Club, primarily led by students. This initiative aims to foster social, emotional, physical, and academic growth. Students will have the chance to connect with their peers and enjoy breakfast together. Initially, we will start with two days a week and expand based on student interest. A gold coin donation will be requested from students attending to help maintain and sustain the program.

Upcoming Events

- **Education Week**: In Week 5, we will celebrate Education Week, providing an opportunity for parents to engage with their child's learning. This year's theme will focus on *innovation in education*. We are especially excited for our annual Book Week character parade, where students will dress as their favourite book characters, showcasing their love for reading. Parents are invited to join us for the parade assembly, which will also feature a science focus, highlighting the fascinating world of scientific inquiry.
- **Colour Run**: We are in the early stages of planning a Colour Run for 2025! This exciting event involves participants running a designated course while being showered with colourful powder, promoting physical activity and fun for everyone involved. Colour runs are not only a fantastic way to encourage fitness but also create a vibrant, enjoyable atmosphere that fosters community spirit. More details will be shared as we finalise our plans, including how students can get involved and support this initiative.
- **Year 1 Phonics Screener**: Scheduled for Term 3, the Year 1 Phonics Screener is an important assessment that helps identify students' phonetic understanding and reading skills. This screener is crucial for early intervention, allowing teachers to tailor instruction to meet individual student needs. Last year, we were proud to report that Belmore North Public School was ahead of the state average in this area, reflecting our commitment to early literacy development.

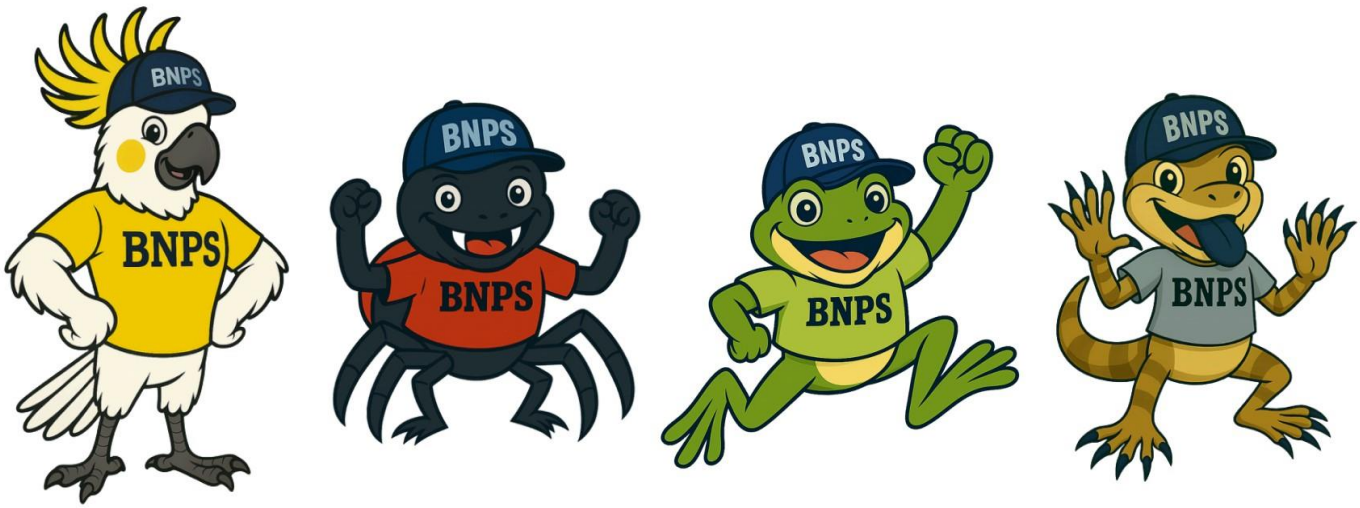
- **Cultural Showcase**: We are currently negotiating details for a Cultural Showcase, an opportunity for classes to engage in learning about the diverse cultures that enrich our Belmore North Public School community. This event will allow students to share their cultural heritage through presentations, performances, and art displays. It will be one of our major events, fostering understanding and appreciation of diversity. Next year, we plan to alternate this event with a Performing Arts Showcase, ensuring a well-rounded celebration of our students' talents.
- **Sideshow Alley:** Another exciting community event that showcases our students' creativity and camaraderie. We are currently in the process of planning adjustments to how we run this event. Last year, we had vendors onsite selling all sorts of delicious food. We may take a different approach this year as we consider the attendance rate from last year. Sideshow Alley has always been about the students working together to raise funds for the school community. We are looking forward to it.

Parent-Teacher Interviews

As a reminder, parent-teacher interviews will be held in Term 3 during Weeks 2 and 3. The booking sheets will be sent home with your child's Semester 1 report. Each meeting will be allocated 10 minutes to discuss pertinent items regarding your child's academic progress. This time is vital for sharing insights and strategies that can support your child's learning journey. For families of students in the support unit, 30 minutes will be allocated to ensure a comprehensive discussion that includes your child's Annual Student Placement Review.

House Mascots

I am thrilled to announce that we are nearing a decision on our house mascots! Students had the opportunity to submit their ideas and designs last year. All entries were carefully considered. This initiative has fostered creativity and school spirit, and we look forward to unveiling the final designs soon. Below are concepts which will be fine-tuned to meet the needs of our school. There may be minor colour palette changes and slight adjustments to minor aspects of the designs.



100 days of Kindergarten – July 28th

Additionally, we will be celebrating **100 Days of Kindy** in the upcoming term. This milestone is a special occasion for our Kindergarten students, marking their first 100 days of learning and growth. Activities will include fun educational games, crafts, and a special assembly to celebrate their achievements.

National Consistency Collection of Data (NCCD)

NCCD is an important process that helps us understand and support students with disabilities. This data collection allows us to identify the level of adjustment and supports each student to access the curriculum effectively. It is vital for ensuring that all students have equitable access to learning opportunities, enabling us to provide targeted resources and interventions that enhance their educational experience. *See the attached facts sheets*.

Belmore North School Library

I am in the process of trying to secure a new school librarian. I am working diligently to recruit for this position, which can sometimes be challenging to fill. I appreciate your patience. In the meantime, students will still have access to the school library with their classes, if it aligns with their teacher's programs. Please note that students will not be able to borrow books at this time as we are in the process of overhauling our library operating system. I encourage you to reach out to your local library for quality resources. The Bankstown Library offers a fantastic selection of materials.

Support Unit Integration

I want to express my gratitude to all staff and students for their fantastic efforts in making our Support Unit an inclusive and integrated learning space. As we reflect on the transition to integrate the Support Unit across all buildings in our school, we are thrilled to see the positive outcomes that have emerged. This initiative has not only enhanced the learning environment for our students in the Support Unit but has also enriched the entire school community.

I am incredibly proud of the level of maturity and honesty demonstrated by our students during this process. Their commitment to inclusivity and understanding has been inspiring. It is this spirit of cooperation and respect that makes Belmore North Public School a wonderful place to learn and grow.

We are excited to announce that we will continue with the integration initiative, ensuring that every student feels valued and supported in our school community. The engagement and enthusiasm shown by all students are commendable, and we look forward to building on this foundation together.

Thank you for your ongoing support and partnership in fostering an inclusive environment for all our students.

Community Access

Various students in the Support Unit have been actively accessing the community for their literacy, numeracy, and Personal Development, Health, and Physical Education (PDHPE) lessons. This hands-on approach not only enriches their learning experience but also allows them to develop essential skills in real-world settings.

Through these community interactions, our students are honing their literacy skills by engaging in activities such as reading signs, writing notes, and communicating with local businesses. In numeracy, they are practising counting, and problem-solving in practical situations, which reinforces their understanding of these concepts in a meaningful way. The PDHPE lessons foster their social skills, teamwork, and road awareness.

Student Letters

I would like to thank the students who took the time to write to me about your interest in playing Nintendo Switch in my office. It brings me great joy to see their enthusiasm and creativity reflected in their writing. I am particularly impressed by the improvements in their persuasive skills. Additionally, witnessing students from K-6, including those in the Support Unit, coming together to play games and support one another in problem-solving has truly been a highlight for me. Their collaboration and teamwork are commendable! I look forward to reading more of your letters soon. Keep up the fantastic work!

Homework Projects

Term 2 homework projects should be brought to school during Week 1 Term 3. The leadership team will be excited to view all the projects and celebrate your hard work and creativity. Term 3 homework projects will be distributed Week 2 of Term 2. I am very much looking forward to seeing each of the wonderful submissions.

Term 3 Start Date

Please remember that Term 3 commences on **Tuesday, July 22nd**. We look forward to welcoming all our students back for another exciting term of learning.

Wishing you all a safe and enjoyable winter break!

Warm regards,

JP Kiraz

Principal, Belmore North Public School

Photo Highlights for Term 2:

BADS

BADS

NCCD

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.*