

2/07/2025

End of Term Two News

Dear Parents and Carers,

After another busy and rewarding term, I would once again like to thank the amazing Camden South Public School community for their ongoing support of our school. We highly value our partnerships with parents and look forward to a restful break to restore our energy levels for a fantastic Term 3.

Staffing

We have some small staffing changes moving into Term 3 and 4. Our Senior Executive team continues to support our staff, students and parents with a variety of experienced leaders sharing the roles to accommodate both personal and professional responsibilities.

Principal As I continue the Principal Coach Mentor role one day a week, Mrs Ally Newcombe will continue to relieve at Principal on Mondays.

Deputy Principals: K-2 Monday - Tuesday → Ms Brooke Carman
Wednesday - Friday → Mrs Jayde Emmett

Deputy Principals 3-6 Monday (T3) → Mr Dan Robberds
Monday (T4) → Mrs Lisa Dewsbury
Tuesday – Friday → Mrs Ally Newcombe

Communicating with our School

At Camden South PS, we are proud of our strong links to our community and value working with you all. As a part of this, we value our ability to communicate with parents regarding their children's education in a positive and timely manner. We also remind parents that all contact with our school is to be consistent with the School Community Charter respecting that our staff are primarily engaged with the teaching and caring of our students. I have attached the Community Charter to this newsletter.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning
- communication from teaching staff will be timely, polite, informative and solutions focussed
- professional relationships with school staff will be based on transparency, honesty and mutual respect
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

In all workplaces, people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities. To ensure the safety and wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, in line with the NCCD guidelines (2019).

Information provided about students to the Australian Government for the NCCD includes:

- Year of schooling
- Category of disability: physical, cognitive, sensory or social/emotional
- Level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- Formally recognise the supports and adjustments provided to students with disability in schools
- Consider how they can strengthen the support of students with disability in schools
- Develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. I have attached an information sheet to this newsletter. If you have any questions about the NCCD, please contact the school.

HPGE

The High Potential and Gifted Education Policy applies to all NSW public schools, teachers, and students. It describes a framework to develop the talent of high potential and gifted students. The policy provides advice to implement effective learning and teaching practices.

The High Potential and Gifted Education Policy has been developed after extensive consultation with parent organisations including the Federation of Parents and Citizens Association of NSW, Gifted Families Support Group and Gifted Learners with Disability Australia.

Signs of high potential

High potential and gifted children tend to:

- be intensely curious
- learn new ideas or skills quickly and easily
- display a good memory
- ask complex questions
- be creative
- enjoy thinking in complex ways
- require fewer repetitions when learning new things
- become intensely focused in their area of interest or passion.

Children with high potential like to be challenged. If you observe your child is more advanced than their peers, in any area or domain, it is recommended that you discuss this with your child's teacher or other professional.

At Camden South Public School, we use a variety of strategies to identify and support our High Potential and Gifted students. This includes having high expectations of all students, differentiating lessons, creating opportunities for deeper thinking and critical thinking, problem solving opportunities and inquiry. All staff participated in Professional Learning on the Staff Development Day to deepen their understanding of teaching our High Potential and Gifted students.

We also offer extra curricula opportunities in all domains such as choir and dance groups, State Knockout and Zone representation for sport, peacekeepers, leading clubs, public speaking, debating and Tournament of the Minds.

This is a strong area of focus for Camden South Public School, and we look forward to further strengthening the opportunities for our High Potential and Gifted Students.

Attendance

Parents of children from Kindergarten to Year 12 must ensure their children attend school every day. On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstances e.g. attending a funeral.

Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day timeframe, the school will record the absence as unexplained on the student's record.



Reports

Reports were published yesterday through the Schoolbytes app. Reports can be found under "Resources" on the home page. Please contact the school if you have any questions.

Term 3 Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Week starting July 21	SDD <i>Staff only</i>	Students return		100 days of Kindergarten	
Week 2 Week starting July 28				Open Classrooms and Book Parade	Gala Day 1
Week 3 Week starting Aug 4	ICAS Tech & Writing (This week)		P&C		
Week 4 Week starting Aug 11	ICAS English (This week)			Kindergarten Excursion	
Week 5 Week starting Aug 18	ICAS Science & Spelling (This week)		Silver Award Assemblies		Gala Day 2
Week 6 Week starting Aug 25	ICAS Maths (This week)				
Week 7 Week starting Sept 1	PT Interviews	PT Interviews	Fathers' Day Stall PT Interviews		Razorback Athletics
Week 8 Week starting Sept 8			P&C		
Week 9 Week starting Sept 15				Colour Run	
Week 10 Week starting Sept 22			Silver & Gold Award Assemblies		Gala Day 3

Wishing you a safe holiday break. We look forward to seeing you back on Tuesday 22 July 2025.



Nikki Reddie

Principal

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*.

School Community Charter

 **Collaborative. Respectful. Communication.**

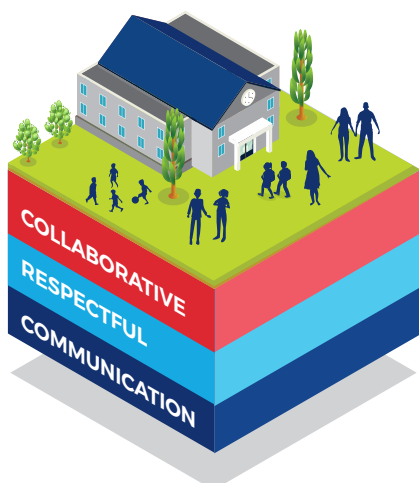
The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with Our Plan for NSW Public Education.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

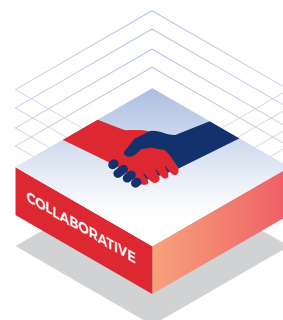
Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

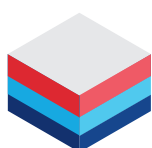
In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au