



TEPS NEWSLETTER

Term 3 Week 3

Harris Road, Constitution Hill 2145

Darug Country

5/8/2022

Principal: Mrs Kristy Haggett

Email: toongabest-p.school@det.nsw.edu.au

School website: www.toongabest-p.schools.nsw.edu.au

Important Dates

Term 3

- Breakfast Club every Tuesday, Wednesday & Thursday
- Canteen open every Tuesday and Wednesday
- 11th August Athletics Carnival
- 18th August 2-6 Rabbitohs Wellbeing Workshop
- 24th – 26th August Dental Bus onsite
- 25th – 26th August Zone Athletics
- 26th August Chess Tournament

Dear Families and Carers,

During the last two weeks, our school community have celebrated NAIDOC Week, Education Week and Book Week. Students engaged in a diverse range of learning and the quality of activities our talented teachers prepared and the external presenters delivered, were all of a high standard. The P&C organised a yummy Education Week lunch and a huge raffle fundraiser, both were a great success. It was so lovely having families join in and help us celebrate these days. Thank you to the staff who went above and beyond to organise the many events and activities thus far this term.

COVID UPDATE:

- Unvaccinated staff and volunteers are able to work in NSW DoE schools again.
- Due to rising COVID cases in some schools, we have been advised to consider if further events/gatherings/excursions can be postponed to later in the term or to Term 4.
- Cleaning of school sites will now be more concentrated during the day, with an increase in cleaning, completed during school hours.
- Staff and students need to continue to monitor for symptoms and test if there are any symptoms.
- Students/staff should stay home if unwell and parents should notify the school.
- Masks are encouraged for students, staff and visitors.
- Additional RATS were distributed last week to all families.

At Toongabbie East Public School we work hard to prioritise strong parent – school partnerships and focus on having effective communication with families.

To assist with this partnership, we encourage parents/carers to:

- Download the Dojo App to receive relevant notifications for your child/children and to access notes, event details and the newsletter.
- Access our newsletter that is sent home and available via our school Dojo page and school website.
- Inform the school of the reason for your child's absence via email or send an explanation note to the class teacher.
- Communicate with the classroom teacher in the first instance by phoning or emailing the school, should a concern or query arise.
- Teachers are your first point of contact and can usually help answer any questions and follow up on discussions. An Assistant Principal can then be contacted, if further discussions are required.

Assistant Principal Contact for Support Unit:

Nerida Duncum

Assistant Principal Contacts for mainstream:

Stefanie Cutri (Wed-Fri)

Natalie Grego-Knust (Mon-Thurs)

We have many avenues for parents and some of the established channels of communication are:

- School and Class Dojo pages
- The Toongabbie East Public School Website
- The Toongabbie East Public School Facebook page
- The School Newsletter
- Parent-Teacher interviews
- P&C Facebook Page

By working together, we achieve greater outcomes and I thank families for your ongoing support of Toongabbie East Public School.

Kristy Haggett

Principal

Speechie Corner

One of the most frequent questions I am asked is about lisps. The 'sss' is a tricky sound that children often struggle with in the preschool years. It is usually mastered by children around the age of 4. However, some children continue to have difficulty producing a clear 'sss' at school.

Often, children use a 'th' for 's' (e.g. 'th-un' for 'sun'). It is always good to model correct speech for your child. And by the time they are 4, it is time to start showing them how to produce this tricky sound.

Some tips: Ask your child to pull their tongue back and keep it behind their teeth. Use a mirror to show them how to produce this sound. Help them practise with just the 'ssss' first before moving into words like 'see' or 'so'. Changing speech takes practice and patience! If you have any concerns, feel free to see me at TEPS on a Friday!

Ms Buckman

Speech Pathologist

Happy Principals' Day, Mrs Haggett

Today staff and students would like to acknowledge Mrs Haggett for all her hard work and dedication towards making TEPS the incredible school it is. Her strong leadership, patience and positive perspective towards all situations is inspiring; she is a pioneer in education and we are so honoured to call her our principal. Mrs Haggett Happy Principals' Day! You are one in a million, today we celebrate you!



News From Lingiari

It is hard to believe that we are halfway through the year already. This term we welcome back Mr Craig, who is very familiar to our senior students. In music, we are looking at making beats, and finding that there is a strong link between music and mathematics.

In English, we will be persuading readers to agree with our point of view. We have also given short speeches every week on various topics - it's great to see everyone trying, even if they are very nervous. Well done everyone.

Mr Cameron Fisher

Classroom Teacher

News From Ms Ho

This semester, in History, Goodes and Bancroft will investigate why personal and family histories are important, how stories of the past are told, how remains of the past are important to the local community and how changes in technology have shaped our daily life. In Bancroft today, we looked at significant buildings and local sites. We explored the Parramatta Orphan School which was an example of Christian education early in Australia's past.

In Mabo, we will look at what life was like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans, and why Europeans settled in Australia. Students researched Aboriginal and Torres Strait Islander peoples' long connection with Australia through Western science and Dreaming. The class drew Wandjina rain spirits from First Nation mythology. In Lingiari, we have been focusing on the topic of Australia as a Nation and are researching contributions that significant individuals and groups have made to the development of Australian society.



Miss Chloe Ho

RFF Teacher

Education Week

This year the Education Week theme was: Creating futures – education changes lives. TEPS students shared their dreams and hopes of their future and why education is important to them, some of the responses were: I love school because I learn something new every day, it makes me smarter and it will help my future. The video was showcased at our whole school assembly and can be viewed on Dojo.



Book Week Parade

What a lot of crazy characters we had visit our school on Wednesday! Thank you to all the families who helped their children dress up for our parade. Everyone looked amazing and had a ball. A huge thank you to Miss Gibson for organising this special event.



Book Fair

The Book Fair was hugely successful. Thank you to all the parents and carers who purchased books. It is always nice to see the passion and excitement that our students have for reading. A big thank you to Mrs McClintock and Mrs Elkor for organising the Book Fair.



NAIDOC Celebration

NAIDOC Week is a national celebration to recognise and celebrate First Nations people and cultures. Last Wednesday, TEPS students participated in a day filled with cultural activities at our annual NAIDOC week celebration hosted by Charlie from Koori Kinnections. On the day students saw a range of artefacts, tried nector from a bottlebrush, touched an emu egg and learnt how to weave.



CALMS Club

This term TEPS has started running The CALMS Club at lunch time each day for students in K-2. Students are engaged in a range of play-based learning activities such as mindful drawing, sensory and fine motor play, dress ups, construction, and profession-based play to name a few. The children have very much enjoyed this new opportunity to play in a calm space in the hall where they have practiced being safe, cooperating with their peers, as well as being mindful and assertive.



STEM Groups

Some students across the school have been partaking in STEM Groups this term, practicing their critical thinking, creativity, problem solving, collaboration, communication, independent thinking and digital literacy.

Students have been focusing on designing an environment suitable for a visiting wombat. Students have identified characteristics, applied their knowledge of the needs and behaviours of wombats to this authentic problem. They have gained an understanding of a wombat's environment to design an appropriate solution for visiting wildlife. Student confidence in designing and engineering creative solutions and applying their understandings has increased in a range of curriculum areas.



Class Attendance Reward

Congratulations Bancroft – our first winner of the Class Attendance Reward! Bancroft have a new game for their classroom to enjoy as they were the class with the highest attendance for week 2. Each week the class with the highest attendance will be the recipient of a class reward... I wonder who will get the reward this week?



Farewell Miss Wu

Today we farewell Miss Wu and wish her all the best on her new chapter in life. The staff, students and community will miss her dearly. We would like to thank Miss Wu for her hard work and dedication to TEPS.



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*.