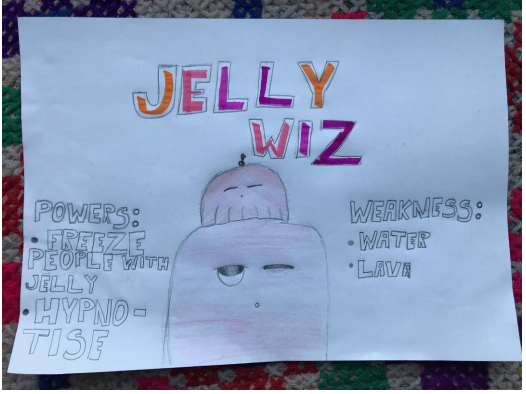
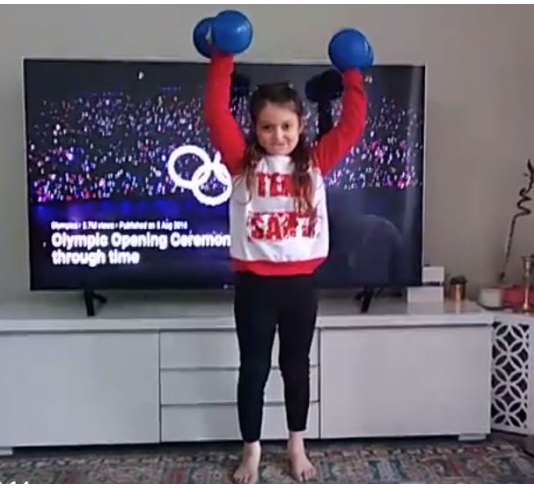
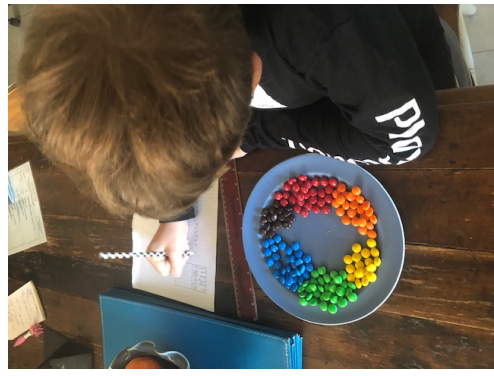
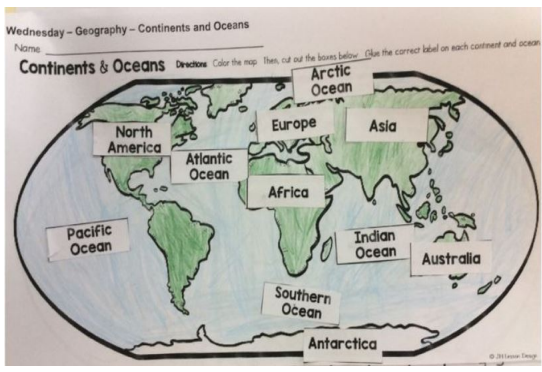




# NORTHMEAD NEWSBREAK



**AT A GLANCE!**  
**2021 DATES**  
**TERM 3 / TERM 4**

**FORWARD PLANNING**

**COVID-19  
RESTRICTIONS  
ALLOWING**

- 📅 **Olympics Day**  
**Monday 23 August**  
**postponed**
- 📅 **Stage 2 Narrabeen**  
**Excursion**  
Term 3 – 25-27 August  
**postponed**
- 📅 **Kindergarten**  
**ZOO Excursion**  
Monday 30 August  
**postponed**
- 📅 **Public Holiday**  
**Monday 4 October**
- 📅 **TERM 4 COMMENCES**  
**Tuesday 5 October**  
**Staff and Students**
- 📅 **SCHOOL PHOTOS 1**  
**Classes**  
**Tuesday 12 October**
- 📅 **SCHOOL PHOTOS 2**  
**Sport/Extra Curricular**  
**Tuesday 2 November**

**Thought for  
the Week**



**Dear Northmead P.S. Community:**

We hope this finds you well, safe and in some kind of routine with home learning, working from home and coping with the stronger restrictions in the Parramatta LGA. We have felt well supported by our community and certainly appreciate the emails and messages of thanks for the learning provided by our teachers and support staff, the online platforms and take-home packs along with Mrs Carmichael's "contactless drop-off" service and the teachers/Executive checking in with students/families via phone or ZOOM. How amazing was the video [What I Like About Northmead?](#) Thank you to all the students and staff who contributed such happy and thoughtful ideas, memories, fabulous dance moves brought together in Miss Lloyd's amazing compilation. What a happy video to watch! It certainly put a smile on my days along with continually rewatching the [NPS Olympics video!](#)

A reminder to our families who are working from home, or not working at all. **We only have only 4 teachers on site everyday and 1 admin officer** who all reside within the Parramatta LGA. **These teachers are on-site to support our families who are essential/authorised workers.** Whilst on Monday and Tuesday, we noticed reduced numbers of students, **they increased Wednesday particularly in Stages 2 and 3.**

NSW Health and NSW Education continually update schools. The clear advice remains unchanged for our school area. Parents and carers in Blacktown, Campbelltown, Canterbury-Bankstown, Cumberland, Fairfield, Georges River, Liverpool and **Parramatta LGAs must keep children at home** unless they cannot be cared for or educated at home (i.e. our essential workers such as health, police, transport workers, teachers etc just to name a few professions keeping our city and suburbs working). If you are working from home, your child/children can be educated from home. **Let's get through this together by staying home and staying safe.**

**Also please do not let your children ride/walk to the school during recess/lunch to talk "over the fence" with students onsite. Some Stage 2/3 students have been doing this of late and they will be asked to return home. We will restrict the play areas at school and monitor students to avoid any contact with students approaching the school. The NSW Health advice is that families should not be visiting other friends / families.**

We understand the fatigue that creeps in when trying to manage your own work requirements and also supporting children to learn from home. We have built into our learning routines links to ABC learning, fun exercise, non-digital activities, fun afternoon tasks that children can do independently. All students have access to 2xZOOM class sessions with their teacher every week. We have teachers trying to support the on-line platforms, marking and giving feedback who also have their own children at home. We applaud the efforts you are making to manage under these very challenging times. Please know that on the days that you are struggling, there will be others feeling the same.

We prioritise the health, safety and wellbeing of your family at this time. If you need to take a day away from the learning to maintain your balance, please contact the school who will adjust the roll to indicate a day of leave. Contact your teacher by phoning or emailing the school. One of the teaching team or Executive will discuss any additional needs for your child(ren) or family to support you to continue learning from home.

**A.A. Milne's Winnie the Pooh quotes I feel never fails to bring perspective...I wish you all sunshine in your lives and hearts...we'll be back together soon.** I hope you like this:

**"IT NEVER HURTS TO KEEP LOOKING FOR SUNSHINE"**

*I look forward to chatting with you soon in the next Northmead Newsbreak ...*

*...Anno Ezzy (Principal)*



## USEFUL LINKS – ONLINE RESOURCES AND EXPERIENCES

If your child/children are eager to start learning before their school platform has begun, or just to have some alternatives for during the day or weekends – we hope you find these learning links useful:

- ↗ **NSW Education Learning from Home Hub – including previous videos of Education Live and a wealth of resources and help for families - [Parents and carers \(nsw.gov.au\)](https://www.nsw.gov.au)**
- ↗ **ABC Education - <https://education.abc.net.au/home#!/home>**
- ↗ **Nat Geo Kids - <https://www.natgeokids.com/au/>**
- ↗ **Storyline - [Storyline Online - Home](#)**
- ↗ **Sydney Living Museums – resources - [Learning resources | Sydney Living Museums](#)**
- ↗ **42 Virtual Field Trips (*scroll to bottom of page for all the choices*) [42 Best Free Virtual Field Trips for Kids and Families Who Can't Visit in Person \(goodhousekeeping.com\)](#)**
- ↗ **Time for Kids - <https://www.timeforkids.com/>**
- ↗ **Code Club - <https://codeclubau.org/projects/>**
- ↗ **Learn a Language - <https://www.duolingo.com/>**
- ↗ **Metropolitan Museum of Art - <https://www.metmuseum.org/art/online-features/metkids/>**
- ↗ **The Louvre Paris Virtual Tours - [Online tours \(louvre.fr\)](https://www.louvre.fr)**
- ↗ **NASA Kids Club - <https://www.nasa.gov/kidsclub/index.html>**

## UNIFORM SURVEY – PARENT/COMMUNITY FEEDBACK INVITED

Thank you to the families (around 100) who have already responded and provided great feedback. **We will leave the Uniform Survey open for another 2 weeks so you can still have a say in what our future school uniform may look like to support our students:**

### **SURVEY OPEN UNTIL FRIDAY 13 AUGUST**

We are reviewing our current uniform and the school is asking for our students, families and staff to undertake a short survey on possible future directions for our uniform. We will be putting the following QR code on the fence near the entry gates on Kleins and Moxhams Roads. The code will also be located at the Canteen and NOOSH. Thank you for your input so we can ensure our uniform serves our students and community. Here is the link to the on-line Survey Monkey survey – or you can capture the QR code below:

**<https://www.surveymonkey.com/r/NPSUniformSurvey>**







Drawn by Diana 2P

Eid al-Adha is known as the festival of sacrifice, it is an Islamic holiday that commemorates the Prophet Ibrahim. Some of the students of Northmead shared their experiences about how they celebrated Eid 2021, during their online learning.

*I am celebrating Eid. I usually celebrate by going to the movies, eating lots of food and playing on devices. But since there are lockdowns we can't go to the movies. So, all we did was eat food and play on our devices. I got to go to the park.*

*Did you know the day before Eid is when we fast but there isn't one, there is two. It is called Eid Al Fitr and there is a month before called Eid. It is called Ramadan and we fast that whole month. Amira 1/2J*



We wish a happy Eid Mubarak day to all the Muslims in our community and around the world, with a prayer to stay safe and well.

**Salma and her little sister Sarah 2P**

## Special Religious Education (SRE)/Special Education in Ethics (SEE)

As SRE and SEE are not currently permitted in Greater Sydney, including the Blue Mountains, Central Coast, Wollongong and Shellharbour.

Approved providers have modified their authorised curriculum to enable students to learn from home.

Parents/carers may wish to access the SRE and SEE resources through the portal entry points to lesson content below:

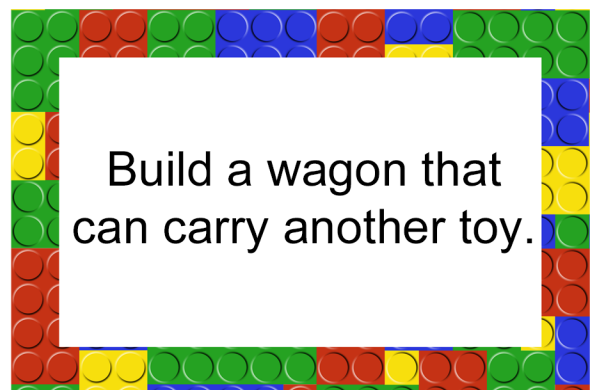
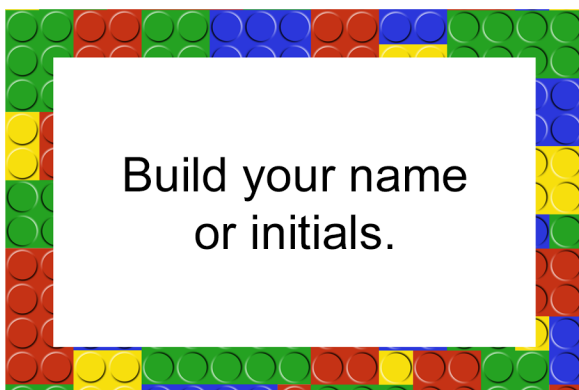
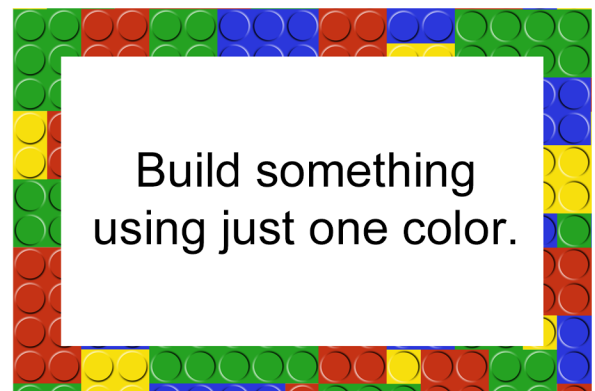
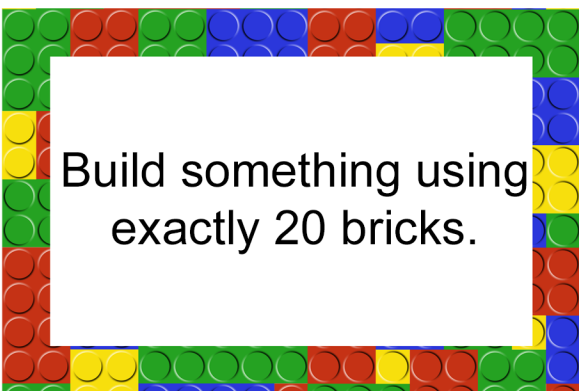
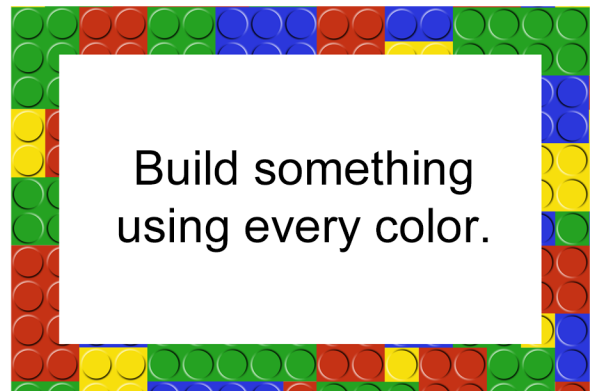
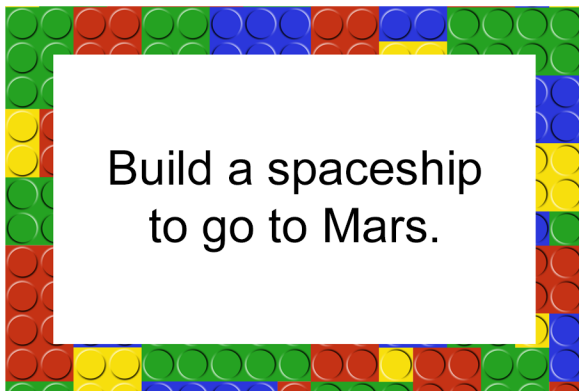
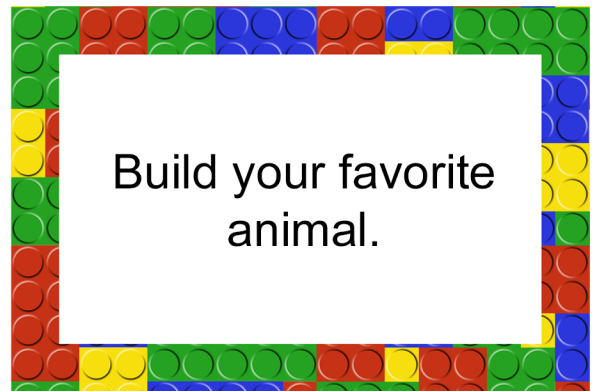
- [Approved providers for All Faiths SRE](#) (Islamic, Jewish, Buddhist, Bahai, Hindu)
- [Approved providers for Christian based faith SRE](#)
- [Primary Ethics for SEE](#)

For more information or support on these resources, please contact the approved provider.



# LEGO challenge cards

Cut out the cards. Shuffle and choose a random card to select one that you like. Try to build what is written. Get creative and come up with your own rules.



# 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*.

## Supporting families' health and wellbeing during "stay at home" times

Keeping active and healthy is important for our physical and mental wellbeing, particularly at this time when we are required to stay at home.

To support the health and wellbeing of staff and families, we have developed "**Healthy@Home**" social media tiles and messages.

The Healthy@Home tiles provide families with practical tips and resources for:

- being active
- eating well
- staying connected and
- supporting mental wellbeing.

### Examples in Toolkit:



[Click here to download the Healthy@Home toolkit](#)

There are a range of tiles you can choose to download including some which have been translated into other languages. We hope the practical tips and information are helpful for families at this time.

Thank you for helping to support families' health and wellbeing during this time.

**Kind regards,**

**The Healthy Children & Families Team**  
Western Sydney Local Health District