

# Sadleir Public School

Newsletter Term 2 Week 10

## What's On

|                   |                                    |
|-------------------|------------------------------------|
| Friday 26 June    | Last Day of Term 2                 |
| Tuesday 14 July   | First Day of Term 3                |
| Wednesday 15 July | Sadleir Team 1v2 Debate            |
| Monday 21 July    | Camp Quality Kids Cancer Incursion |
| Wednesday 22 July | Athletics Carnival                 |
| Monday 27 July    | Education Week                     |



*Mrs Brown sitting on 300 nails*



Dear Parents and Carers

Congratulations to every student for their achievements during Semester One. School breaks up on Friday 26 June. The first day of Term 3 for students is **Tuesday 14 July**. I wish everyone a happy holiday break.

## Athletics Carnival

The athletics carnival will now be held on Wednesday 22 July after the rain ruined our first attempt. Feedback from the day has indicated that parents would prefer carnivals to be called off when the forecast is bad and/or rain threatens.

## Science Fun Day

Students participated in a great Science Fun Day on Thursday. Classes ran various science experiments in class groups and then attended a fantastic science show 'Fizzics Education' in the hall.



## Road Safety

Last week we had a visit from the Liverpool Council Traffic Department to observe traffic around the school. I have asked the council to review traffic around the school to increase safety for our students. Issues include the location and state of repair of the crossing on Insignia Street, parking restrictions on Insignia Street and the traffic issues in the lane next to the back gate.

## Academic Challenges

Last week over 25 students from years 3-6 completed the University Spelling and Writing Tests. Feedback from students was very positive and they enjoyed the challenge.



## Teacher Professional Learning

Our teachers are currently participating in extensive professional learning around the teaching of writing. They are focusing on the explicit teaching of grammar and using great picture books to investigate what good writers do. Students can look forward to some great writing lessons next term.



M Ralph

Principal

## Ashcroft High School Art Program



Recently, some Year 6 students from Sadleir attended Ashcroft High School for an exciting art experience.

At Ashcroft we had two teachers, Miss Brady and Miss Weeden. They helped our group with lots of things and helped us do some things we thought we couldn't do. The first activity we did was drawing a portrait of ourselves after taking a selfie on the iPads. Our teachers vectored our drawings in black and white.

Our next artwork included our portraits; we used lino prints to carve our portraits on. Firstly we drew our portraits onto the lino print, then we ironed them to soften the lino so we could carve a bit easier. We used special carving tools to get the right shape; there was one for thin lines, another for circles and curves and a big one for the face and thicker lines to get the right shape. It took most of the time to get it all carved. The year 10 leaders and teachers finished it for us.

Last but not least, was zentangling. This is a new art movement in America and we definitely thought it was fun. Zentangling is when you tangle and design little sections of a shape at a time. We did this on our vectored portraits.

Ashcroft High School Art was an experience we will remember for a long time.

By: Tayla, Krystal and Tanesha



## Nationally Consistent Collection of Data School Students with Disability



# 2015 information for parents and carers

### WHAT IS THE NATIONAL DATA COLLECTION?

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 with disability and the level of reasonable educational adjustment they are provided with.

The national data collection will count students who have been identified as receiving an adjustment to address a disability under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at [www.comlaw.gov.au](http://www.comlaw.gov.au).

### WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect better information about school students with disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

### WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When implementing the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in

country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to better target support and resources to benefit students with disability. The data will help schools to better support students with disability so that they have the same opportunities for a high quality education as students without disability.

### 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 DDA 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 so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at [www.comlaw.gov.au](http://www.comlaw.gov.au).

### 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 students without disability. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).



## WHAT INFORMATION WILL BE COLLECTED?

Every year your child's school will collect the following information for each student with a disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

The information collected by schools will be provided to all governments to inform policy and programme improvement for students with disability.

## WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

## WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff will identify the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable 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.

## HOW WILL MY CHILD'S PRIVACY BE PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.

Further information about privacy is available from [www.education.gov.au/notices](http://www.education.gov.au/notices).

## IS THE NATIONAL DATA COLLECTION COMPULSORY?

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and report information annually on the number of students with disability in their care and the level of adjustment provided to them.

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 or association of independent schools.

Even if your child's information is not included in the national data collection, the school is still required to provide support to your child with education needs.

## FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability and how it may involve your child.

You can also visit [www.education.gov.au/nationally-consistent-collection-data-school-students-disability](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability).

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.



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