

THE ponds REFLECTION

Issue number 11
month July
year 2021

PRINCIPAL'S REPORT



Welcome back

Usually it is a pleasure to see everyone's face after a holiday period, but unfortunately this is not the case this term. The head count is approximately 10 students on site and only a few teachers to support school operation. I thank parents for their cooperation and assistance in this difficult time keeping students at home, juggling on-line learning and often working as well. I know we all listen to the number of cases daily and hope that the community transmissions start to decrease soon. Although, we do expect there may be news that announces Greater Sydney may remain at level 4 for an extended period.

I look forward to this afternoon's drive-through Maths Booklet collection for Stage 4 just to sight some of our families even if it is through the window of a car. Year 9 Mathematics students have their textbook or are working through their current topic. Year 10 - 5.2 and 3 have their textbook and the 5.1 Booklets for Year 10 were posted home yesterday.



I have enjoyed the photos Ms Unsworth has shared with me of our 7, 9 11T students completing activities at home and hope that there have been some bright moments of family time as we all stay home.

This week many staff members have tried more interactive activities eg Quizzes, Discussions in Canvas, Zoom and Teams to engage students. The staff meeting next week will report on the second staff survey which will assist measure the success of this to engage students. Please keep in mind it was originally thought that this lockdown was to be for four days only.

Senior Students

A big shout out to senior students navigating the HSC space with uncertainty especially as today would have been the first day of our Trials. The Education minister Sarah Mitchell did say in a press conference on Thursday 22 July that there will be an HSC, even if it delayed. We know that some major projects have been moved back and await announcements from NESA next week. They have flagged specific announcements in the Drama and Music space.

As a school we have moved trials once and eagerly await information of how these exams might still proceed. Thank you to seniors and their teachers who are all working hard to keep learning moving in a positive way. Year 11 participation on Canvas has increased this week and they need to remain engaged to ensure that have the prerequisite knowledge to assist them in 2022.

There would be many current Year 12 students who would wish they could wind back the clock to online learning in 2020 and participate more. Also, a reminder that the HSC is on paper and needs speed writing in many subjects. Students may consider completing some of your work in a book to keep up this skill.

Understanding Attendance and Participation

To assist us monitor attendance and participation a system has been set up as outlined below.

All students should log-on to CANVAS by 9:30am. This is their attendance for the day. An email is sent out for those who do not log on.

Parents can email the school: **Attention Attendance** if for any reason their child cannot be on-line for the day. E.g. illness or other and they will be marked sick or leave as per normal.

If students attend but do not participate in activities (approximately a week's worth) an email will be sent on behalf of the teacher from a designated office staff member stating that:

"XXXX has not been participating in on-line learning activities in ZZZZZ (Subject)"

At the end of Week 4, I have asked teachers to collate those students with multiple non-participation emails especially for Stage 5 and 6 and to issue N Warning Letters with the activities missed. Student will need to complete these activities following the regular N-warning process. Teachers of Year 11 have been asked to follow-up on non-completed N Warnings for Semester One.

We understand there are challenges associated with participation and student who are struggling should send a message via Canvas to their class teacher. Welfare concerns can also be sent to the Year Advisor or Stage Head Teacher. Use the school email and in the subject just write Year 9 Year Advisor.

P&C Meeting & AGM

The P&C meeting is scheduled for next Monday night 26 July. I am looking for a forum where a wide range of parents may participate. Last year's Zoom meeting was not successful as only parents with a Department of Education login could access the platform easily. We will trouble-shoot this and on Monday a link will be sent out for anyone who wants to join. The topics will be online learning and how it is going in your household and a little bit about Choice Theory. I hope to hear from some of you. There is no concern if you have not attended a P&C meeting before and we certainly will not be taking down names and distributing jobs.

The AGM for the P&C will be held on Monday 30 August 2021 at 7:15pm.



Competitions

During the 2020 lockdown, we ran a HSIE Art Competition with prizes for Juniors and Seniors. The artworks were framed and are on display in the HSIE Open Space classroom.

This year the topic is CAPA and the brief is below:



Design a digital image, photo or hand-produced poster/drawing that displays or promotes a love for the Creative and Performing Arts.

Think MADD!!!! Is Music, Art, Dance, Drama.

Or all of them? How can the spirit of any of these be transformed into an artwork?

Closing date for artworks will be Friday 13 August. This was to be our CAPA showcase night that has unfortunately been postponed. All artists will receive a merit certificate and prizes will be distributed for the best pieces from each stage. Artworks will be framed and placed in the Music Area.

Please check out other external competitions later in this newsletter: Art and Poetry Competitions.

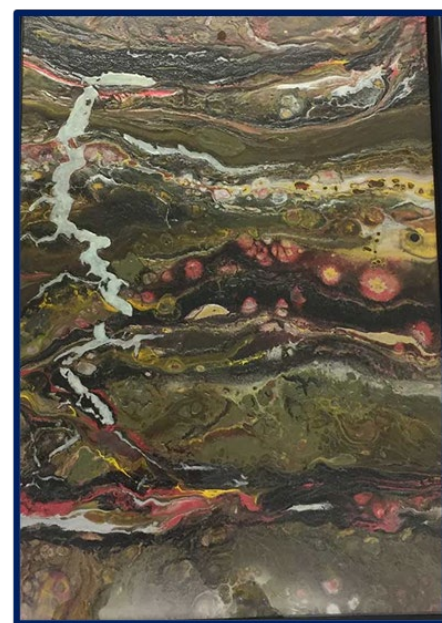
Artwork size:	A3 – 29.7 x 42 cm
Orientation:	Portrait or Landscape
Theme:	CAPA: Dance, Art, Music
Must include:	Artist name and class

Competition closes on Friday 13 August at 3pm.

Delivery of artworks to the school will be advised in the next newsletter.

2020 Senior Category Winners

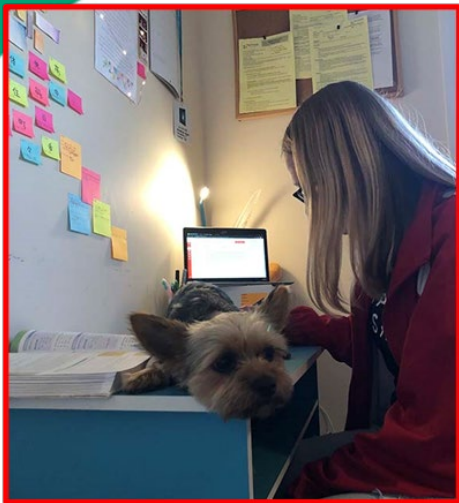
Geraldine T “We are the World”



Alex A “Flowed Beauty”

Learning @ home tips

Preparing for the Online Learning Environment



As a school we are currently working very hard to provide your children with an engaging and supportive online learning environment. Our teachers are endeavouring to provide innovative and engaging lessons to allow for the continuation of your child's learning. To help support the implementation of online learning in the home, please look at the suggestions below as to how to set up an effective learning environment:

- Set up a regular routine, in other words do not allow your child to sleep in. They already have a really effective routine which is their school timetable.
- Place all devices, which are not necessary for learning, in another room e.g., their mobile phone. Mobile phones are major distractions for students.
- Make sure the area is a dedicated space for learning. It would be good to have a proper desk and chair so you can mimic the environment in their school classrooms.
- Make sure there is sufficient lighting and power points available.

We strongly recommend you watch the SchoolTV Special Report on **Online Learning**, featuring Dr Michael Carr-Gregg at https://schooltv.me/wellbeing_news/special-report-preparing-homeschooling

This program outlines the key role parents and carers have in implementing online learning. Parents are encouraged to make sure their children do not see this period as an extended holiday. Parents are able to monitor their child's classwork and know what activities they have been given, by asking their child to log on to Canvas and take them through what they have been doing and what they have completed.

How can I guide my child with their learning?

Step 1 – Students should be logging on to CANVAS each day by 9:30am and accessing CANVAS for each of their courses. If they cannot find their courses, please have them email the school email ATTN: CLASS TEACHER at: theponds-h.school@det.nsw.edu.au or use the Canvas Inbox feature.

Step 2 – All students (Years 7-12) should ensure they can access MS Teams and Zoom.

Step 3 – Parents should also check their Parent *Portal* on *Sentral* for class work notifications from teachers.



Digital Citizenship

Due to students spending more time online, it will be important for parents to monitor their online usage, both from a recreational and educational perspective.

In order for students to complete their work, it would be wise to limit students' interaction with chat rooms and various apps, which create distractions during timetabled lesson periods.

SUPPORTING YOUR CHILD WHILE UNDERTAKING ONLINE LEARNING



SET ROUTINES

- Establish routines and expectations
- Set aside a space for your child to work in
- Begin and end each day by asking about your child's learning
- Monitor communications from your child's teachers
- Follow the schools online timetable
- Encourage students to take responsibility for their online learning by regularly monitoring CANVAS and completing tasks honestly and doing their best work



COMMUNICATION

- Talk to your whole family about the infection - understanding the situation will reduce anxiety
- Help your child to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too
- Remind them that the isolation won't last for long



WELLBEING

- Encourage physical activity and/or exercise. Exercise is a proven treatment for stress and depression
- Monitor how much time your child is spending online
- Keep your child social, but set rules around their social media interactions
- Encourage your child to keep in touch with family members and friends via telephone, email or social media (where appropriate)
- Encourage mindfulness activities



SEEK SUPPORT

- Encourage students to monitor the announcements on CANVAS
- Ask teachers questions through CANVAS
- Students can seek Year Advisor support through their Home Group Class on CANVAS
- Student Wellbeing CANVAS page includes resources to support student wellbeing and will be updated regularly
- Students can contact the counsellor through the inbox feature in the 'My Wellbeing' page on CANVAS
- Parents can contact the school via phone or email during school hours if they wish to speak to the school counsellor

Supporting Students @ Home

Wellbeing Online

The “My Wellbeing” on CANVAS page is designed to provide every student at The Ponds High School with access to resources on mental health and wellbeing.

Whilst students are learning from home, they can also use this page to make a self-referral to one of the School Counsellors.

Counselling sessions can be conducted through video sessions using COVIU, an encrypted counselling platform that does not require the installation of any application. Alternatively, telephone-counselling can also be provided.

Students wishing to refer to the School Counsellor will need to send a CANVAS message under the “My Wellbeing” course to one of the school counsellors:

Sargon Odisho, Kara Binstadt and Sally Rusden

Staying Safe Online

The following information has been supplied by the eSafety Commissioner with the below Web address link containing important online safety advice for families.

My Wellbeing



<https://www.esafety.gov.au/about-us/blog/covid-19-online-survival-kit-parents-and-carers>

As a school we expect that students will be responsible when on-line. Students when video conferencing should always maintain:

- Professional and respectful communication.
- Be seated at a desk or table.
- Be dressed appropriately.
- Have microphone on mute unless asking a question or contributing to class discussion.





We have procedures in place to ensure that learning is the number one priority.





Resources for Adolescents during Remote Learning

(More of these links are on the student welfare course on CANVAS)



If you need to talk to someone...

Name	About	Phone	Online
Kids Help Line 	For anyone 25 or under - Kids Helpline is a free, private and confidential 24/7 phone and online counselling service for young people aged 5 to 25.	1800 55 1800 24/7	Webchat 24/7 https://kidshelpline.com.au/get-help/webchat-counselling
Youth Beyond Blue 	Beyond Blue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.	1300 22 4636 24/7	Chat Online 3:00PM - Midnight https://www.youthbeyondblue.com/
1800RESPECT 	Confidential information, counselling and support service, open 24 hours to support people impacted by sexual assault, domestic or family violence and abuse	1800 737 732 24/7 Interpreter: 13 14 50	Online Chat 24/7 https://chat.1800respect.org.au/#/welcome
	Child Protection Helpline	13 21 11	https://reporter.childstory.nsw.gov.au/s/mrg



If you are looking for an app...

Name	About	Website
Calm Harm 	Calm Harm provides tasks that help you resist or manage the urge to self-harm. You can add your own tasks too and it's completely private and password protected.	Free App Store Google Play
Clear Fear 	The fear of threat, or anxiety, is like a strong gust of wind. It drags you in and makes you want to fight it or run away. Instead, face your fear with the free Clear Fear app and learn to reduce the physical responses to threat as well as changing thoughts and behaviours and releasing emotions.	Free App Store Google Play

If you are looking for online support...

Name	About	Website
Bite Back 	Promoting resilience and wellbeing in 12-18-year old's through activities	https://www.biteback.org.au/
Smiling Mind 	Online and app-based program to improve wellbeing of young people through mindfulness meditation.	https://www.smilingmind.com.au/

If you are seeking additional information...

Name	About	Website
ReachOut 	Our mission is to deliver innovative e-mental health services that enable young people to take control of their mental health and wellbeing.	https://au.reachout.com/
Black Dog Institute 	Primary areas of mental health research and treatment include: depression, bipolar disorder, post-traumatic stress disorder (PTSD), anxiety, workplace mental health, adolescents and young people, suicide prevention, e-mental health, and positive psychology and wellbeing.	https://www.blackdoginstitute.org.au/

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Good News Friday



Our School Administration Manager, Tracey, became a Nanna again for the 3rd time with a new Grandson being born last Sunday.

Unfortunately, with no visitors allowed in hospital, it may be some time before this nanna gets to cuddle him.

But we are sure it will be worth the wait!

Congratulation Tracey!

Tokyo Olympics

The Olympics are about to start on Friday. It is very exciting and something to look forward to whilst we are all locked up at home. That is good news - finally something exciting to watch and look forward to, but this year, one of the Olympians is very well known to several students of the Ponds High School.



Dominic Clarke will be representing Australia in Trampoline Gymnastics at this year's Olympics. He happens to train alongside several of our school's students - former student Holly Kerslake, and current students, Antonia, Nicolas, Skye and Chloe. Never before have we had such a close connection to an Olympian and no doubt, we will be glued to the screens when he competes on July 31st.

Not forgetting that Mrs Weal's own son Matthew competed together with Dominic in several World Championships. They were successful synchronised trampoline partners.

Wishing all the Australians the very best in their quest for personal bests and medals at these Olympics.

Good News Friday starts with the Olympic Opening Ceremony!





DANCE NEWS



Will the 2021 ADF Be Going Ahead?

The last 3 weeks in Australia has been a complete roller coaster with multiple cities around Australia going into lock down. My heart goes out to everyone who has been affected.

We have started to receive emails asking whether ADF will run in September, and the simple answer is "We don't know".

At this point in time, we are still being optimistic that the event will run because:

- The ADF is still 10 weeks away (24 - 26 September)
- [The Vivid Festival](#) has been postponed and re-scheduled to start on the 17 September, a great sign considering that this event is run by the NSW government who is making the calls on the NSW lockdown.
- The Sydney lockdown is scheduled to end on the 30 July and the media have indicated that it could possibly be 2 weeks after that. This worst-case scenario would bring us to the middle of August, and ADF is 6 weeks after that date
- More and more people are getting vaccinated every day.

Of course, we understand that many people may feel nervous about coming, so we are working with the hotels to clarify the refund policies.

We are also looking at a contingency plan to reschedule the ADF at a later date.

Can I get a Refund?

As per the terms & conditions on our website when purchasing, the hotels and the ADF will refund in full if there is a lockdown in Sydney in September and state borders are closed.

We are working with the hotel to further clarify what will happen in other circumstances e.g. there is no lockdown and no border closures, but there are cases and a lockdown/ border closures look imminent.

How Will You Manage Capacity?

We have been working with App Developers so that we will have the tools to manage workshop capacities and spectator numbers. We will update everyone in 2 weeks when all of us will have a better idea on the positive impact of the lockdowns. Please rest assured that the ADF is committed to looking after our dance community and we treasure the relationships that we have built with you over the years. We will not put these relationships and our reputation at risk by withholding refunds OR by running an event if it is too risky.

With Gratitude for all the Love & Support Our Community has for our event,

Angela Lau
Director - ADF





Dear Wakakirri teachers, students and parents,

With the recent events in NSW extending the Covid lockdown to 30th July, we have decided to reschedule all NSW Wakakirri events. All July and August events will be moved to NIDA and Riverside Theatres from 13th to 15th September.

We are pleased to say that Wakakirri 2021 will still proceed, however Wakakirri will adopt a different format (as originally proposed in January) to ensure that the event can comply with government public health guidelines.

Instead of the usual 'rehearse during the day, perform at night', the NSW show format will be more like a TV recording session of a show like 'The Voice'. Each school will have an allocated time on stage to rehearse. An audience (made up of other schools) and the judges will appear and your school will perform whilst being Live Streamed to family and friends. After your performance, your school will then become part of the audience for the next few schools before heading home to allow other schools access.

Some of the features of this format include

- Managed school flow and regular cleaning of touch points within the theatre throughout the performance day.
- A rotation system for schools to ensure a limited number in the venue at any one time and no contact.
- Each school will be at the venue for approximately 3 hrs. This time will be spent rehearsing and performing and participating as the live audience.
- Parents will save time and money by not attending the live performances, ensuring more equitable access to their child's real-time performance.
- Live streaming will also mean that for the first time, your students can watch other schools perform too!
- For schools that travel more than a few hours to perform, the new rotation format will mean no more getting back to school after midnight! I'm sure parents will be happy about this too!

After this current lockdown ends, should the level of restrictions not allow schools to recommence their rehearsals, we have a PLAN B in place allowing us to re-schedule the event to October 26th - 28th.

For schools who have ordered tickets, the box office will be in touch with you next week to start the process of refunding tickets. Please be patient as the box office will have quite a few orders to process and therefore will take time.

We will be providing further information in the coming days, however if you have any pressing questions, you can contact us anytime.

Kind Regards

Cindy Care

Wakakirri Production Manager



SPORT



Open Girls Softball



On Wednesday 23 and Thursday 24 June, our Open Girls Softball Team travelled to Newcastle to compete in the NSWCHS Top 16 Competition.

Our first game was against Menai High School. It was an excellent game and we won 14-2. We then were up against Westfield Sports High School, who has a dedicated softball program. Our girls showed up and played really well. The final score was 2-0 to Westfield.

On the Thursday, we played Kariong Mountain High School. It was a great game and our team won 5-3. This put them in the play off for 5th v 6th against Kooringal High School.

We are so proud of our girls finishing 6th in the State! Well done: Jayda L, Baileee, Taylah, Kaitlin, Ashley, Jayda C, Keira and Maddison.

A big thank you to all of the parents who transported their children to the venue and arranged accommodation. Also, a big thanks to Mrs Wallwork who did the scoring for our team for the

entire competition.

We would also like to thank Baillee, Year 12, who has played a huge role in our team as catcher for the last three years and wish her the best in the future. She will be missed in our team!

Ms O Nicholls

Softball Coach





James,
pilot in training

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redkite.org.au/dare-to-dream

WHAT CAN I USE IT FOR?



ART
SUPPLIES



TECHNOLOGY



TOOLS AND
EQUIPMENT



SPORTS
GEAR



INSTRUMENTS



AND MORE!

Breaking the Silence

Poetry Competition

Entries close: 14 September 2021

The **Department of Education - White Ribbon - Breaking the Silence Art and Poetry Exhibition** will be held in galleries across New South Wales in November to coincide with White Ribbon Day and the 16 Days of Activism Against Gender Based Violence. It is open to all students in NSW Department of Education schools. With the guidance of their teachers, students are invited to express their understanding of the importance of building respectful relationships in our classrooms, in the playground and in the wider community through their poetry. Students may like to consider the following age appropriate themes as stimulus for their writing:

- Domestic violence
- Self respect
- Connectedness
- Future
- Kindness
- Relationships
- Consent
- Respect
- Hope
- Friendship

Guidelines:

1. Students may submit an original poem of any length
2. Students can enter as individuals or groups.
3. Students should acknowledge sources if they are directly quoting from other references
4. All entries must be submitted by a supervising teacher, accompanied by a completed 'Permission to publish' form, and include each student's name, year level and school. Schools must retain a copy.

More information can be found at <https://sites.google.com/education.nsw.gov.au/breakingthesilence/art-poetry-exhibition>. Teachers' resources can be found at: <https://breakingthesilence.link>

All students will receive a certificate of participation. Students will be awarded 'winner' and 'commended' across the following year groups:

Years K-6: respectful relations
K-3
4-6

Years 7-12 Respectful relationships/DV
7-9
10-12

For enquiries or further information, please contact the Breaking the Silence team at:
breakingthesilence@det.nsw.edu.au



Send all entries to :
metrosouthandwestglenfield@det.nsw.edu.au
Subject: BTS Poetry Competition

Students' work may be chosen to be published or displayed at the Breaking the Silence Exhibition across the State, in November.

All students and their schools will be invited to view the exhibition.

Good luck!



Breaking the Silence

Art Exhibition

Entries close: 8 October 2021

The **Department of Education - White Ribbon - Breaking the Silence Art and Poetry Exhibition** will be held in galleries across New South Wales in November to coincide with White Ribbon Day and the 16 Days of Activism Against Gender Based Violence. It is open to all students in NSW Department of Education schools. With the guidance of their teachers, students are invited to creatively demonstrate their understanding of respectful relationships through art. Students may like to consider the following themes as stimuli for their art making:

- Domestic violence
- Relationships
- Friendship
- Self respect
- Consent
- Kindness
- Connectedness
- Respect
- Hope
- Future

It is expected that teachers consider age appropriate themes, particularly when working with younger students. Teachers' resources can be found at the Breaking the Silence website.

Guidelines:

1. Students may submit an original artwork : visual 2D = A4, A3 size; 3D (only some galleries can display these)
2. Students can enter as individuals or groups.
3. All entries must be submitted by a supervising teacher, accompanied by a completed 'Permission to publish' form, and include each student's name, year level and school. Schools must retain a copy.

All students will receive a certificate of participation.

Students will be awarded 'winner' and 'commended' across the following year groups:



More information can be found at <https://sites.google.com/education.nsw.gov.au/breakingthesilence/art-poetry-exhibition>. Teachers' resources can be found at: <https://breakingthesilence.link>

To submit work for the exhibition, please complete the **Notification Form** at: <https://forms.gle/H8LydShoQrJeBKsX6> by **Friday 8 October, 2021**.

There are currently 8 proposed gallery locations across New South Wales. Artworks need to be delivered or sent to a "drop off" venue (please check the date due) so as the artwork can be checked for quality and content and then added to the catalogue.

Each gallery has its own exhibition timeframe and date for when artworks must be collected and taken back to schools.

For enquiries or further information, please contact the Breaking the Silence team at: breakingthesilence@det.nsw.edu.au or phone Katherine Horner at Jannali East Public School - **02 9528 8101**

All students and their schools will be invited to view the exhibition.

Good luck!



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*.

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