



Forbes Public School Newsletter

19th August 2021

Term 3 Week 6



“Maintaining A Tradition of Excellence”



I love the quote “We are all navigating through the same storm, but we are doing it in different boats”. I want to acknowledge straight off the bat the difficulties lockdown and the juggle of home learning presents and that this may look different for each and every one of us depending.

To be honest I can't sit here and write to you as Principal of our school and a mother and say that even my home learning journey has been a success. Truth be told although I value education and make it a priority for my family, my children are currently out playing in the mud and will only have completed an hour at maximum of 'paper' learning today. We will re-visit some of the wonderful home learning in their packs again tomorrow, but for now, making them feel safe and supported at home during this unusual time is just as

important as keeping up with delivering their literacy and numeracy home pack learning. In fact further learning in our household today will continue in the backyard space followed by some joint home cooking this afternoon and reading tonight.

So my message to you all on behalf of our school is, please don't panic or stress about getting through the 'paper based' learning, your children learn things every single day as they watch you, explore the backyard, engage in imaginative play, problem solve, count, share and read for enjoyment. The explicit paper based learning has a place and is important, but it is not the only way your child will learn during this time.

John Hattie a world renowned professor of Education at Melbourne University likens the home learning circumstances created by COVID-19 to an unplanned experiment with interesting findings that are not all bad. He previously examined the impact of the disruption on student learning during the 2011 Christchurch earthquake and found some of the students impacted were no more academically disadvantaged a year later, than students who were not impacted by the earthquake. Hattie feels during the current times of COVID and home learning, teachers take on a much more refined focus on individual students and follow them through, making the educational community well placed for student return, ready to provide targeted intervention and support to those who need it. Let us not presume our students learning will be lost to COVID-19. Let's put our trust in our students resilience, and their abilities to learn, even from home.

Our **focus** is on providing home learning opportunities for our students, our **priority** is proudly joining the fight against COVID-19 by abiding to stay at home orders. Along with our community we have been ordered to stay home, with staff reduced to a minimum of 2 and maximum of 5 allowed onsite. Our authorised essential workers are doing an amazing job out in community and the school site is still open for their children only. Those of us who are at home can contact teaching staff via email or phone the front office which will be manned on a rotation of staff depending on the day. Even though we are home, our focus is still on providing our school community with educational resources and the support they need, so please don't hesitate to reach out and email teachers directly or give the school a call, we are happy and able to help where we can.

Stay safe everyone,

Meg Staples

Principal

Lachlan Street Forbes NSW 2871

Telephone (02) 6852 1934, E-mail forbes-p.school@det.nsw.edu.au

The following students will receive a Principal's Pen or Pencil

KN

Miles Turner
Billy Milton

1A

Hugh Halls
Mitchell Gartner
Gracie Robbins
Bobbie Skene
Isla Ball
Saxon Haynes

1B

Lola Quirk
Riley Stephenson
Cruze Hill
Sadie Dooley
Primrose Walker
Declan Hurford
Maya Duggan
Nate Whitty
Georgie West
Cameron Grace
Ash Sinclair

Tilly Madge

Shaun Gartner

2G

Emma Currey
Ivy Skinner
Will Plowes
Max Hogben
Ellie Leonard

2M

Seth Butler
Ruby Lidster
Julian Butler
James Gamble

Eila Duggan
Daivik Patel
Jack Bull

2/6S

Kallum Brown

3/4C

Maggie Dooley
Evie Duggan
Mia Hanley
Dallas Burbage

3/4R

Teal John
Grace Corner
Kaiden Sydenham
Lexi Millerd

Anya Garton

Milly Ridley

Henry Halls

Jono Webb

Archie Hogben

Elsie Walker

Ivy Enslow

Abi Bembrick

Indika Gavin

Grace Fairley

Hendrix Gunn

Mac Morris

3/4WP

Githmi Gamage

Evie Amor

Lucy Fairley

Bruno Bennett

Lucius Brockway

Willa Turner

Max Pointon

Billy Zerafa

Jasper Enslow

Van Parry

Sophie Nightingale

5/6D

Lockie Adams

Abbey Fuge

Keira Flynn

Crystal Button

Hannah Boyton

Ruth Whitty

Hudson Gunn

Chloe Walker

Eli Gharib

William Watson

Alfie Quirk

5/6H

Zeel Patel

K/6F

Kaedyn Greene

Jonah Butler

Claudia Carstairs

Jett Smith

Noah Johansson

Tristan Barlow

Jamaraki Ware

5/6K

Hannah McCann

Indigo Francis

Bella Lynch

Ellie Pointon

Amelia-Jo Zitha

Stella Bull

Mani Tapine

Lani Breheny

April Bermingham

Millie Crowley

Jack White

Toby Smart

Brock Maynard

Rebecca Moxey

Maddox Bruem



In response to the lockdown, Scholastic have added a temporary option for parents to select home delivery when placing their Book Club orders.

The home delivery option can be selected by parents at the time of ordering at a cost of \$7.50.

The catalogue can be viewed here: <https://scholastic.com.au/media/6421/bc621web.pdf>

LOOP is the Scholastic Book Club **L**inked **O**nline **O**rdering & **P**ayment platform.

To order and pay for Scholastic Book Club by credit card visit:

www.scholastic.com.au/LOOP

Life Education at FPS

Last week Forbes Public School hosted our friend, Healthy Harold, for his annual visit as part of the Life Education program.

Students enjoyed their lessons in the Mobile Learning Centre while participating in activities in the following areas:

Early Stage One - Harold's Friendship

Stage 1 - Safety Rules

Stage Two - Mind Your Medicine

Stage Three - On the Case

A big thank you to parents for their continued support of this valuable program.



PSSA Touch Football Knockout

Forbes Public School vs Lake Cargelligo

On Friday 6th August the boys' and girls' touch football teams played Round 3 in the PSSA Knockout competition. Both our teams played against Lake Cargelligo in which they both successfully won. Small Schools also travelled to Forbes to play the previous round against Lake Cargelligo and we were able to play a game against them in which both schools enjoyed. The teams displayed brilliant skill, teamwork and especially sportsmanship. All students should be proud of themselves as they were wonderful representatives of our school. Forbes Public School will now progress to the quarter finals. The boys' team are due to play Parkes East Public School and the girls' team are due to play Middleton Public School.

Congratulations to both teams who consisted of Jack Schrader, Brock Maynard, Dylan Bray, Will Cheney, Jackson Beaudin, Toby Smart, Jakieal Ware, Laine Jackson, Jack White, Eli Gharib, Will Watson, Snow Hodder, Jono Webb, Zoe Fraser, Laura Chudleigh, Shelbea Kennaugh, Audrey Walker, Ellie Pointon, Annabelle Dwyer, Ruby Coote, Stella Bull, Rosie Hurford, Indigo Francis, Evie Duggan, Grace Fairley and Indy Maynard.

A big thank you also goes to both Lake Cargelligo and Small Schools for travelling to Forbes and playing an enjoyable game.

Emily Gersbach & Rachael Kelly
Touch Football Coordinators

Assembly Awards

The following awards were presented our school assembly held on Friday, 6th August

5/6D	-	Tara Higgins	-	Outstanding application in debating
		Hudson Gunn	-	Always doing his best
5/6H	-	Zara Bruem	-	Being a responsible learner
		Mia Bryant	-	Improvement in Mathematics
5/6K	-	Amelia-Jo Zitha	-	Settling in well to FPS routines
		Jack Marsden	-	Working hard in Literacy Groups
2/6S	-	Rhayne Chaney	-	Progress in Reading
2/6C	-	Sarah Emery	-	Striving to improve her Maths mental skills
3/4C	-	Evie Duggan	-	Outstanding application in all areas
		Hamish Whitty	-	Persistence when faced with a challenge in Maths
3/4R	-	Anya Garton	-	A positive attitude towards all areas of school
		Ivy Enslow	-	A positive attitude towards Maths
3/4WP	-	Tilly De Mamiel	-	Working hard in Writing
		Max Pointon	-	Excellent Procedure Writing
2G	-	Emma Currey	-	Improved resilience and persistence towards learning
		Arlie Gunn	-	Excellent contribution to class discussions
2M	-	Jack Bull	-	Effort during Writing
		Eila Duggan	-	Persistence during Numeracy
1A	-	Jane Currey	-	Excellent application in Maths
		Mitchell Gartner	-	Excellent application in Reading Groups
1B	-	Georgie West	-	Using great expression when reading
		Cruze Hill	-	Trying hard in all areas
1G	-	Austin Webb	-	Improved effort in Reading Groups
		Sativa Gavin	-	Improved effort when writing
KD	-	Kobee Withers	-	Working hard in Maths
		Alan Rossiter	-	Settling in to class routine
KN	-	Dallas Colvin	-	Excellent improvement in all areas
		Sadie McConnell	-	Excellent contribution in classroom discussions



Our school will be participating in the Healthy Kids Fruit & Veg Month 2021 from 23 August to 17 September. To celebrate the UN's International Year of Fruits and Vegetables, the theme for this year's event is 'Festival Fruit & Veg!'

There is a colouring in competition for students to complete which is attached to this newsletter – Watermelon Winner for Infants K-2 and Powerful Pumpkin for Primary 3-6. If you are able to download and print these we would love you to share photos of your child's completed work on our facebook page: Forbes Public School - NSW DEC

We have also included a Crunch&Sip parent brochure with helpful tips.

Fruit & Veg Jokes

Q: What do you call a group of strawberries playing the guitar?

A: A jam session

Q: What do you call an angry pea?

A: Grump-pea

Q: What kind of apple isn't an apple?

A: A pineapple!

Q: What's a vegetable's favourite martial art?

A: Carrot-eee!

Q: What kind of shoes are made from banana peels?

A: Slippers

Q: What is green and goes camping?

A: A brussel scout!



Stay Active... with Mr Mac

We're all back in this together and it is more important now than ever, to keep yourself moving. Small things can make immeasurable differences when you can no longer make the connections with the faces you rely on for sanity. It is because of this I am going to give you some small tips of things you can be doing at home to stay active.

For The Parents

The beauty of small towns is we all know one another and this is a much needed advantage in these times. You can make use of this by participating in some basic things with one other person. Simple activities such as: a walk, passing a ball, a run and partner workout challenges (Youtube), can keep these days ticking over until we're once again free to roam a little more. The most important thing is to keep it simple and allow for time to talk, after all it is only human nature to talk some rubbish and swap stories.

For The Kids

I know that during this time it will be all too tempting to turn on the Xbox, Playstation or Nintendo and slip into the unnatural world of gaming, but you need to limit this. There are some real basic things you can do to get yourself outside.

For the kids who are in town, make use of the space you have on ovals and around the lake, so many children in the world do not have access to this. If you have a bike, now is the time to dust it off and go for a ride, maybe even stop at one of the fields and kick a football. If your parents will let you, find a new tree to climb, or play equipment, you can even attempt to make a cubby house out of the pillows and sheets at home, or a maze.

For those of us on farms, I myself grew up on a farm and know that there are endless ways to entertain yourself outside. Finding new hiding places outside and catching all kinds of animals and insects while helping mum and dad with the farm work. Other things that may be of use in this time, would be the creation of a commando course using old materials such as: rope, tyres, planks and fence posts. I challenge you to keep outside for as long as you can.

For The Family

We all need that family movie to kick back to, or the occasional lazy day when it's awful outside, and these are important. This does not mean we can always be doing this, groundhog day is already sitting on us in COVID-19 lockdown, which means we need to keep changing things. As a family, now is the time to connect over those board games you have sitting around or new ones you want to try, cook together and share a meal, even make a scavenger hunt to race one another. While, yes, we have been locked up, it doesn't mean we must stop learning and having some fun. Use this time to teach you and others around you some new skills and enjoy the longer hours together.

Good luck at home and stay safe.

Lachlan PSSA

Athletics

Parkes

If you feel like you're going to throw up, it's probably because you are nervous beyond words. And...as the sun and athletes began pouring over the sodden hills at North Parkes Oval, on Friday the 2nd of June, I have little doubt that this is exactly how they felt. In fact, whilst standing against the wired railing, I had multiple students tell me they felt sick. To this, the only answer I had was to relive my own nerves when I was their age and how I managed to stop the habit - not a great trip down memory lane. No matter, throughout the day, the athletes of Forbes Public held their nerve and produced some stellar performances.

With the climbing sun, began the climbing anticipation, as each of the 1500 metre events went underway. People handle nerves in all sorts of ways and if your name is Audrey Walker, it is most certainly handled through talk. Regardless, something about Audrey's banter before an event must work, because she far bettered her time from school and is going to the next level. Jackson Beaudin, as a true opposite, holds composure and calm before a race, which led to only being five seconds from the Lachlan record, a great effort for running a solo lead race.

Yet 1500m remains a big ask for many athletes of this age and the day didn't really start until the 200 metres and high jump was called. Now, if you're watching from the sidelines, this looks a short distance but lining up against friends and foes, it looks so much further than you would like. This didn't stop the likes of Ruby Coote and Jono Webb from mastering that sweeping bend in both their heats and finals. All the while, Laura Chudleigh proceeded to take a long jump record and Thomas Vonthien came agonisingly close - 1cm in fact - to a shot put record, a huge congratulations to those two. But this was not all.

For the uninitiated, athletics always seems to be a solo sport, yet one of everyone's favourite events is the 4x100 metre relay. This also happens to be the event that many of our runners fear. Why, because they don't want to let the team down, a fear I think may have helped Forbes Public win almost every relay event. It was the fear of not working as a team, a fear of a dropped baton, clipped leg or poor change that brought this home and that is nothing to be ashamed of. There were no dropped batons and our switches were near flawless, as the communication to our next runner was high. Although Evie Amor could have been said to be a little over eager at the starting line but this just proved to be a perfect start. Tilly De Mamiel flew around the bend in the 3rd leg and Laine Jackson, dominated the home straight for our eleven years boys. Well-done to our teams and their precision.

We beat the lactic acid, we beat the hungry stomachs and we beat our own nerves and that is all that can be asked of any athlete. We also upheld our sportsmanship and congratulated others around us when we won or lost and this is what sport is mainly about. I would like to praise all our students for their conduct on the day and thank every parent, volunteer, and athlete for making this a wonderful day to attend. Thank you..

Mr Macpherson - Athletics Coordinator

CHECK OUT THE RESULTS ON THE NEXT PAGE.....

Girls

Eila Duggan:

1st, 8yrs Girls, 100m 17:34

Evie Amor:

1st 9yrs Girls, 100m 16:29

2nd Jnr Girls, 200m 35:28

1st Jnr Girls, 4x100m relay 1:07:26

Indy Maynard:

3rd 9yrs Girls, 100m 16:73

1st Jnr Girls, 4x100m relay 1:07:26

Stella Bull:

1st 10yrs Girls, 100m 15:71

1st Jnr Girls, 200m 34:48 (record)

1st Jnr Girls, 800m 3:10:40 (record)

1st Jnr Girls, 4x100m relay 1:07:26

Evie Duggan:

3rd 10yrs Girls, 100m 16:48

1st Jnr Girls 1500m 6:24:49 (record)

3rd Jnr Girls Long Jump 3.00m

Ruby Coote:

1st 11yrs Girls 100m 14:52 (record)

1st 11yrs Girls 200m 32:45 (record)

1st Snr Girls 4x100m relay 1:00:79 (record)

Laura Chudleigh:

1st 12yrs Girls 100m 14:36 (record)

1st Snr Girls 200m 31:87 (record)

2nd Snr Girls 800m 3:08:51

1st Snr Girls 4x100m relay 1:00:79 (record)

1st Snr Girls High Jump 1.30m

1st Snr Girls Long Jump 4.43m (record)

2nd Snr Girls Discus 19.43m

Ellie Pointon:

2nd 12yrs Girls 100m 14:54

2nd Snr Girls 200m 32:30

1st Snr Girls 4x100m relay 1:00:79 (record)

Tilly De Mamiel:

1st Jnr Girls 4x100m relay 1:07:26

Indigo Francis:

1st Snr Girls 4x100m relay 1:00:79 (record)

2nd 11yrs Girls Long Jump 3.33m

Rosie Hurford:

2nd 11yrs Girls High Jump 1.15m

Zara Bruem:

2nd Snr Girls Shot Put 5.92m

Sophia Angrave:

3rd Jnr Girls Discus 11.63m

Boys

Anderson McMahon:

1st 9yrs Boys 100m 15:33

2nd Jnr Boys 4x100m relay 1:06:74

2nd Jnr Boys Long Jump 3.50m

Jonathon Webb:

2nd 10yrs Boys 100m 15:57

2nd Jnr Boys 200m 34:76

2nd Jnr Boys 4x100m relay 1:06:74

2nd Jnr Boys High Jump 1.16m

Laine Jackson:

1st 11yrs Boys 100m 14:13 (record)

1st 11yrs Boys 200m 30:51

(10 split seconds off)

1st Snr Boys 4x100m relay 58:60 (record)

1st 11yrs Boys Long Jump 3.94m

Brock Maynard:

3rd Snr Boys 100m 13:94

1st Snr Boys 200m 29:63 (record)

2nd Snr Boys 800m 2:55:48

1st Snr Boys 4x100m relay 58:60 (record)

Jackson Beaudin:

3rd 11yrs Boys 200m 33:08

1st 11yrs Boys 800m 2:54:66

1st 11yrs Boys 1500m 5:56:56

(1 sec off)

1st Snr Boys 4x100m relay 58:60 (record)

3rd 11yrs Boys Discus 17.35m

Thomas Vonthien:

2nd Jnr Boys 4x100m relay 1:06:74

1st Jnr Boys Shot Put 8.34m (1cm off)

Max Pointon:

2nd Jnr Boys 4x100m relay 1:06:74

Jakieal Ware:

1st Snr Boys 4x100m relay 58:60 (record)

Eli Gharib:

2nd 11yrs Boys Shot Put 8.19m



6 tips

to increase fruit and vegetables at home

1

Be a role model

Let your kids see you enjoying fruit, vegetables and water.

2

Get the kids involved

Grow, shop and cook with your kids. They're more likely to eat something they've helped prepare.

3

Make it accessible

At home, keep ready to eat fruit and vegetables in easy to see and reach places. For example, place a fruit bowl on the counter and have ready chopped veggie sticks or fruit at kids' eye level in the fridge.

4

Try Crunch&Sip® at home

Make time on weekends or during school holidays for a quick snack of fruit or veggies.



5

Keep trying!

Kids might need to be offered new foods up to ten times before they try them, so don't give up if a new food is rejected first time!

6

Include it in every meal

Think about how you can add vegetables to all your meals. For instance, add grated vegetables such as carrot and zucchini to bolognese, shepherds pie, pasta sauce and burger patties.

Crunch&Sip®

Information for parents

What is Crunch&Sip®?

Crunch&Sip® is a primary school program where children crunch on fruit and/or vegetables and sip water at a set time during class every day.

Why it matters:

Crunch&Sip® encourages children to choose fruit and vegetables as a snack and water as a drink. It enables them to 'refuel' and rehydrate, which helps improve concentration and mental and physical performance. Children rarely drink enough water and often forget to drink unless reminded, which can cause headaches and irritability. Crunch&Sip® gives them the opportunity to drink water, avoiding dehydration.

Crunch&Sip® helps ensure the fruit or vegetables you pack are eaten when they otherwise may not be. It is a great opportunity to promote vegetables as research shows children don't eat enough veggies, whereas they often eat enough fruit. Fruit and vegetables provide vital nutrients for kids, which are important for good health, both now and in the future.

What you need to do:

Send your child to school with a water bottle and some fruit or vegetables so they can participate in Crunch&Sip®. The fruit or vegetables need to be ready to eat in the classroom. See overleaf for suggestions.



Health

what to pack

A bottle of plain water

When it comes to thirst, choose water first! Give your child a bottle of water to take to school every day.



A whole piece of fruit or veg

Choose an easy to eat fruit or vegetable that isn't messy, such as a carrot, apple, mandarin or banana.



Several whole, smaller fruit or veg

Use a container or bag to pack snow peas, corn, mushrooms, strawberries or grapes, for example.



Chopped fruit or veg

Pack a container of bite sized pieces of fruit or vegetables such as watermelon, mango, broccoli or cauliflower. If needed, remember to include a fork or spoon to avoid sticky fingers.



Veggie sticks

Cucumber, capsicum, celery and carrot are great options.



Canned fruit

Fresh fruit and veg are best, but fruit canned in water or natural juice is OK **every now and then**.



Dried fruit

For example, apple, mango, apricots or sultanas, a **maximum of once a week**.



Helpful tips for Crunch&Sip®

1 Only fruit and vegetables are suitable for Crunch&Sip®. The following are NOT suitable: fruit juice; fruit products such as roll-ups, leathers or straps; potato or veggie chips; olives; fruit canned in syrup; popcorn.

2 Crunch&Sip® is a good opportunity to encourage your child to eat a variety of fruit and vegetables. Variety packs look great and are a good way to introduce new fruit and vegetables alongside more familiar or accepted ones.

3 Make sure whatever you pack is a suitable amount for your child and ready for them to eat. No chopping or preparing can be done at school. Include a fork or spoon when needed.

4 Prepare Crunch&Sip® snacks in advance. Plan for the week ahead by chopping all the snacks needed for Crunch&Sip® at one time. Or, simply cut extra vegetables when preparing dinner the night before.

5 Crunch&Sip® is an excellent opportunity to encourage vegetables. Research shows that most kids eat enough fruit, but they need to increase the amount of vegetables they eat every day. Raw veggies make a great snack for Crunch&Sip®.

6 Dried fruit should only be eaten occasionally, such as a maximum of once a week, as it sticks to teeth increasing the risk of tooth decay. Encourage your child to swish water around their mouth after eating dried fruit to help prevent tooth decay.

Note: Your child's school may request some food items not be brought to school where there are students with severe allergies.

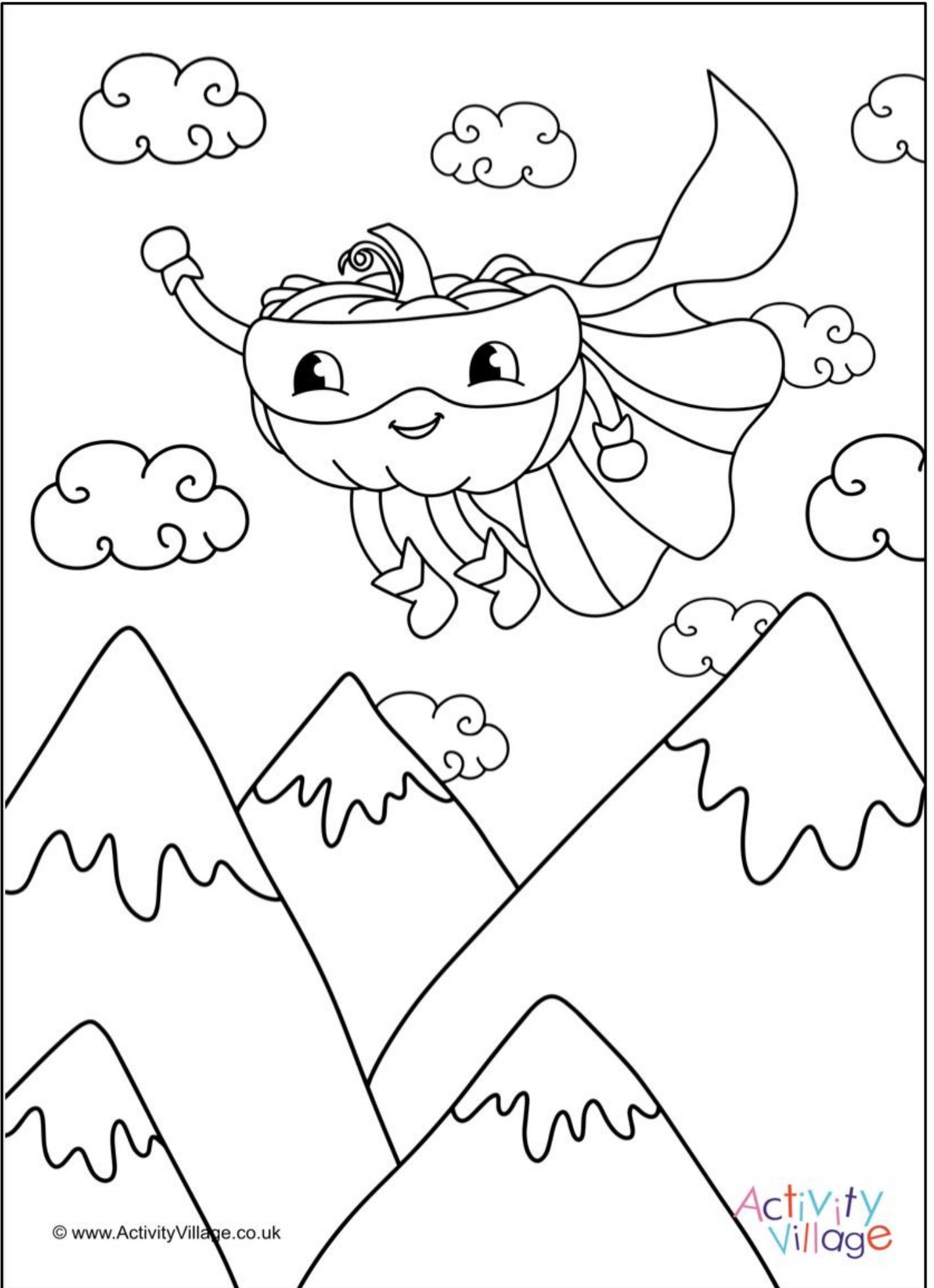


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FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

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*.