

# RALEIGH PUBLIC SCHOOL



**Nurturing Children in an Innovative and Creative Environment**

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School Principal: Mrs Katrina Meenahan

Newsletter, Term 2, Week 3

4<sup>th</sup> May, 2021

5 <sup>th</sup> May	Hockey Gala day, Years 3-6
6 <sup>th</sup> May	Mothers' Day Stall. Gifts \$4 each
6 <sup>th</sup> May	Scholastic Book Club due
6 <sup>th</sup> May	Sporting Schools AFL.
8/9 <sup>th</sup> May	Bellingen Show
11 <sup>th</sup> May	GRIP Leadership Day, Year 6, Coffs Harbour Primary School
19 <sup>th</sup> May	Kids in the Kitchen
20 <sup>th</sup> May	Pirate Day, The Kids' Cancer Project. Gold coin donation.
28 <sup>th</sup> May	Excursion Raffle drawn

Dear Parents and Caregivers,

## Kids in the Kitchen

Today we were very excited to have our first Kids in the Kitchen (KiK) for the term. This was also the first time our groups worked in the multi-age KiK groups. This was a learning experience for all and we hope to see some excellent mentoring of the younger students by our more experienced students. We made baked potatoes with savoury mince or Mexican bean topping, with a side of coleslaw. For recess we had delicious apple and cinnamon scrolls. Well done everyone!



## The latest advice regarding COVID-19

Many of the previous restrictions that have been in place have been eased.

Following is a link that may be useful for you if you have any questions regarding current guidelines: <https://education.nsw.gov.au/covid-19/advice-for-families>

When students or staff are experiencing any symptoms of COVID-19 (cold and flu like symptoms) and are unwell, they need to stay at home. For anyone displaying COVID 19 symptoms, a COVID test is necessary. They can only return to school when we have received proof of a negative test result and they are symptom free.

## Leadership Day

Last Friday I was lucky to be able to accompany our Student Leaders to the Bellinger-Dorrigo Leadership Day. This was held at the Coffs Coast Adventure Centre at Bonville. Our students were able to participate in four different activities which helped them to build leadership, teamwork, cooperation and patience and persistence. It was a fantastic day!



## NAPLAN

NAPLAN for Year 3 and 5 students will be held during Weeks 4 and 5 from Tuesday 11th May to Friday 21st May inclusive. We are aiming to complete our assessments on the Tuesday and Wednesday of each week. If you have any questions regarding NAPLAN, please contact me. We will again be participating in the online version this year however, Year 3's assessment of writing will be done on paper.

## Mother's Day Stall



This Thursday 6<sup>th</sup> May we will be holding our Mother's Day Stall. Thank you to families who have already sent in money for their gifts.

Students can bring in \$4 or multiples of \$4 as we have some additional presents. To make it fairer, each child will choose one gift each and then come and choose a second or third gift.

## AFL for Sport

This term, we will be participating in AFL lessons each Thursday afternoon as a part of our Sporting Schools grant. We look forward to meeting our new coach and learning some new skills.

## Australian Early Development Census (AEDC)

Along with most schools around Australia, our school will be taking part in the fifth Australian Early Development Census, also known as the AEDC. It's a national census that records how children are developing as they begin their first year of full-time school. The idea behind the census is that it builds a national picture of the development and needs of young children in Australia.

Every school with children in their first year of full-time school has a vital role to play in helping our nation collect the information it needs to support our children and their families as we recover from the challenges of the COVID-19 pandemic. An important aspect of the AEDC is that the results are reported for groups of children, rather than individual children – so information about your children will remain anonymous. Results are organised on three regional levels: community, state/territory and national. These regional results are available to everyone – communities, parents/carers, schools and governments. The AEDC has become important for planning and targeting the right kinds of services and support for children and families all over the country.

Children won't miss any class time and they don't need to be present when the teacher does the assessment; it's based on teacher observations. Parents/carers do not need to provide any information for the census. They use a research tool called an 'instrument' (which is similar to a questionnaire) to assess children in five key areas of early development. The 'instrument' is based on the work of internationally renowned child health experts. Australia has led the way, internationally, and was the first country in the world to collect this type of data at a national level on the developmental health of all children starting school.

The census is important because it helps teachers get a better idea of children's needs in the classroom, and helps our community get the services, resources and support they need. Ms Driscoll will begin collecting the census data in May.



## Nationally Consistent Collection of Data (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

More information is included in this newsletter.

## Check-in Assessments for Years 4 and 6

Year 4 & 6 students will participate in a reading and numeracy check-in assessment. The check-in assessment is a NSW Department of Education online reading and numeracy assessment available to support schools to assess and monitor Year 4 & 6 student learning following the period of learning from home. The check-in assessments can supplement existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs.

The assessment will be scheduled for our Year 4 & 6 students during Term 2 Week 3. Students with disability may receive the same level of support during the assessment that they would normally receive in the classroom.

## OSHC Parent Survey

Does your child need before and after school care? We want to hear from you – please complete a short survey to help us understand your family's needs for care out of school hours. Your responses will shape what we do to expand and deliver Before and After School Care services in your community and across NSW.

**Please complete the survey via the following website link:**

<https://surveys.education.nsw.gov.au/s3/OSHCParentsSurvey>. **The survey will be open until 24 May 2021.**

The survey has been designed to be easy to use and should take no more than two minutes to complete, with a few extra minutes for those who would like to supply additional information. If you need a paper or over-the-phone version of the survey, or require a survey translation, please contact the Department of Education Before and After School Care Program team by phone on 1300 244 145 or email at: [BASCReform@det.nsw.edu.au](mailto:BASCReform@det.nsw.edu.au).

Regards,  
Katrina Meenahan

*"Life is like a box of chocolates. You never know what you are going to get."*

FORREST GUMP (Tom Hanks)

## Baked Potatoes with Savoury Beef Mince

### Ingredients

4 potatoes washed and dried  
1 brown onion peeled and quartered  
1 garlic clove peeled  
1 celery stalk roughly chopped  
1 green capsicum roughly chopped  
1 carrot roughly chopped  
20 g olive oil\*  
100 g mushrooms sliced  
500 g beef mince  
50 g tomato paste  
40 g worcestershire sauce\*  
40 g soy sauce\*  
1 TBS vegetable stock paste\*  
100 g frozen peas\*  
sour cream



### Method

Pre-heat oven to 200°C.

Using a fork, pierce the potatoes 6 or so times and place directly on the oven racks.

Bake for 45 min or until tender and cooked through.

Chop the onion, garlic, celery, capsicum and carrot

Heat oil and for sauté 3 mins

Add mushrooms and beef mince and cook 10 min

Add tomato paste, worcestershire sauce, soy sauce, vegetable stock paste and stir through.

Cook 15 min

Add the frozen peas and stir through for 2 min

Cut a large cross in the top of each potato, fluff the potato with a fork and spoon in mince and top with sour cream.

## Jacket Potatoes with Mexican Beans

### Ingredients

1 tbsp olive oil  
1 small brown onion, finely chopped  
1 red capsicum, finely chopped  
1/2 x 50g pkt Mexican Seasoning  
400g can red kidney beans  
1/4 cup Italian Tomato Passata  
1/2 cup water  
1 small avocado, finely chopped  
1 field tomato, finely chopped  
2/3 cup cheddar cheese, shredded  
4 baked [potatoes](#), to serve



### Method

Heat olive oil in a large frying pan over medium-high heat. Cook brown onion and red capsicum, stirring, for 5 minutes or until softened. Add Mexican Seasoning. Cook, stirring, for 30 seconds. Add red kidney beans, Italian Tomato Passata and water. Cook, stirring, for 1-2 minutes or until hot.

Preheat grill on high. Spoon the bean mixture over baked potatoes. Top with avocado, field tomato and shredded cheddar. Cook under grill for 2-3 minutes or until golden. Season with pepper.

## Apple and Cinnamon Scrolls

### Ingredients

870 g (2 cups) self raising flour  
261 g butter  
435 g (150ml) milk  
203 g extra butter room temperature  
145 g (¼ cup) brown sugar  
9 tsp cinnamon  
3 apple peeled, cored and cut into very small chunks  
435 g (1 cup) icing sugar  
9 tbs hot water approx.

### Method

Preheat oven to 210 degrees (fan-forced). Lightly grease a 20cm round cake tin and set aside. Sift flour into a bowl. Rub in the butter in using your fingertips. Add the milk and mix to a soft dough. Knead on floured surface until smooth. Roll the dough out into a 5mm thick rectangle. Place the room temperature butter, brown sugar and cinnamon into a bowl. Mix with a spoon until creamy and smooth. Spread the cinnamon butter mixture onto the dough. Sprinkle over the chopped apple. Roll the dough up into a tube (lengthways). Use a sharp knife to cut the roll into 8-12 pieces. Place the pieces cut side up into the prepared cake tin (allow the rolls to touch one another as this will help them to rise). Bake for 15 minutes or until golden brown. Allow to cool slightly in the tin. Place the icing sugar and 2 tbs hot water into a bowl. Mix until a smooth paste forms. Use a spoon to drizzle over the buns. Note: If the mixture is still too thick, add another tablespoon of hot water and mix for a further 10 seconds. Serve warm or cold.



# SHOW TIME



DATE	THIS SATURDAY AND THIS SUNDAY
TIME	GATES OPEN 9:00 UNTIL 5PM
TICKETS	TICKETS TO BE BOUGHT ON LINE OR BY CREDIT CARD AT THE GATE. NO CASH AT THE GATE GO TO <a href="http://WWW.BELLINGENSHOW.COM.AU">WWW.BELLINGENSHOW.COM.AU</a> FOR TICKETS.
PAVILION ENTRIES	ENTERIES MUST BE IN BY THURSDAY 5PM BUT THE OFFICE IS OPEN ALL WEEK 9 -4 PM SO GET IN EARLY.
CATTLE & CHOOKS	ANIMALS ARE ARRIVING BY THE TRUCK FULL.
COLOURING IN COMP	STILL AVAILABLE ON LINE AND AT THE LOLLY SHOP IN BELLINGEN.
FOOD	FOOD FOR ALL DESERNING TASTES. LOTS OF FAIRY FLOSS AND PLUTO PUPS.



FREE FACE  
PAINTING FOR  
ALL KIDS.



## Student Banking Award – Bronze

Congratulations to Tyson who has gained his Bronze Student Banking Award for making 10 deposit this year. Well done. Student Banking is on Wednesdays.

## Why we need to love food and hate waste

Did you know the average family wastes almost \$4000 every year throwing food away?! That's \$10 billion worth of food binned by NSW households every year. Throwing food away not only wastes the food itself, but also the energy, water and natural resources used to grow, package, transport and sell it.

Saving food means saving money. And it's one of the easiest things we can do to tackle climate change.

If food waste were a country, it would be the third largest emitter of greenhouse gases. Imagine what a huge global impact we could have if we all made small changes at home!

We all have a part to play in reducing food waste and looking after the planet. The time is now, and the answer is simple: love food, hate waste.

Getting our kids involved in packing and making their lunch can help them and you make the most of the food you buy, ensuring they enjoy a nutritious lunch and keeping it out of the bin!


□ Kids will love the Journey of a Carrot video showcasing the adventures of a carrot from paddock to plate!

**Hope for the Homeless – Coffs Harbour Inc.**

ABN: 93 871 390 505

ICN: 1601246

hope4homeless2450@gmail.com



**\$10.00 CAR OWNER + ONE PASSENGER  
GENERAL ADMISSION \$5.00**

**29TH MAY 2021  
2PM-5PM**

**RED C EVENTS CENTRE JORDAN  
ESPLANADE COFFS HARBOUR**

Food & Drink | Trade Stands | Entertainment



## Cardi Gras Gets Chiseled



# CHISEL REVIVED

**Reds C Events Centre Jordan Esplanade Coffs Harbour**

**Saturday 29th May 2021 7pm-10pm**

**Tickets**

**Adults \$25 || Concessions \$12.50**

**www.cardigras.com.au**

## 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*.



Colour your world with a  
fun filled family outing



# Lismore's 30th Annual *Gemfest*

**2 Full Days:**    **15th May 9 am—5 pm**  
                              **16th May 9 am—3 pm**

**Venue:**                **Lismore Showground**

**Cost:**                 **Adults \$5, Children \$1**  
                              **(under 5 yrs free)**

**Featuring: Gold, Sapphires, Jewellery, Opals,  
Fossils, Crystals, Meteorites, Raffles, Food  
Stalls, Kids Activities, Gate Prizes**



[www.gemclublismore.org.au](http://www.gemclublismore.org.au)

ATM  
Available

