



Week 2 Term 3 2023

Newsletter

Written and curated by the students of Cargo PS

IMPORTANT DATES

Mon 31/7/23
**Healthy Harold
visit**
4 August
Open Classroom
14 August
Science Week
18 August
Asesembly 9am
21-23 August
**Canberra Primary
Excursion**
30 August
**Springhill PS
Primary Touch Gala
Day**
4 September
Book Week
15 September
**WR Athletics
Dubbo**
18 September
NAIDOC Week
22 September
Assembly 9am
Last day Term 3

Principal's Message

I'd like to welcome back our students and their families for Term 3. I hope everyone enjoyed a well-deserved break over the holidays.

Education Week: Week 3 is Education Week and we would like to invite all family members to our open classrooms from 10:00-11:00 am on Friday 4 August to share in student learning. Afterwards, you are encouraged to join our students for morning tea from 11:00-11:30 am.

Borenore sport: All students will be participating in combined team sport sessions with Borenore Public School students to build game sense and teamwork skills throughout Term 3. We have been practising our T-Ball skills during fitness time this week and have already seen great improvement from all students.

Lunch Orders: Lunch orders are available on Mondays and Thursdays this term from the Cargo General Store. All students will need a packed recess and lunch to take to Borenore PS for sport on Fridays.

Life Education Van: Everyone's favourite giraffe, Healthy Harold, will be visiting both classes on Monday 31 July to explore positive relationships and building friendships.

Canberra Excursion: Thank you to those families who have already returned permission notes for our Years 3-6 excursion to Canberra. An itinerary for the trip and packing lists for each student will be available next week.

Speech Sessions: We have partnered with Learn2Communicate Speech Pathology in Orange to offer our students access to Speech Pathology services in Term 3. Michelle Wright will be visiting our school every Tuesday morning to work with our students under the supervision of Karen Trengove (Speech Pathologist and Director - Learn2Communicate). The focus for this term will be developing oral language and listening comprehension skills.

Assembly: Our next assembly will be held at 9:00 am on Friday 18 August. All family members are invited to attend and celebrate student effort and achievement.

Explanation of absences: With the recent increase of illness in the community, please remember to notify the school of any student absences by calling the office or emailing cargo-p.school@det.nsw.edu.au

Peter Chase
Principal

NAPLAN INFORMATION

Dear parents and carers,

This term, you will receive your child's NAPLAN 2023 individual student report. I want to share with you some important information to know about individual student results and NAPLAN 2023.

New proficiency standards

From 2023, the Individual student report will look different to previous years. One significant change is that NAPLAN results are now reported against proficiency standards, with student achievement shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support. There is a standard for each assessment area at each year level. The NAPLAN measurement scale and time series have also been reset. For more information see the office for the individual student report brochure for parents and carers. The brochure is available in other languages on the NAPLAN results and reports website.

NAPLAN reports and ongoing assessments

NAPLAN tests are only one aspect of each school's assessment and reporting process. As they are held once every 2 years for each student, they cannot replace the extensive, ongoing assessments made by teachers about student performance. For information about how to read individual student reports watch the reading the NAPLAN Individual Student Report video.

Student results

When reading your child's NAPLAN 2023 results please keep in mind:

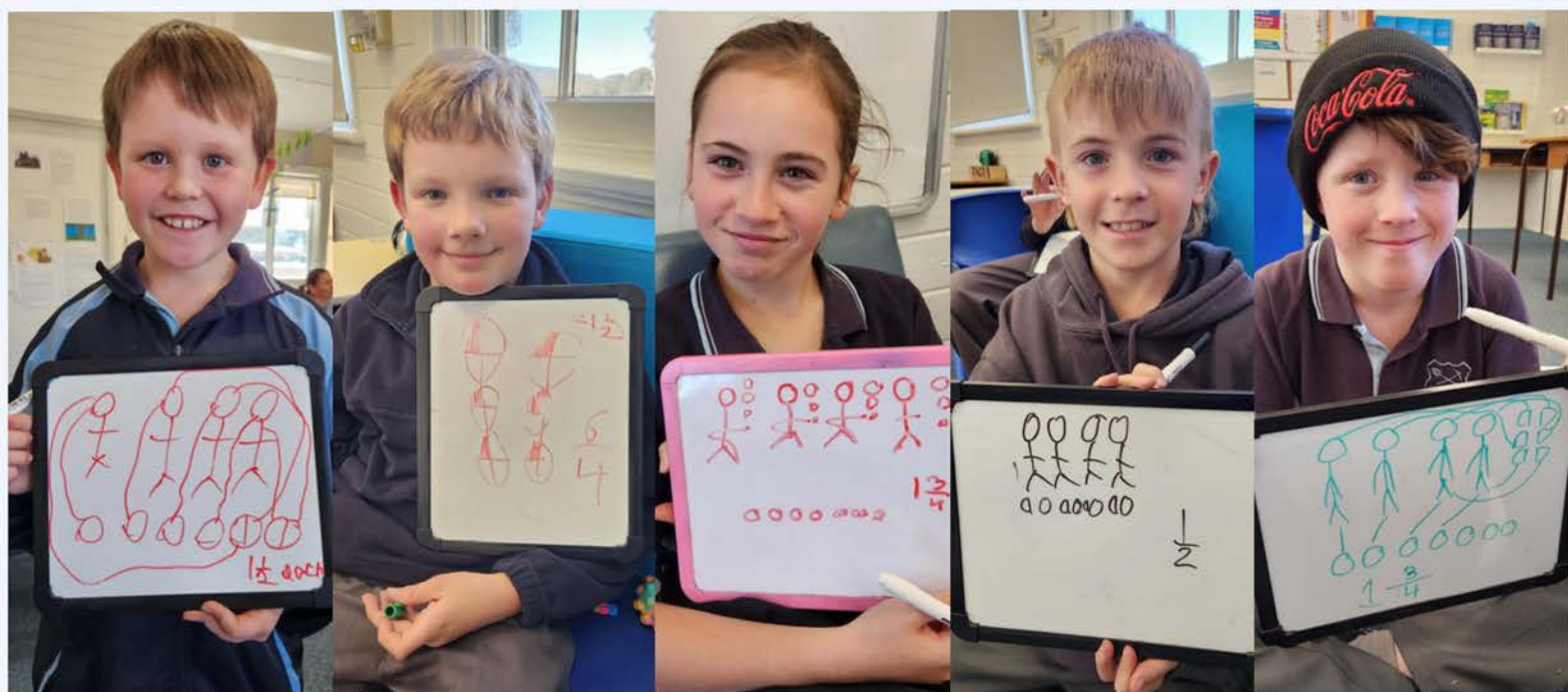
- From 2023, new proficiency standards were introduced to NAPLAN reporting. This reporting replaces the previous numerical NAPLAN reporting bands and national minimum standards.
- A performance result less than expected may indicate the student requires more targeted support or may just reflect other factors that affected their performance on that day.
- Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.
- Individual students may demonstrate different skills or understandings depending on which parts of the tests they performed more strongly in. Students whose results fall near the top of a proficiency level will be able to demonstrate more of the skills, or more complex understanding. Students whose results fall near the lower end of a level will be able to demonstrate fewer of the skills, or less complex understanding.
- It is important to remember NAPLAN tests are one aspect of a school's assessment and reporting process. They complement ongoing assessments so that teachers can best support teaching and learning. The achievement demonstrated in classroom-based assessments and reporting through A-E grades provide parents with timely feedback on how their child is progressing.

We encourage any parent or carer who is concerned about their child's NAPLAN results to talk to your child's teacher. If your child results indicated that they 'Needs additional support', please contact your child's teacher to discuss, as additional support may already be available to those students who need it.



Clouds

K-2 have been reading Little Cloud by Eric Carle. Today they researched different types of clouds using web sites. They then created artworks of their favourite cloud to show their learning.



Year 3-6 Fractions by Charlie, Year 4

This week we have been learning about fractions. We have been drawing diagrams to show fractions of groups. We have also been using a giant number line that goes across our whole classroom to show the position of fractions between 0 and 1.

Gymnastics

by Poppy, Year 5

I love gymnastics, its my favourite thing to do at the end of the day. I love all the obstacle courses she puts up for us and I enjoyed what we did the last Thursday with the Ninja Warrior course at Orange Gymsport centre in Orange. I want to continue gymnastics and improve my skills



Timetable of Extra Curricula Activities

MONDAY	SCRIPTURE	
TUESDAY	SPEECH VISIT	
WEDNESDAY	PE	
THURSDAY	LUNCH ORDERS	LIBRARY
FRIDAY	SPORT	

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*.