



InTouch

From the



Principal

It has been fantastic seeing all our students back in the school over the last two weeks. They have rested, rejuvenated, and ready to embark on a journey of learning and growth. This term we have had several new enrolments join our school and as usual these students have been welcomed into our student population. I know our school is looking forward to getting to know them more.

I am delighted to share with you the incredible success of our recent school athletics carnival. Our students showcased exceptional talent, sportsmanship, and teamwork, making the event a resounding triumph. I would like to extend my heartfelt gratitude to all the staff members who contributed and coordinated this event. Their dedication, enthusiasm, and unwavering support played a pivotal role in ensuring the smooth execution of the carnival.

As we dive into the new term, I would like to emphasize our collective focus on increasing school attendance rates. We will also slightly shift this focus to punctuality to class. Regular attendance and punctuality are vital components of academic success, as they allow students to fully engage with their learning and benefit from the wealth of opportunities available to them. I urge all parents and guardians to prioritize punctuality and ensure that their children arrive at school on time each day. Our current attendance rates are listed below. I hope we can increase this to 85.0 % this term.



Students representing Sturt House at the Athletics Carnival

WHAT'S ON?

Year 10 to 11 Subject Selection Evening

Thursday 16th May, 6pm

Zone Cross Country

Friday 17th May

82.5%

Attendance Rate

43.1%

Students Attending \geq 90% of the time

I would like to highlight the importance of being prepared for learning. It has come to our attention that some students are arriving at school without the necessary supplies, particularly a fully stocked pencil case. A well-equipped pencil case is essential for students to actively participate in classroom activities and complete their assignments effectively. Therefore, I kindly request all parents and guardians to ensure that their child has all the necessary tools for their learning.

As partners in your child's education, we are committed to providing a supportive and nurturing environment that fosters academic excellence and personal growth. I look forward to another successful and rewarding term, filled with exciting opportunities and memorable experiences for our students. Thank you for your continued support and cooperation.

Andrew Facer

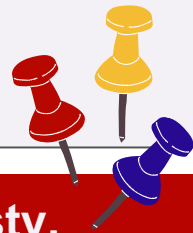
CAPTAINS CORNER



A warm welcome back to school everyone, we hope that everyone had a safe and happy holiday. This term kicked off with the Athletics Carnival on Friday, which was a humongous success thanks to the efforts of all the staff and those students who participated in events. We would also like to personally thank those students and staff who purchased food and drinks from our Year 12 fundraiser canteen, we appreciate the support.

This Friday we invite all students to bring a gold coin and dress up in blue mufti for Do it for Dolly Day. Do it for Dolly Day remembers the life of a 14-year-old girl called Dolly, who tragically took her own life after an extended period of bullying which took place in all aspects of her life, online and at school. In the wake of this heartbreak, her parents founded Dolly's Dream, to help spread awareness about bullying of all forms and provide a platform for support and education to those who need it. For anyone who is currently being bullied, whether online, at home, or at school, we strongly encourage you to speak up to your parents, your teachers, your family, anyone. You are also more than welcome to approach us if you would like.

Malakai, Grace, Lachlan, Riley



Respect, Responsibility and Honesty.



STUDENT OF THE FORTNIGHT



Peter Oostermeyer

Year 9

For the most outstanding Student Research Project in Year 9 Science.





SPORT NEWS



ATHLETICS CARNIVAL REPORT

Our athletics carnival was held on Friday 3rd May. Participation was very good and our students had a great day running, jumping and throwing.

Oxley had a very narrow win over Sturt, with Hume and Hovell in 3rd and 4th position respectively.

Final point score was as follows: **1st Oxley 1543**

2nd Sturt 1522

3rd Hume 1230

4th Hovell 1198

AGE CHAMPIONS

Age	Gender	Place	Name	House	Points
12 Years	Boys	First	Tai Olah	Oxley	76
		Second	Toby Pados	Oxley	36
	Girls	First	Brooklyn Ritors	Hume	64
		Second	Tabitha Collings	Oxley	12
13 Years	Boys	First	Lachlan Griffiths	Hume	88
		Second	Noah Hall	Oxley	60
	Girls	First	Savanna Bywater	Sturt	88
		Second	Zoe Hillier	Hovell	44
14 Years	Boys	First	Oliver Hodge	Hume	108
		Second	Ashton Cooke	Hume	68
	Girls	First	Georgina Burke	Sturt	92
		Second	Lyla Kohonen	Hume	80
15 Years	Boys	First	Sutherland Holliday	Sturt	100
		Second	Seth Graham	Hovell	92
	Girls	First	Ella Hall	Hovell	108
		Second	Caillen Faulkner	Oxley	96
16 Years	Boys	First	Jed Glover	Oxley	100
		Second	Ali Kazimi	Oxley	92
	Girls	First	Lara McClelland	Hume	96
		Second	Kahila Dorsett	Sturt	64
17 Years/Open	Boys	First	Brodie Doyle	Oxley	96
		Second	Noah Collins	Sturt	76
	Girls	First	Addie Hinds	Sturt	120
		Second	Felicity Shannon	Oxley	80

SNAPSHOTS FROM THE ATHLETICS CARNIVAL



CROSS COUNTRY REPORT

On a beautiful sunny autumn afternoon we were able to run our school Cross Country carnival around a new course. Brodie Doyle was the first runner home completing the course in 14.25mins. He was closely followed by Noah Collins, Lachlan Harrington, and Seth Graham. Noah Hall has a sensational run finishing 10th overall whilst his sister Ella was the first girl home in 17.27mins, followed by Makayla Langfield, Lyla Kohonen and Amelia Doherty.

It proved to be one of our closest house competitions ever with only 4 points separating 1st and 2nd house.

Overall results were: **1st Oxley 209**

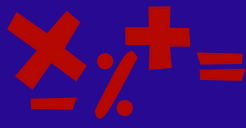
2nd Sturt 205

3rd Hume 160

4th Hovell 148

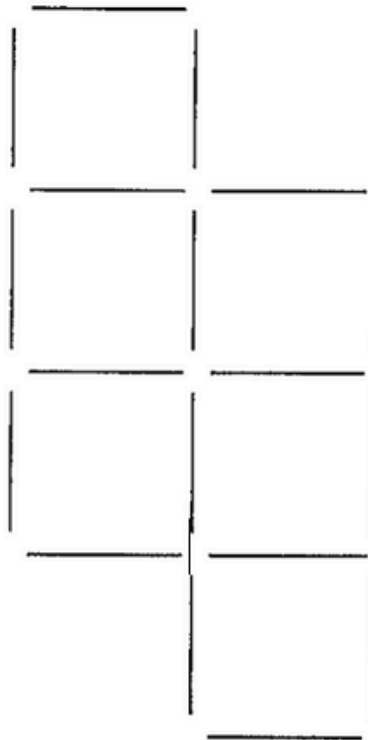
Age	Gender	Place	Name
12 Years	Boys	First	Tai Olah
		Second	Cayden O'Neill
	Girls	First	Tabitha Collings
		Second	Kayla Winter
13 Years	Boys	First	Noah Hall
		Second	Lachlan Griffiths
	Girls	First	Mia Warren
		Second	Savannah Bywater
14 Years	Boys	First	Cooper Wykes
		Second	Ryan Witham
	Girls	First	Lyla Kohonen
		Second	Tayla Brayshaw
15 Years	Boys	First	Seth Graham
		Second	Logan Collins
	Girls	First	Ella Hall
		Second	Amelia Doherty
16 Years	Boys	First	Will Mihaljevic
		Second	Jed Glover
	Girls	First	Lara McClelland
		Second	Rylee Pye-Corby
17 Years/Open	Boys	First	Brodie Doyle
		Second	Noah Collins
	Girls	First	Makayla Langfield
		Second	Addie Hinds

AGE CHAMPIONS



Mathematics Challenge

#4:



Remove two matches from the arrangement below to leave just four squares.

Solution slips are in the mathematics foyer area. Submit your slip with your name, working out, and solution to one of the fabulous Maths teachers before the end of the fortnight for your chance to win a delicious prize!





LIBRARY



Open for borrowing:

- From 8.45am in the morning.
- Second half of lunch and recess.

Students can borrow up to **4 books at a time** for up to **2 weeks**. Check your emails for a reminder to return books that are overdue!

Please see Ms Morse in the library if you need to renew your books or you'd like some help on what to read next.

Don't forget to log your books as part of the Premier's Reading Challenge

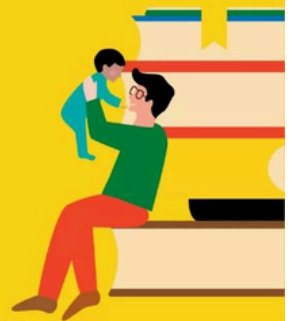
online.det.nsw.edu.au/prc/studentExperience.html#/



Bond at bedtime with a book

Three in four (74%) Australian parents believe that **reading to their child provides them with an important bonding experience** and helps them to connect.

AUSTRALIA
READS*



NEW BOOK SPOTLIGHT

Check out what's new in the catalogue



The Last Kids on Earth Series by Max Brallier

Ever since the monster apocalypse hit town, average thirteen year old Jack Sullivan has been living in his tree house, which he's armed to the teeth with catapults and a moat, not to mention video games and an endless supply of Oreos and Mountain Dew scavenged from abandoned stores. But Jack alone is no match for the hordes of Zombies and Winged Wretches and Vine Thingies, and especially not for the eerily intelligent monster known only as Blarg. So Jack builds a team: his dorky best friend, Quint; the reformed middle school bully, Dirk; Jack's loyal pet monster, Rover; and the fiercest girl Jack knows, June. With their help, Jack is going to slay Blarg, achieve the ultimate Feat of Apocalyptic Success, and be average no longer! Can he do it?

Told in a mixture of text and black-and-white illustration, this is the perfect series for any kid who's ever dreamed of starring in their own comic book or video game. Books 1-7 now available to borrow from the library!



My Hero Academia - Manga Series by Kohei Horikoshi

What would the world be like if 80 percent of the population manifested superpowers called "Quirks" at age four? Heroes and villains would be battling it out everywhere! Being a hero would mean learning to use your power, but where would you go to study? The Hero Academy of course! But what would you do if you were one of the 20 percent who were born Quirkless?

Middle school student Izuku Midoriya wants to be a hero more than anything, but he hasn't got an ounce of power in him. With no chance of ever getting into the prestigious U.A. High School for budding heroes, his life is looking more and more like a dead end. Then an encounter with All Might, the greatest hero of them all, gives him a chance to change his destiny...

Volumes 1-20 now available to borrow from the library!



Deep is the Fen by Lili Wilkinson

Merriwether Morgan doesn't need a happily-ever-after. Her life in the idyllic town of Candlecott is fine just as it is: simple, happy, and with absolutely no magic. Magic only ever leads to trouble.

But Merry's best friend, Teddy, is joining the Toadmen - a secret society upholding backward thinking and suspiciously supernatural traditions - and she is determined to stop him. Even if it means teaming up with her academic arch-nemesis, Caraway Boswell, an ice-cold snob who hides his true face behind a glamour.

An ancient Toad ritual is being held in the nightmarish Deeping Fen, and if Merry doesn't rescue Teddy, she'll lose him forever. But the further she travels into Deeping Fen's foul waters, the more Merry wonders if she can possibly save her friend - or if she's walking straight into a trap.

A bewitching journey behind the closed doors of a secret society, featuring sinister toadmen, resistance witches and an enemies-to-lovers romance, from the acclaimed author of A Hunger of Thorns.

Respect, Responsibility and Honesty.



WELLBEING



Parent Information Sessions

Our next parent information session focuses on the **risks associated with gaming**. This session is a fantastic follow-up to the last ThinkUKnow session and is a must if you have children who game online.



GAME AWARE

Wednesday 12th June

4-5pm

YHS Library

RSVP: yass-h.school@det.nsw.edu.au



Respect, Responsibility and Honesty.

NOODLE DRIVE



**Can you help fill our winter
pantry?**

**Buy some noodles and donate to
the front office**

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***.



OTHER INFORMATION




CLEANERS WANTED

Joss Facility Management provides cleaning services to local Schools and other sites in this area. We are looking for local people to assist us in maintaining these sites by joining our Company as a Cleaner.

A Joss cleaner's role includes: Cleaning, stocking and supplying designated facility areas (dusting, sweeping, vacuuming, mopping, restroom cleaning etc.)

Joss Facility Management provide staff with a uniform, training and a supportive work environment.

APPLY NOW:



We invite you to register your interest in working with Joss by sending an email to careers@jossgroup.com.au or call 02 6051 1900.

Joss welcome you to visit our website www.jossgroup.com.au for further information on our Company. We look forward to welcoming some new faces to our team.

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Facility Management

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