

— Week 5, Term 3, 2024 —

Kalinda School Newsletter

Through inclusivity Kalinda School empowers all students to embrace learning and achieve their personal best by being respectful and responsible.



IMPORTANT DATES TO REMEMBER:

28th August
2:15pm Assembly

3rd September
Primary students excursion to the Theatre

5th September
Senior students visit to Kurrajong

18th September
2:15pm Assembly followed by Donuts for Dads for Father's Day

25th September
Proud and Deadly Awards



From the Principal's Desk

Welcome to Term 3. This term will see us welcoming some new students and families into our school community. You will begin seeing their faces in our school over the next couple of weeks as they transition fully to our school. I would like to take this opportunity to welcome our new families.

The last couple of weeks have been busy with many sporting events including the Secondary Riverina Athletics Carnival and Inclusive Ten Pin Bowling. The student also attended the theatre to watch the other schools in the area put on a fantastic show for KROP. Kali even came to KROP too. This was enjoyed immensely by the students.



Our seniors students have been getting out and about in our community including weekly trips into town to shop for ingredients for cooking and to visit GPSO. The students have also visited TAFE this week and have a scheduled visit with Kurrajong in the coming weeks. All of these trip help our students to learn more about their options post school and to decide which pathway they might like to take.

Our PBL Free and Frequent reward system is continuing with great achievements and enthusiasm from our students!

Free and Frequent Ticket

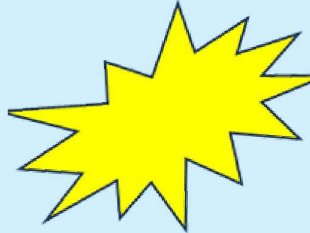


Students receive free and frequent tickets from staff for displaying the school values. Each ticket earned allows a box to be filled on the student's Free and Frequent chart.

Free and Frequent Chart



When students fill in all the boxes on their chart they get to visit the executive staff in the office to receive a reward from the rewards cabinet.



Congratulations to our prize recipients for the last couple of weeks. Well done for displaying all our core values and completing your Free and Frequent chart.



Education Week enabled us to celebrate one teacher and one student for their commitment and achievements at school

Public Education Week 2024

5-9 August
Proud to belong



Christine Scremin
- A positive attitude and growth within the teaching role at Kalinda School



Tyrese - Increased communication, problem solving and maturity across the school



KALINDA BEANIES



School Beanies can be purchased for \$15.00

**JOIN US FOR DONUTS AFTER
OUR ASSEMBLY ON
WEDNESDAY THE 28TH OF
AUGUST TO SAY THANK YOU TO
OUR DAD'S AND OTHER SPECIAL
PEOPLE IN OUR LIVES!**

Riverina Secondary Athletics Carnival - 9th August 2024

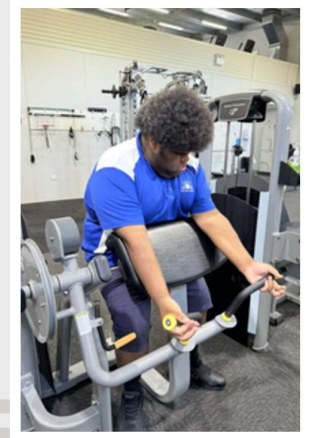
FINISH



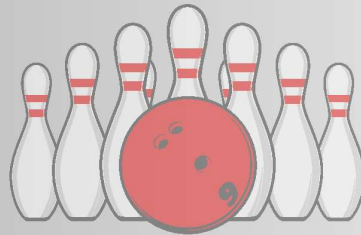
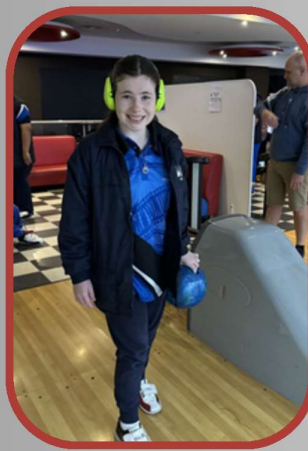
Some of our secondary students travelled to Albury representing Kalinda in the Secondary Riverina Athletics Carnival. The students all participated, achieved their best and did us proud!



On Fridays - Some of our senior students go to the Gym at *GPSO* - here are some of our students showing us how it is done.



The **Ten Pin Bowling** Competition was fierce!
Our students did exceptionally well!



Music TUESDAY

This term we have the privilege of having Mr Peter Jones come to our school to teach and engage the students with Music for Wellbeing



" Just a quick message to say again how fantastic Tuesday was. Still haven't come down! The kids were absolutely amazing! " Peter Jones

STUDENT WORKING BEE

WORK CREW





Week 3 Assembly

MERIT



AWARDS

Room 1

Vincent : Taking turns

Inayah : Completing learning activities



Room 2

Jarrel : Increased engagement with classmates

Jared : Improvement in following instructions

Room 3

Loli : Learning his sounds

Trey : Improvement in reading

Room 4

Shanae : her amazing effort and positive attitude during transition

Izabella : Adapting to her new classroom

Sahib : adapting to his new classroom

Room 5

Pasquale : his engagement and excitement he shares in the hydrotherapy pool

Joe : his exploration with the tongue drum, exploring beat and vibrations

Room 6

Misha : using her Lamp device to write her answers

Ezekial : Using visuals to request his needs

Education Week Awards

Christine : A positive attitude & growth within the teaching role at Kalinda School

Tyrese: Increased communication, problem solving & maturity across the school

PBL Awards

Ayla
Vincent
William

WELL DONE
EVERYONE



Why attendance matters



When your child misses school they miss important opportunities to:



Learn



Make friends



Build skills through fun

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life



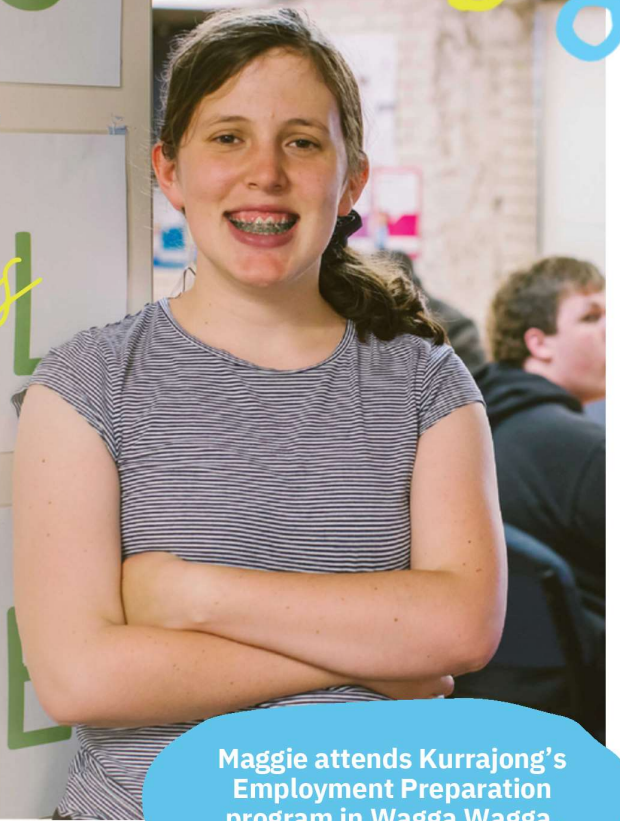
NDIS Information Session & Site Tour for

School Leavers

📅 Thursday 5th September 2024

🕒 10:30am - 12:30pm

📍 22 Benerembah Street, Griffith



Maggie attends Kurrajong's Employment Preparation program in Wagga Wagga.

School leavers, parents and carers are invited to come and learn more about Kurrajong's NDIS support services for people leaving school.

Join us to tour Kurrajong's disability services in Griffith and discover our wide range of services. We will explore Kurrajong Lifestyle Choices, Therapy Plus and Employment Preparation. We will end the tour learning about Kurrajong's Employment Preparation program which equips individuals with valuable job skills.

Light lunch catered for the group



RSVP
to Dan Scott or scan the
QR code by Wednesday
14th August 2024

Scan me



For more information, please contact Dan Scott

✉ dscott@kurrajong.com.au

☎ 0429 446 001 🌐 kurrajong.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*.