



# 2022 SCHOFIELDS SPARKLER

TERM 3 - WEEK 4

# Principal's Report

## REPORT

Term 3 has begun at an incredible pace. Students and staff are all working very well to constantly and consistently improve learning. An unfortunate spike in COVID and influenza has resulted in a retightening of guidelines. We do have many activities planned that will encourage and include parent involvement on-site which will be communicated throughout the term. The first of these will be our Aboriginal incursions followed by our Book Week Parade. We look forward to sharing these events with the community.

Some students are arriving at school before supervision is provided. Supervision commences at 8:45 am. Students who arrive at school before this time should be booked into the out of school hours service. Northwest Community Childcare 02 8678 0279 or [bookings@nwcc.com.au](mailto:bookings@nwcc.com.au)

## STAFFING NEWS

I will be on leave this week. Mr England will relieve as Principal, Brendan Hall will be joining us from Riverstone PS as a relieving Deputy Principal for the remainder of the term. Mrs Thoroughgood has been unwell. We are expecting her to return later this term.

## SCHOOL PHOTOS

School photos will be taken on Wednesday 31 August and Thursday 1 September. Additional information will be provided separately.

## INTERVIEWS

Parent teacher interviews will be conducted over the coming week via ZOOM.

## BOOKWEEK PARADE

The Book Week Parade this year will be held on Thursday 25 August (Week 6). Students are invited to dress up and participate in the whole school parade that will be held under the COLA (covered outdoor learning area) at 9:30 am and concluding at approximately 11:30 am. Parents are welcome to attend the parade.

The theme this year is, 'Dreaming with eyes open'. Students should come dressed as their favourite book character, carrying the book that has inspired them if possible. There will be a raffle drawn of the names of all students who participate in dressing up, with a \$50 gift certificate for 2 winners to be used to order books from the Scholastic website. Please note the gift certificate will be used to order books at school with Mrs Denham. Students can also enter a book themed guessing competition throughout Week 6.

## BOOKFAIR

Students and families showed great support for the book fair. Thank you to everyone.

Over \$3500 in extra books will be purchased for our library.

Thank you, Mrs Denham, for coordinating and running the fair.



## WINTER HARVEST MARKET

Our hard-working Gardening Club ran a very successful afternoon produce sale on Wednesday 27 July. It was very successful with all stock sold out. \$120 was raised for the Gardening Club. It was a great job by all the students and staff involved. Thank you to all the families who supported.



## ATHLETICS

We finally completed our events for the athletics carnival with our sprint finals being held last Thursday. It was great to have parents and families there to support the students. Well done to all the students and good luck to those competing in the Ridges Carnival on Friday 12 August.

A huge thank you to Miss Moore, Mr McMahon and Miss Shelton for coordinating and running these events.



## NAIDOC WEEK

As NAIDOC Week fell in the holidays, we will be celebrating a little differently this year. Over two days next week (K-2 on Monday 15 August, Years 3-6 on Tuesday 16 August) students will experience a full day delivered by Koomurri – Aboriginal Incursions. Activities will include: Smoking ceremony and welcome song and dance show, didgeridoo show and storytelling, artefacts, weaponry and bush survival, aboriginal face painting, Aboriginal song and dance, Aboriginal art (on canvas), boomerang throwing and a farewell concert with student and teacher participation.

The school and P&C have partnered to bring this to all students at no cost. The P&C has kindly donated \$6000 to support this activity. The afternoon performances will form part of our NAIDOC and Education Week Celebrations.

Students are encouraged to wear red, yellow and/or black clothing on the day that they are taking part to represent the Aboriginal flag.

Please note that parents may **not** attend the NAIDOC events throughout the day. Parents are invited to the farewell concert and open classrooms from 2:10 pm.

### K-2

Events for K-2 will be held on Monday 15 August. A Farewell Concert will be performed at 2:10pm, parents **are** invited to attend at this time. Immediately following the concert, K-2 parents are invited to visit their child's classrooms and see the learning spaces. Classrooms will be open until 3:45pm.

### Years 3-6

Events for Years 3-6 will be held on Tuesday 16 August. A Farewell Concert will be performed at 2:10pm, parents **are** invited to attend at this time. Immediately following the concert, Years 3-6 parents are invited to visit classrooms and see their child's learning spaces. Classrooms will be open until 3:45pm.

We look forward to seeing you there.

## CROSS COUNTRY STATE CARNIVAL

Lily 3/4R competed in the NSW Cross Country Championships where she performed very well. We are very proud of her efforts and achievements. Well done Lily.



## **PREMIER'S SPELLING BEE**

Our school Spelling Bee Finals were very exciting. All children did a great job spelling some very tricky words. We are very impressed with their skills. Congratulations to our Stage 2 winner- Charlie 3/4R and our Stage 3 winner- Sarthak 5/6L. They will represent the school later this term in the regional finals.

## **BASKETBALL KNOCKOUT**

On Thursday 28 July the boys and girls PSSA Basketball Knockout Teams played their games at Riverstone High School against Werrington County Public School. The boys team played first against an experienced Werrington team. The boys tried their best, but unfortunately lost 36-8.

The girls team played an excellent game displaying great passing and shooting skills. They beat Werrington County 22-14. The girls' team will now progress to round 2 of the competition. A big congratulations to all competitors.



## **SCHOOL UPGRADE SCHOFIELDS PUBLIC SCHOOL**

School Infrastructure NSW has commenced early planning for an upgrade to our school and has provided the attached project update for your interest. Any questions or feedback in relation to this project can be sent to School Infrastructure NSW by email ([schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)) or telephone (1300 482 651).

Please see flyers on the following two pages for more information.



## Schofields Public School

Planning update

July 2022

### Investing in our schools

The NSW Government is investing \$8.6 billion in school infrastructure over the next four years, continuing its program to deliver 160 new and upgraded schools to support communities across NSW. This builds on the more than \$9.1 billion invested in projects delivered since 2017, a program of \$17.7 billion in public education infrastructure.

The NSW Department of Education is committed to delivering new and upgraded schools for communities across NSW. The delivery of these important projects is essential to the future learning needs of our students and supports growth in the local economy.

### Schofields Public School upgrade

The NSW Government is increasing its investment in public education infrastructure, with funding for 23 new and upgraded school projects announced as part of the NSW 2022/23 Budget. This includes an upgrade to Schofields Public School. This project is one of 9 major school projects that are part of the NSW Government's commitment to WestInvest, a \$5 billion infrastructure program transforming Western Sydney. The nine schools will deliver state of the art learning environments as the first projects announced through the fund.

Early planning has begun. At this stage of the project, preliminary investigations and needs analysis are underway. This phase involves consideration and studies of demographic trends, education requirements, catchment boundaries, heritage requirements, transport links and possible shared area opportunities.

In the next phase of the project, consultants such as architects and project managers are appointed and an investigation and review of the site takes place, along with development of the master plan options. Doing so means that we consider the needs of the local area now and into the future, and ensure the right school is designed for the community. Once a preferred option is identified, government approval of a business case is needed to progress to delivery of the project.

### How can I get involved?

We are committed to working together with our school communities and stakeholders to deliver the best learning facilities for students. As the project progresses we will share details with the community for feedback.

A dedicated project page has been published on the School Infrastructure NSW website, which is updated as the project progresses. You can also contact us via our community information line and email on the details below.

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### For more information contact:

School Infrastructure NSW  
Email: [schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)  
Phone: 1300 482 651  
[www.schoolinfrastructure.nsw.gov.au](http://www.schoolinfrastructure.nsw.gov.au)





The information below takes you through the journey of upgrading or building a new school

### Early planning

- Consideration and studies of demographic trends, education requirements, the condition of the existing school buildings, catchment boundaries, heritage requirements, transport links and partnership opportunities.
- Doing so means that we:
  - consider the needs of the local area now and into the future.
  - ensure the right school is designed for the community.
- An important step before an architect or other contractors are appointed and official community engagement commences.

### Planning

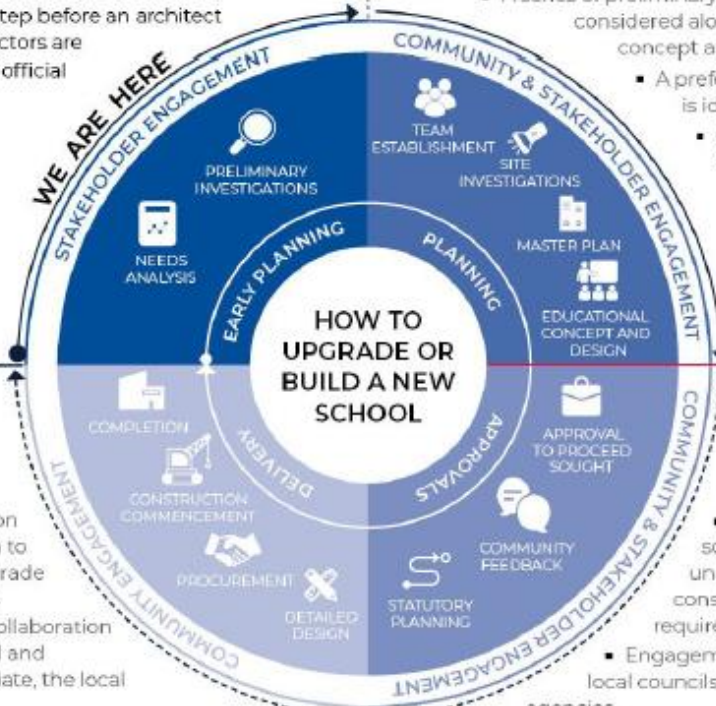
- Consultants such as architects and project managers are appointed.
- Investigation and review of site and development of master plan options.
- Master planning considers options for the general size, shape and form of buildings for a specific school site.
- A Project Reference Group (PRG) is established.
- Operational, educational and service delivery factors are understood and considered by the PRG.
- A series of preliminary master plan options are considered along with the educational concept and design for the school.
- A preferred concept design option is identified.
- Once a preferred option is identified approval is needed in order to progress from planning through to project delivery.

### Delivery

- The construction works program to deliver the upgrade to the school is developed in collaboration with the school and where appropriate, the local community.
- Ongoing consultation with Principal, staff and other school users.
- Throughout detailed design and construction updates are provided to the local community.

### Approvals

- Workshops continue with school and local community to understand challenges and constraints and identify future requirements.
- Engagement of technical specialists, local councils and other government agencies.
- Statutory planning approval process.
- Opportunity for local community to view and provide feedback upon submission of the Development Application.
- Scope of work and concept design is further defined.



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## NEW SCHOOL NIRIMBA FIELDS

School Infrastructure NSW has commenced early planning for a new primary school in Nirimba Fields and has provided the attached project update for your interest. Any questions or feedback in relation to this project can be sent to School Infrastructure NSW by email ([schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)) or telephone (1300 482 651). Please see flyer below for more information.

NSW Department of Education – School Infrastructure



### Nirimba Fields new primary school

Planning update

July 2022

#### Investing in our schools

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The NSW Department of Education is committed to delivering new and upgraded schools for communities across NSW. The delivery of these important projects is essential to the future learning needs of our students and supports growth in the local economy.

#### Nirimba Fields new primary school

The NSW Government is increasing its investment in public education infrastructure, with funding for 23 new and upgraded school projects announced as part of the NSW 2022/23 Budget. This includes a new primary school in Nirimba Fields to meet anticipated enrolment growth in North West Sydney. This project will include fit-for-purpose learning spaces and core facilities.

Early planning has begun. At this stage of the project, site investigations and a needs analysis are underway. This phase involves consideration and studies of demographic trends, education requirements, catchment boundaries, heritage requirements, transport links and possible shared area opportunities. Doing so means that we consider the needs of the local area now and into the future, and ensure the right school is designed for the community.

In the next phase of the project, consultants such as architects and project managers are appointed and an investigation and review of the site takes place, along with development of the master plan options. Once a preferred option is identified, government approval of a business case is needed to progress to delivery of the project.

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## **NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH A DISABILITY (NCCD)**

Every year, all Schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability. 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.

For the purposes of this collection, students who receive additional assistance due to learning difficulties are included.

Please see flyers on the following 3 pages for more information.

## 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*.

## SEVEN NEW SCHOOL ZONE TRAFFIC OFFENCES

To help schools keep the school zone safer for all pedestrians and drivers there are seven new traffic infringements with new fines.

None of the seven offences attract demerit points when committed elsewhere on the road but in a school zone they each come with two points.

The changes are:

1. Stopping in intersection - Under the changes if a driver commits this offence in a school zone they will receive a penalty of \$439 and 2 demerit points.
2. Stop within 20m of intersection (traffic lights) - Under the changes if a driver commits this offence in a school zone they will receive a penalty of \$439 and 2 demerit points.
3. Stop within 10m of intersection (no traffic lights) - Under the changes if a driver commits this offence in a school zone they will receive a penalty of \$439 and 2 demerit points.
4. Stop near bicycle crossing lights - Under the changes if a driver commits this offence in a school zone they will receive a penalty of \$439 and 2 demerit points.
5. Obstruct access to ramp/path/passageway - Under the changes if a driver commits this offence in a school zone they will receive a penalty of \$330 and 2 demerit points.
6. Not parallel park in the direction of travel - Under the changes if a driver commits this offence in a school zone they will receive a \$330 fine and 2 demerit points.
7. Parallel park close to dividing line - Under the changes if a driver commits this offence in a school zone they will receive a \$330 fine and 2 demerit points.

All updated school zone offences can be located through Roads and Maritime:

<http://www.rms.nsw.gov.au/documents/roads/safety-rules/demerits-school.pdf>

February 2018