



Erskine Park High School Newsletter

Pride in Achievement

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PRINCIPAL'S REPORT

It is a great pleasure for me to write this first report in my role as Principal at Erskine Park High School and I extend my thanks to all staff, students, parents/carers and community members who have gone out of their way to welcome me to this amazing community. The key to delivering an outstanding public education lies in the consistent and truthful interactions that take place between all layers of the school community and I have really appreciated the time that many have spent in helping me to understand the programs, systems and opportunities that are available to our students.

Every term has its patterns and Term 3 sees a focus on the journey being undertaken by our Year 12 students as they prepare for the Trial HSC exams and then use that experience to polish for the HSC that commences early in Term 4. It is a time that is quite stressful for students, and also for families! When speaking with Year 12, I have been proud to hear the grateful comments being made about the level of support that they are feeling from their teachers and this reinforced the impression I formed when I realised how many study groups and additional learning sessions were available to students over the holiday period. I would like to extend a thanks to all staff who supported students in these additional sessions and who will continue to support them over the next few months. I also extend my thanks and congratulations to all students and staff who are working towards completion of major works, including PIPS which were finalised this week. I encourage parents/carers to make contact with the school if they would like to seek additional support in supporting their child through this journey.

Public Education

Term 3 allows us to celebrate Public Education in NSW and I would like to recognise the efforts of our dancers, band members and the exceptional staff who support them. Over the last 2 weeks we have performed at the STEPS Concert, Mt Druitt Westfields and the Department of Education offices in Parramatta. I have been amazed at the talent shown

by our students in the performing arts area and would like to acknowledge the many hours of rehearsals that are required to create such polished performances. I was also delighted to learn that we have students who have been selected to perform at School Spectacular and I can't wait to see them in action again!



Dates to remember - Term 3 2019

Term 3 Week 4-7

12 Aug - 16 Aug	Year 12 Trial examinations
14 Aug	Star planetarium incursion
23 Aug	Year 11 Blue Datto presentation
26 Aug	P&C Meeting
	Nepean Blue Mountains dance festival - Joan Sutherland centre
28 Aug	Arts in the Park opening night
30 Aug	Year 7 and 8 - Woolworths cricket blast gala day
2 Sep	Vaccinations
	Nepean Blue Mountains dance festival - Joan Sutherland centre
	BYOD Year 6 Information night

Chinese study tour

Over the last week we have had the privilege of hosting a Chinese Study Tour group and I would like to acknowledge the work of everyone who was involved in this opportunity. It is not easy to develop connections with visitors in a short timeframe, but

I was delighted to see our student buddies really embrace the opportunity to learn about our visitors and to show them a true reflection of what school is like in Australia. Well done to all involved in this visit and I look forward to many more along the way.

Naidoc week

Naidoc Week gave our students an opportunity to participate in a range of activities, including the cultural games events held at Cambridge Park in Week 1 of the term. Congratulations to all involved in this opportunity and I am pleased to say that we are currently working on getting the amazing mural completed by students and staff last term hung in the school foyer.

STEPS

One of the great features of our school is the deep connection that we have to our STEPS community. The STEPS concert was an absolute highlight for me last week and I was impressed by the level of support shown to this event by all members of our community. It was a delight to see our dance troupes perform and our student leaders who introduced them were a credit to our school. Special thanks need to go to all staff who helped students to prepare for this concert and who put in a great deal of time behind the scenes to help it to be a first class production.

Our commitment to the Learn to Lead program was highlighted when we provided student leaders to support the athletics carnivals at both JEPS and Clairgate. The feedback from these events has been glowing and I again acknowledge that these things cannot occur without the unwavering support of staff who are completely committed to creating opportunities for our students. Coming up, I look forward to the STEPS Book Forum, the Visual Arts Workshops and many other opportunities to be deeply engaged with our STEPS community.

In closing, I would like to invite all members of our school community to come and introduce themselves to me and to speak to me about the great strengths that I am uncovering every day at our school. As we strive consistently towards our motto of 'Pride in Achievement', I encourage all to think about how we are using CLUES to be the very best we can be - Consideration, Learning, Understanding, Environment and Safety. Thank you for the warm welcome to Erskine Park High School and I look forward to a long and rewarding journey as the Principal.

Mrs Brenda Quayle
Principal

DEPUTY PRINCIPALS REPORT

The end of term is fast approaching and Term 3 Term three is a busy and important term. Year 12 are currently sitting there Trial HSC examinations and by the end of this term they will have completed their schooling life which has prepared them for their HSC examinations in October. Year 11 will also complete the Preliminary Course at the end of this term and sit their Yearly examinations in weeks 9 and 10.

This period can be very stressful and demanding to both you and for those who have a support role. It is important to be organised and have a regular study regime. During this time, I encourage you to assess the commitments you may have, including part-time work and sporting commitments. While I believe a part time job and physical activity are important, you need to balance these to minimise your stress. Remember, to seek help from your teacher, year advisor and the Teaching and Learning Centre when needed.

BYOD

We are in the 4th year of our very successful BYOD program. Students are expected to bring their fully charged laptop to school every day to access their classwork, assessment tasks and homework via Google Classroom. This allows students to design, create and collaborate with peers and teachers in class and at home while completing their school work. Other programs students are able to access are STILE, Powtoon, Canva and various online programs to enhance their learning. As technology continues to grow and be part of our lives, students need to bring their laptops and utilise them to gain skills necessary for future learning in school and beyond,

Bike Helmet



All students riding to school are required by law to wear an approved helmet securely fitted and fastened. However, we continue to have a number of students arriving and leaving

school on their push bikes still not wearing their helmets. Often their helmet is in their school bag or attached to their bike. Research shows that helmets reduce head injuries by up to 74 per cent in crashes with motor vehicles. Parents I urge you to check your child is wearing their helmet, not just carrying it!

Mrs Melinda Waddell
Relieving Deputy Principal

ADMINISTRATION REPORT

100% Attendance

Congratulations to the students who achieved 100% Attendance in Term 2. Some of these students were awarded with canteen vouchers for their dedication and effort last term. Well done to the students listed below:

Year 7

Amy Bristow, Luca Chicca, Riccardo Chicca, Cameron Goddard, Scarlett James, Christian Janev, Emma-Rose Mailata-Tolua, Kyle Matthews, Shanel Mehmet, Kielle Murillo, Harry Ngal-Toubon, Jiya Raniga, Makayla Saia, Taylah Williamson.

Year 8

Emily Baker, Benjamin Bale, Ashleigh Becroft, Kiayla Casserly, Joey Chen, Mhac Dolores, Amber Ebrim, Sarah Kim, Jaanvi Kumar, Kirk Murillo, Yogashree Narayan, Kasandra Quiban, Ryan Spark, Josh Takami, Jemima Taylor, Andrew Theodoropoulos, Mei Vaughan.

Year 9

Tiago Gigi Correia, Jessica Hayward, Rodney Hyde, Vacha Patel, Sameeksha Patro, Nicholas Pedrol, Erin Short, Michael Vo, Annalise Woods.

Year 10

Piya Jolly, Ravini Ravikumar, Joel Short.

Year 12

Ethan Baker.

Absent Days

Attendance is expected on all school days. Absences can be explained via a letter to the office, responding to the school text message service or notification through the parent portal. All absences should be explained within seven days. Our roll call at the beginning of each day is a requirement of the Department of Education and are legal documents which can be presented in court as evidence of attendance. All students (including seniors), should present to their roll call rooms when the bell rings at 8.30am. Any student who arrives at school after roll call, must register their attendance at the front office.

Year 12 Trial Examinations

Year 12 students are completing their trial examinations in week 3 and 4 of this term. All students received their exam timetables last term with ample time to organise their study schedule. I would like to remind students of their responsibility to contact the school if they are unable to attend an exam. A medical certificate should be presented to the faculty HT of the missed exam. All illness/ misadventure applications should be directed to the Deputy Principal.

Year 11 Preliminary Examinations

Year 11 students will be starting to prepare for their first formal style Higher School Certificate examinations this term. The Year 11 Examinations will take place in week 9 and 10 in the school hall and common room. Students will receive their exam timetable two weeks prior to allow them to plan their study patterns appropriately. Students are not required to attend the normal roll call during the examination weeks. However, they will have their attendance marked during their scheduled examinations. It is a requirement that students arrive at their timetabled venue in full school uniform and at least 15 minutes prior to starting time to allow for entry, roll marking and seating. Students must only bring subject specific equipment into the exam venue. Please speak with your class teacher if you are unsure of the required equipment. Students may only bring water for drinking. Mobile phones will NOT be permitted in the venues. Phones must be switched off and in bags, not on silent.

If a student is unable to attend their scheduled exam, an application for illness/misadventure must be made through the Deputy Principal. A medical certificate may be requested for the application to be accepted. All applications must be organised as soon as possible if a re-schedule of exams is to take place.

Students should keep in mind that many of their examinations have an assessment weighting. Students not abiding by the examination code of conduct, such as communicating with others, not following teacher instructions or not making a reasonable attempt at their paper may be disqualified or given a zero mark.

If you have further queries regarding attendance please contact the school to discuss.

Ms Lesley Langmack and Mrs Amber Romero
Head Teachers Administration

TEACHING AND LEARNING REPORT

Amelia Earhart once said, "The more you do, the more you can do." If that's the case, then there's nothing the staff and students can't do here at Teaching and Learning. We have not stopped!

As usual, our team of Learning and Support Teachers (LaSTs) and School Learning Support Officers (SLSOs) have been busy assisting students from Year 7 to 12 in class and out with classwork, assignments, essays, reading, writing, arithmetic and the works. Currently, it being Year 12 HSC Trial Examination time, we have been organising special provisions and helping students prepare. Good luck to Year 12 and to

all of the students we have been working with!



NAPLAN was held last term for Year 7 and 9. All students displayed an impressive amount of focus and hard work. Well done! Results should be released in August or September.

Work with our English as an Additional Language/ Dialect (EAL/D) and Language Background Other Than English (LBOTE) students has continued this year. Programs have begun, also, with some of our refugee students. As well as this, Refugee Week was the 16th - 22nd of June, and some students and staff took part in the 2019 ration challenge. This was a great opportunity for young people to learn about and debate an important global issue - and gain some sense of the hardship faced by refugees through direct experience; eating and drinking the same as a Syrian refugee living in a camp in Jordan, based on food packs distributed by Act for Peace.

Nursing Home Visits

In partnership with Our Community Cares—have continued this year. Approximately 30 students, so far, have visited two local nursing homes to chat and catch up. This time patients were treated to a musical act by trio Jessica Hayward (vocals/guitar), Shane Hawkins (guitar) and Amos Taylor (percussion), as well as by soloist Annalise Woods.



The majority of EPHS Year 10 students have now completed and passed their reading and writing Minimum Standards. Those who haven't are currently

being helped by the Teaching and Learning team. The numeracy Minimum Standards practise has also been sat. Official tests will take place later this term. Students need reading, writing and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC from 2020. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life. Students do not need to sit the reading, writing or numeracy test(s) if they achieved Band 8 or above in the respective 2017 Year 9 NAPLAN test(s).

With 2020 fast approaching, we've already started gathering information on our next Year 7 cohort and getting ready for their arrival. Transitions days will be held next term, and our Learning and Support Teachers will visit local primary schools to talk to with teachers and students; answering their questions about high school life and asking questions about their primary school life.

Year 8 Literacy Groups have continued this year and are going strong. The current focus with students is on writing and developing extended written responses. Students are progressing nicely. Keep up the great work, future Hemingways and Fitzgeralds!

There we have it - a very brief rundown of some of the many things we've been up to down here at the TLC. For more information on any of the above, or anything else we do, don't hesitate to contact us via the office!

Mrs Alison Billiards
Head Teacher Teaching and Learning

MATHS REPORT

Term 3 sees us turn a corner in the year as we start the final push towards trials, finals and the HSC. Junior students have started a new program to improve their numeracy skills and Year 10 are deciding which course is best for them for their senior studies.

Trials and the HSC

Currently year 12 students are completing their trial examinations as the culmination of 6 years of in-school assessment comes to an end. These tests will not only give students valuable experience, as they reflect what students will see in October and November, but they also give students the chance to demonstrate all they have learned in their mathematical journey in high school. Students are encouraged to revise with purpose and organise their time for study to give them the best chance at success.



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Once trials are completed, the real revision begins in earnest, and it is important that attendance remains high for this period. Teachers are working diligently to supply students with exam style questions to best prepare them for their HSC. Make sure that you ask questions that still trouble you to fill the gaps in your learning.

Numeracy Ninjas

Year 7 and 8 have begun a program to improve their base numeracy skills to better support them in their high school math adventure. Each lesson students are given 30 questions branching mental skills, times tables and key skills from decimals to algebra. They are given 5 minutes to do as much as they can and then we mark their work and keep track in a spreadsheet. Students then gain coloured “ninja belts” in the form of stickers from the novice ‘white belt’ to the all powerful grand master.

Students can see where they have problems and what areas they need work on. The idea is that we can target the weaknesses and help students attain a high level of numeracy skills.

Year 10 Subject Selections

Currently Year 10 are trying to work out where their passions lie and what they want to do with themselves post high school. The following is general advice I give to students about picking the level of Mathematics in stage 6.

Standard 2 Mathematics

- Category A subject (counts towards ATAR and HSC).
- Students who choose Standard 2 Mathematics have completed Year 10 Mathematics in the Standard, Intermediate or Advanced courses to a satisfactory standard.
- For students intending on doing TAFE or apprenticeships that require some level of Mathematics.
- Standard 2 is targeted more towards Mathematics that can be related more easily to life.
- Topics include: earning and spending money, measurement, statistics and basic algebra.
- This course will challenge students in Years 11 and 12.
- Suitable for all 5.3 and 5.2 students wishing to work hard. 5.1 students are encouraged to get support from their teachers to build their mathematical capacity in preparation for Year 11.

Standard 1 Mathematics

- Category B subject (Will only count for an ATAR if the optional Exam is completed at the end of year 12)
- Students will not be eligible for an ATAR if they complete Standard 1 Mathematics AND English Studies.
- It is not recommended for students who wish to attain a competitive ATAR in their HSC.
- Topics include: earning and spending money, measurement, statistics and basic algebra.
- Suitable for all students wishing to develop their mathematical skills who do not wish to achieve an ATAR.

Advanced Mathematics (aka 2 unit, aka Mathematics)

- Category A subject (counts towards ATAR and HSC).
- Students who choose Advanced Mathematics have completed Intermediate to a very high standard or Advanced Mathematics to a good standard.
- For students intending on going to University for a degree that requires Mathematics - i.e. Science, Health, Law, Business, Engineering.
- Advanced Mathematics is targeted towards abstract ideas which, while they can be related to the real world, are more theoretical in its application.
- There is a heavy emphasis on algebra and the application of concepts covered in junior Mathematics.
- Topics include: algebra, trigonometry, functions, geometry and calculus (exclusive to Advanced Mathematics and above).
- Suitable for students completing Advanced Mathematics in Year 10 and achieving at or above 60%. Students in 5.2 are encouraged to get extra support from their math teacher to better prepare them for this highly challenging course.

Extension 1 Mathematics (aka 3 unit)

- Category A subject (counts towards ATAR and HSC).
- Students who choose Extension 1 Mathematics are dedicated workers who have completed Advanced Mathematics to a High Standard (Average 80%+).

- For students intending on going to University for a degree that requires high levels of Mathematics – Engineering, Medicine, Science and Aviation.
- This course may run before or after school and is in addition to your normal 12 units.
- Topics include: permutations and combinations, further trigonometry, polynomials and inverse functions, induction, exponential growth and decay.

Extension 2 Mathematics (aka 4 unit)

- Board Developed Course (counts towards ATAR and HSC).
- This is a YEAR 12 course ONLY and is not chosen in Year 11. Students need to demonstrate and extremely high aptitude towards Advanced and Extension 1 Mathematics. More information will be available to suitable candidates.

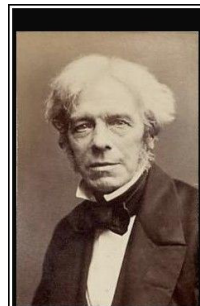
Sudoku

Sudoku uses logical reasoning in order to complete the puzzle. I thought I'd leave this here at the end of the Maths report for logical thinkers wishing a challenge.

4			3				9	
		1		5	4	6	8	2
				9		4		
3	5	4			8			7
1								4
7			5			1	3	9
		3		2				
6	2	9	1	8		3		
	1				5			6

Mr Scott Smith
Head Teacher Mathematics

SCIENCE REPORT



But still try, for who knows what is possible...

(Michael Faraday)

What are we studying in Term 3?

Year 7	Earth in space Life's lego
Year 8	Separate this!
Year 9	All under control Ecology
Year 10	Life on earth

Assessment dates for Term 3

Year 7	Research task - due week 10
Year 8	Practical assessment - Week 9
Year 9	Research assessment - due week 6
Year 10	Research task - due week 10
Year 11 Biology, Chemistry, Physics, Investigating science	Yearly exams - weeks 9-10
Year 12 Biology, Chemistry, Physics, Investigating science	Trial exams - week 3-4

Upcoming events

Science and Maths Exposed - on Friday August 9th students from 8C will accompany some students from our local primary schools. This annual event held at Western Sydney University invites science students to participate in a whole day of Science and Maths hands on stalls and shows.

Science Week - Week 4 this term will be our annual Science Week. This is one week which is entirely dedicated to science. This year theme is 'Destination moon: More missions, more science'. All students will be engaging in a range of tailored science week lessons and experiments based around the theme.

Starr's Planetarium Incursion - on Wednesday August 14th Year 7 students have been invited to attend this unique experience. This is an interactive session about our Solar System, Galaxy & Universe.

Staff Changes

Mr Cisneros has moved to a new teaching appointment. We would like to thank him for all of his contributions and commitment to our students learning over the past year.

Dr Aneja has joined us for the remainder of this year, replacing Mr Cisneros.

Getting to know Dr Aneja

1. What subjects do you teach? - Science
2. What is your favourite food? - Italian
3. What are your hobbies? - Reading books (fiction), watching movies
4. What countries have you been to? - India
5. What is your favourite movie? - Bucket list
6. What was your favourite subject in school? - Obviously Science
7. What is your favourite part about joining the science faculty at EPHS? - The team is extremely collaborative and they are always eager to learn and grow professionally.

*L and R - Year 8 Investigating the circulatory system**L - Year 9 Researching how electricity is generated**R - Year 10 Investigating Newton's third law of motion***Winner - Bring Your Own Device 100% of the time**

The Science Faculty runs an initiative which rewards students for bringing their devices to Science fully charged, every lesson and consistently using them in a positive manner. Each term students who have met these criteria are put in to a lucky draw to win a JB Hi-Fi gift voucher. The Term 2 winner was Mason Manera of Year 8.

Congratulations Mason!

In the classroom*L - Year 7 Investigating that air takes up space**R - Year 7 Comparing minerals**L - Year 11 Biology viewing a range of cells**R - Year 12 Biology investigating microbes in food*

Have a great Term 3.

Mrs Kristine Bachtis
Head Teacher Science

2019 COLIN SHEPHERD OAM MEMORIAL SCHOLARSHIP**Frequently asked questions**

- What is a scholarship? A payment awarded to a student that is to be used for learning and education.
- Who can get the 'Colin Shepherd scholarship'? Any 2019 Year 10 student who is going on to Years 11 and 12 or TAFE.
- What can I spend my scholarship money on? The scholarship money can only be spent on things that are education and school related. Past scholarship winners have used the scholarship for buying a laptop. Some students have used it for paying a PDHPE excursion to the ski fields. Other school expenses (fees, uniform, textbooks, software) have been paid for with the scholarship fund.

- What do I have to do to apply for this scholarship? Attempt ONE of the tasks listed on the back of this page, submit it by the due date, and you are in the contest for winning the scholarship.
- Am I competing with students from around NSW? No. There are THREE 'Colin Shepherd' scholarships on offer for three EPHS Year 10 students in 2019.
- Is this a thing that only smart kids can win? No. Not all Year 10 students will enter. If only three students enter, then they will get the scholarship.
- How much value is in the scholarship? The maximum amount is \$2500, the minimum is \$500.

Scholarship recipients must be available to receive the scholarship at an awards presentation held at St Marys RSL 14th November of 2019.

Due date: Monday, September 2, 2019

St Marys RSL Sub-Branch

Colin Shepherd OAM Memorial School Scholarship Program

2019 Topics

- Discuss with your parents/family to identify a family link to an Australian Defence Serviceman or woman then research that person's life. Your research should cover his/her pre-service life, service training, overseas service, post-service life and issues (good and bad). Present your research and your views about his/her involvement, in a way that best illustrates his/her commitment to Australia's part in the war effort.
- Two Australians were awarded the Victoria Cross (VC) in 1919 in circumstances that could be regarded as unusual. Describe your understanding of circumstances under which a Victoria Cross might be awarded. Discuss the circumstances surrounding the two Australians participating in a post-Armistice conflict and of the actions that led to the award of their VC. Why might Australians today regard the award of a VC to these two Australians as unusual.
- The Battle of Binh Ba occurred 50 years ago in June. It was a most unusual battle and a significant Australian victory - discuss why this is so. What were the longer-term outcomes of the battle. Include your views about the Australian forces' capabilities displayed through that action.
- Conduct research into the broad range of animals that have been used by Australian in any conflict since the Boer War. What uses were they put to? How effective were they? Detail at least two such instances. What are your feelings about the ethical use of animals in warfare?
- In recent years Australia has been involved in a number of conflicts including Iraq and Afghanistan. Choose one, then research to determine if Australia's involvement was valued by our Coalition forces. Was our military involvement accepted and supported by Australians generally? Why do you support (or NOT support) your research outcomes.
- Author a poem, design a visual display, or conduct research that best reflects your thoughts/feelings about the experiences of Australian P.O.W.'s. The work should focus on the WWII era. Present your research and your views about such experiences in a way that best illustrates the experiences of Australians.

PDHPE REPORT

Year 11 Senior First Aid Course

Students from elective PDHPE course have successfully completed a Work Cover accredited Senior First Aid Course on Monday, 17 May 2019. Students completed an online component - "First Aid in the Box" and an assessment component conducted by the Royal Life Saving Society.



PDHPE Program for Term 3

Students will be completing the following units of work in Term 3:

Year	Theory unit	Practical unit
7 PDHPE	Puberty	Team games
8 PDHPE	Taking control	Team games 1
9 PDHPE	Resilience	Modified games
10 PDHPE	Coping with life's ups and downs	Team games 2

9 PASS	Event management	Tournament
10 PASS	Fuel for performance	Balance
11 SLR	Resistance training	Invasion games
11 PDHPE	Fitness choices	Recreational activity
12 SLR	Healthy lifestyle	Fitness, individual and team games
12 PDHPE	Revision	Revision

Project Based Learning (PBL)

Year 11PDH: Fitness Options

Students in Year 11PDH are in the process of participating in a PBL activity that investigates and proposes a comprehensive strategy to improve the fitness levels of 16-18 year olds. Students will present their group proposals at a presentation later in the term.

Orienteering

The school has recently had both Erskine Park High and James Erskine Public School mapped by professional demographers so that Orienteering can be included as a fun filled activity for students.

Teacher Professional Development

PDHPE Teachers from 7 local high schools met at Blaxland High School on, the first day of Term 3, Monday 22 July 2019 and explored the following aspects:

- Promoting student engagement in PDHPE
- Planning for the introduction of programming for the new PDHPE syllabus (Year 7 - Year 10)

Sport

Under 16s Mark Geyer Cup

Under 16s boys rugby league team won the 2019 MG cup. They defeated Chifley Mt Druitt 22-8 at Penrith Stadium.



Panther Trophy

Our under 13s and 15s boys rugby league teams both made the final of the panther trophy. Unfortunately both teams lost. The under 13s were beaten 10-4 by Jamison HS, while the under 15s lost a close game to Chifley Dunheved 16-12.



HSC PDHPE

Students in the HSC PDHPE class completing an activity based on strapping the ankle as a preventative measure.



Learn to Lead

Over the past 2 terms our leaders of the Learn to Lead program have been involved in a variety of activities within our community. They have been teaching the current year 6 students of our neighbouring primary schools, James Erskine and Blackwell a variety of sports such as Oz tag, soccer, basketball, capture the flag along with a variety of modified activities.

They have also assisted with James Erskine and Clairgate Primary School in helping run their athletics carnivals. Leaders have been responsible for running events such as shot putt, high jump, assisting with time keeping and helping students with disabilities.

These students involved within the Learn to Lead program have been highly praised by our primary schools for their efforts and involvement and are to be commended on their efforts.



Mr Preggy Naicker
Head Teacher PDHPE



YEAR 7 REPORT

Welcome back to Term 3. We hope you had a relaxing break and are refreshed for another busy term. It has been pleasing to see students settling into classes and their routines.

Upcoming events Term 3

Week 3 (Friday 9th August)

Science and Maths Exposed Excursion

Week 4 (Wednesday 14th August)

Star Planetarium Incursion

Week 5 (Thursday 22nd August)

Year 7 Gibber goals development day.

Week 6 (Wednesday 28th August)

Arts in the Park Opening

Week 7 (Monday 2nd September)

Vaccinations

Week 9 (Thursday 18th September)

Melanoma Institute Australia.

Teachers Awards

Continue to work hard in class and strive to receive as many Teachers awards as you can. Once you have 5 Teachers awards you can hand them in to Miss Ryan in the Science staffroom.

Remember:

5 Teachers Awards = 1 Bronze Award

3 Bronze Awards = 1 Silver Award

3 Silver Awards = 1 Gold Award

3 Gold Awards = 1 Diamond Award

From our students



So far high school has been really good. I've made lots of new friends and all the teachers are really nice. All my classes have been awesome. Camp was a really exciting experience, I got to experience many activities, make new friends and enjoyed the beautiful landscapes.

All my subjects are good, I enjoy Science and Music the most. Particularly, learning how to play piano and guitar; as well as learning about space and the earth. I am happy at Erskine Park High School, and I am excited to continue my education and learning here.

Layla Nikua



My experience with high school has been really fun. The staff are really kind and are always willing to help me. My teachers always help me when I might not understand something. I really enjoy all the opportunities which have been given to me at Erskine Park High School. Yuva Naga Potharaju



It has been exciting meeting new friends in Year 7. If there were advice that I could give the next year 7 is to not be scared to meet other students, because you don't know what new friend can bring into your life. Year 7 camp was great as you got to challenge yourself with many activities.

The teachers are so supportive, they have made my transition into high school much easier. Alissia Egberts



My experience at Erskine Park High School has been great. Camp really helped with making new friends.

My favourite subjects at school are; Sports, PE, Math, and Science. The staff are really friendly and supportive. Overall, high school has been a very pleasant time - Fred Stephen

Mr Darwin Mendoza and Miss Amy Ryan
Year Adviser and Assistant Year Adviser

YEAR 8 REPORT

I would like to acknowledge the work of Miss Tulloch and Mrs Lawson in my absence. Thank you Miss Tulloch for stepping into the Year Adviser role and Miss Lawson for her role as Assistant Year Adviser for three terms. It is great to return to see Year 8 excelling across the school. You are both a credit to this, so thank you once again!

CLUES - Term 3

This term in CLUES, Year 8 are focusing on 'Study Skills'.

CLUES is a valuable opportunity for students to develop and extend their knowledge in a variety of topics which will assist them throughout their school life and beyond. It is based around the school model of Consideration, Learning, Understanding, Environment and Safety.

Subject Selections

It is an exciting time for Year 8, and for those who were able to attend the Year 8 into 9 Subject Selections in late July, you would have received a great taste just what is in store for the years to come. If any students or parents/guardians have any concerns or questions regarding elective subjects for Year 9 and 10, please don't hesitate to contact the school.

Learning to Lead

A group of Year 8 students are highly involved in the Learning to Lead Program led by Mr Lindsay. Through this program, they become leaders for our Year 7 Learn to Lead members, where they are provided the opportunity to connect and strengthen our relationship

with some of our local primary schools. The program has recently included some of the leaders to assist with the athletics carnivals at both James Erskine and Clairgate Primary Schools. Thank you and well done to our Year 8 leaders.



Above: Brooke, Holly, Hayley and Tyra at Clairgate athletics carnival

Mrs Megan Tucker and Mrs Rebecca Lawson
Year 8 Year Adviser and Assistant Year Adviser

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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. This can include payment of professional learning for staff and building inclusive cultures in schools.

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.

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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.