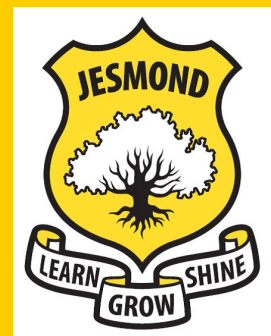


# Jesmond Public School



Diversity ♦ Opportunity ♦ Success

Jesmond Journal Term 3 Week 2, 20<sup>th</sup> July 2021

## Principal's Message

Welcome back to Term 3. Thank you to both our students and families for following new COVID restrictions to keep our community safe. Please remember if you have any questions or concerns please contact school Administration or your child's class teacher via the Seesaw application.

This week, each student in our school will be setting their literacy and numeracy goal. These will be displayed in classrooms and communicated to parents and carers on Seesaw. Literacy and numeracy goals are explored in IMPACT meetings every 3 weeks and supported with work samples and assessment tasks to determine 'where to next' in teaching and learning for each student in Jesmond Public School. Discussing these goals with your child is a wonderful way to find out what they are learning at school.

Our staff are thinking of the families celebrating EID this week. This is a significant event and we understand your festivities will look very different this year with the current lockdowns in Sydney. Please view Facebook post from the NSW Police Commissioner.

### NAIDOC Celebrations

Unfortunately, due to COVID restrictions we have decided to postpone our NAIDOC Day celebration. We will inform the students and community once we have a new date.

### Multicultural Public Speaking Competition

This Thursday Zarifa, Vienna, Izaan and Sarah will be competing in the Multicultural Public Speaking event. These students have prepared a speech on a chosen topic to deliver on the day. They will also be asked to deliver an impromptu speech. Due to Covid restrictions, this will be held online. Good luck to our public speakers!

### NSW Premier's Spelling Bee

Last week, the NSW Premier's Spelling Bee 'Spell Off' was held to determine the two spellers who will represent Jesmond Public School in the regional finals. The selected students were in Stages 2 and 3. All the contestants attempted the words confidently and used their knowledge of spelling rules and conventions. Congratulations to all the participating students who were faced with many challenging words.

The two students who will represent the school are Joe (Stage 2) and Blayde (Stage 3).



### Debating

Our Debating team is up to their final round of the knockout draw. We will be competing against Marylands Gold via Zoom on Thursday Week 3. We do know the topic will relate to 'Health & Fitness'. We wish Izaan, Noah, Natasha and Pashtana the best of luck.

## School Expectations

Please remind your child about our school expectations. Please see below. These are discussed daily in class and parents and carers will be notified if students do not follow our school expectations.

# SCHOOL EXPECTATIONS



Kind,  
respectful  
words



Follow  
instructions



Right place,  
right time



Hands  
and  
feet  
to self

Listen  
to the  
speaker



# P&C News

## Uniform Shop

Currently, the uniform shop will only be accessible via placing an order at the office and it will then be distributed to the students. Please ensure correct money is enclosed.

## Calendar

### July

Tuesday 20 <sup>th</sup>	P&C Meeting 6pm
Thursday 22 <sup>nd</sup>	Multicultural Public Speaking Competition
Tuesday 27 <sup>th</sup>	Athletics Carnival
Thursday 29 <sup>th</sup>	Debate V's Maryland PS via Zoom

**Breakfast Club**  
**Monday, Wednesday and Friday**  
**8:30am – 8:55am**

### August

Monday 9 <sup>th</sup>	ICAS Digital Technologies
Thursday 12 <sup>th</sup>	ICAS Writing
Thursday 19 <sup>th</sup>	ICAS English
Monday 23 <sup>rd</sup>	ICAS Science
Thursday 26 <sup>th</sup>	ICAS Spelling Bee
Monday 30 <sup>th</sup>	ICAS Mathematics
Tuesday 31 <sup>st</sup>	PSSA Basketball Gala Day

## Awards

Class	Merit	Reading	Gold
K-60	Lily, Israel		Annali, Konco
KS	Faeqa, Crusoe, Yehia, Violet, Sahel	Ronin	
K/1B	Elinde, Utsho, Samiulhaq, Salma	Utsho, Salma, Connor	Connor, Utsho
1RB	Omar, Zahra, Lyla, Nedhi, Imran, Sadvee		
1/2C	Solange, Hunter, Amelia, Abdul, Abdulaziz, Gracie	Bibi Madina, Hunter, Maya, Estella	Mahnaz, Mohtashim
2K	Kinan, Mariea, Helal, Hassan		Kane
3/4D	Hala, Rhyan, Sophie, Vienna, Mohammad, Muhammad	Vienna, Zarifa	Asma
3/4WG	Mitchell, Hamish, Yared, Rocky, Salam		Joe
5/6W	Rajjo, Mia, Abigail, Raabia, Van, Imogen		Rajjo
5/6Y	Scarlett, Grace, Mia, Toleen, Masooma, Mohamed		

# Compulsory School Attendance

## Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

### What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

### The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

### What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

### Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.





**If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.**

### **My child won't go to school. What should I do?**

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

### **What might happen if my child continues to have unacceptable absences?**

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

### **What age can my child leave school?**

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

### **Working in Partnership**

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

Further information regarding school attendance can be obtained from the following websites:

#### **Policy, information and brochures:**

Please visit the Department of Education's *Policy library*

#### **The school leaving age:**

Please visit the Department of Education's *Wellbeing and Learning* website

#### **Do you need an interpreter?**

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

[www.dec.nsw.gov.au](http://www.dec.nsw.gov.au)

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NSW Department of Education and Communities

# GO 4 FUN<sup>®</sup>

## HEALTHY ACTIVE HAPPY KIDS

GO4FUN.COM.AU | 1800 780 900

Join the fun in Term 3 2021

Play active games and learn about healthy food!

Call 1800 780 900 or visit [go4fun.com.au](http://go4fun.com.au) to register!

Fletcher Community Centre  
55 Kurraka Ave. Fletcher  
Tuesdays 4pm-6pm  
Starts 13th July 2021

Go4Fun is a free healthy lifestyle program for children aged 7-13 who are above their healthy weight and their parents / carers



HEALTHYEATING  
ACTIVE LIVING

## Good for Kids good for life

### HEALTHY WINTER WARMERS

Here's a few ideas for healthy meals that are cheap, delicious, full of everyday foods and will keep you warm in winter!

- Soups – try pumpkin, vegetable, lentil, tomato or minestrone
- Toasted sandwiches – fill them with your favourite everyday fillings like baked beans & cheese or ham, cheese and tomato.
- Mini Pizzas – make them with English muffins or wholegrain wraps
- Slow cooker casseroles – pack them full of vegetables like potato, carrot, celery or pumpkin



HNELHD-GoodForKids@health.nsw.gov.au  
<http://www.goodforkids.nsw.gov.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*.

## ورقة حقائق لأولياء الأمور والأوصياء ومقدمي الرعاية

### حمولة الطالب ذي الإعاقة

يعتمد التمويل المقدم من الحكومة الأسترالية للطلاب ذوي الإعاقة على NCCD من خلال حمولة الطالب ذي الإعاقة.

يحصل الطلاب ذوو الإعاقة الذين يتم احتسابهم في المستويات الثلاثة الأولى من NCCD (واسع النطاق وأساسي ومكمل) على الحمولة. يعتمد التمويل على مبلغ لكل طالب في كل مستوى من مستويات الدعم الإضافي الثلاثة. يعكس مقدار الحمولة مستوى الدعم الذي يحتاجه الطلاب ذوو الإعاقة للمشاركة الكاملة في المدرسة. مع زيادة التمويل لأولئك الذين يحتاجون إلى مستويات أعلى من الدعم.

يتم توفير التمويل المدرسي المتكرر من الحكومة الأسترالية كمبلغ إجمالي لسلطات المدارس بما في ذلك حكومات الولايات والأقاليم، والتي يمكنها بعد ذلك توزيع التمويل على المدارس الأعضاء وفقًا لترتيبها القائمة على الاحتياجات.

تتوقع الحكومة من المدارس والآنظمة المدرسية أن تنظر في تمويلها من جميع المصادر (أي الحكومة الأسترالية والولايات والأقاليم) وأن تحدد أولويات إنفاقها لتلبية الاحتياجات التعليمية لجميع طفلها، بمن فيهم الطفل ذوو الإعاقة.

### ما هي فوائد NCCD للطلاب؟

تساعد المعلومات التي تم جمعها بواسطة NCCD المعلمين ومدراء المدارس والسلطات التعليمية والحكومات على دعم الطلاب ذوي الإعاقة في المدرسة بشكل أفضل.

يشجع NCCD المدارس على مراجعة أنظمة وعمليات التعلم والدعم الخاصة بهم. هذا يساعد المدارس على تحسين نتائج التعليم باستمرار لجميع الطلاب.

### ما هو NCCD؟

يتم جمع البيانات الوطنية المنسق عن طلاب المدارس ذوي الإعاقة (NCCD) كل عام.

NCCD هو تجميع بعدد:

- عدد طلاب المدارس الذين يتلقون تعديلاً أو "مساعدة" بسبب الإعاقة
- مستوى التعديل الذي يتلقونه للحصول على التعليم على نفس الأساس مثل الطلاب الآخرين.

يتم احتساب الطلاب في NCCD إذا تلقوا التعديلات المستمرة في المدرسة بسبب الإعاقة. تسمح لهم هذه "المساعدة" بالحصول على التعليم على نفس الأساس مثل طفل دون إعاقة. يستخدم NCCD تعريف الإعاقة الموجود في **قانون التمييز ضد الإعاقة لسنة 1992**.

تقدم المدارس هذه المعلومات إلى السلطات التعليمية.

انذهب إلى **ما هو التعديل المعقول؟** أدناه لمعرفة التعديلات.

### لماذا يتم جمع هذه البيانات؟

يجب على جميع المدارس في أستراليا جمع معلومات عن الطلاب ذوي الإعاقة.

NCCD:

- يضمن أن المعلومات التي يتم جمعها شفافة ومتسقة وموثوقة
- يوفر معلومات أفضل تحسن من فهمنا للطلاب ذوي الإعاقة
- يسمح للأباء والأوصياء ومقدمي الرعاية والمدرسين ومدراء المدارس والسلطات التعليمية والحكومة بدعم الطلاب ذوي الإعاقة بشكل أفضل.

الطلاب التالية هم أمثلة لأولئك الذين قد يتم تضمينهم في NCCD إذا احتاجوا للمراقبة والتعديلات:

- الطلاب الذين يعانون من صعوبات التعلم (مثل عسر القراءة)
- الطلاب الذين يعانون من حالات صحية مزمنة (مثل الصرع أو مرض السكري).

## من الذي يجمع المعلومات لـ NCCD؟

تحدد المدارس الطلاب الذين سيتم احتسابهم في NCCD. وتستند قراراتها إلى ما يلي:

- التعديلات المقدمة للطلاب (بعد التشاور مع الطالب و / أو أولياء أمورهم والأوصياء ومقدمي الرعاية لهم)
- ملاحظات فريق المدرسة وقراراته المهنية
- أي تشخيصات طبية أو مهنية أخرى
- معلومات أخرى ذات صلة.

يجب أن يتأكد مدرء المدارس من دقة معلومات NCCD.

## ما هي المعلومات التي يتم جمعها؟

يتم احتساب الطالب في NCCD إذا تلقى تعديلات معقولة في المدرسة بسبب الإعاقة.

كل عام، تقوم المدارس بجمع المعلومات التالية عن الطالب، بما في ذلك:

- سنة تعليمهم
- مستوى التعديل الذي يتلقونه
- نوع الإعاقة العام.

للطلاب الذين لديهم أكثر من إعاقة واحدة، تستخدم المدرسة قرارها المهني لاختيار فئة واحدة من الإعاقة. يختارون الفئة التي تؤثر بشكل كبير على حصول الطالب على التعليم والتي يتم تقديم التعديلات من أجلها.

يتوفر ملخص عالي المستوى لبيانات NCCD لجميع حكومات الولايات والأقاليم الأسترالية لتحسين السياسات والبرامج للطلاب ذوي الإعاقة.

## ماذا يجب أن تفعل المدارس للطلاب ذوي الإعاقة؟

يتمتع جميع الطلاب بالحق في تجربة تعليمية جيدة في المدرسة.

يجب أن يكون الطلاب ذوو الإعاقة قادرين على المشاركة في التعليم دون تمييز وعلى نفس الأساس مثل الطلاب الآخرين. لضمان ذلك، يجب على المدارس إجراء تعديلات معقولة إذا لزم الأمر للطلاب ذوي الإعاقة. يجب على المعلمين والطلاب وأولياء الأمور والأوصياء ومقدمي الرعاية وغيرهم (مثل المهنيين الصحيين) العمل معًا لضمان مشاركة الطلاب ذوي الإعاقة في التعليم.

يصف **قانون التمييز ضد الإعاقة لعام 1992** ومعايير الإعاقة **في التعليم لعام 2005** مسؤوليات المدارس.

## ما هو التعديل المعقول؟

التعديل هو إجراء لمساعدة الطالب ذي الإعاقة على المشاركة في التعليم على نفس الأساس مثل الطلاب الآخرين.

يمكن إجراء التعديلات في جميع أنحاء المدرسة (مثل مرئلكراسي المتحركة للدخول إلى المباني المدرسية). يمكن أن تكون في الفصول الدراسية (على سبيل المثال تكييف أساليب التدريس). يمكن أن تكون أيضًا لاحتياجات الطلاب الفردية (مثل تقديم الدعم للعناية الشخصية).

تقوم المدرسة بتقييم احتياجات كل طالب ذو إعاقة، توفر المدرسة تعديلات بالتشاور مع الطالب و / أو أولياء أمورهم وأوصيائهم ومقدمي الرعاية لهم.

يجب على المدارس إجراء تعديلات معقولة إذا لزم الأمر.

تحدد **معايير الإعاقة في التعليم لعام 2005** "التعديل المعقول" كتعديل يوازن بين مصالح جميع الأطراف المتأثرة.

## من الذي يشمل NCCD؟

يستند تعريف الإعاقة في NCCD إلى التعريف العام بموجب **قانون التمييز ضد الإعاقة لعام 1992**.

## مزيد من المعلومات

اتصل بمدرستك إذا كانت لديك أسئلة حول NCCD.  
يمكنك أيضًا زيارة موقع NCCD.

يوجد أيضًا مصدر تعليمي إلكتروني مجاني حول قانون  
التمييز ضد الإعاقة لعام 1992 ومعايير الإعاقة في  
التعليم لعام 2005.

يجب أن تعتبر هذه الوثيقة كورقة حقائق للآباء والأوصياء ومقدمي الرعاية.

## كيف يتم استخدام هذه البيانات؟

تبلغ بيانات NCCD عن التمويل والعمل بحسب المدارس والقطاعات. يضمن NCCD أن يصبح دعم الطلاب ذوي الإعاقة روتينيًا في الممارسة اليومية للمدارس. كما يدعم NCCD الطلاب بالطرق التالية.

- يساعد NCCD المدارس على فهم أفضل لالتزاماتها التشريعية ومعايير الإعاقة في التعليم لعام 2005.
- تركز المدارس على التعديلات الفردية التي تدعم الطلاب ذوي الإعاقة. هذا يشجعهم على التفكير في احتياجات الطلاب ودعم الطلاب بشكل أفضل.
- يسهل NCCD اتباع نهج تعاوني ومنسق لدعم الطلاب ذوي الإعاقة. كما يشجع التحسينات في الوثائق المدرسية.
- يحسن NCCD التواصل حول احتياجات الطلاب بين المدارس وأولياء الأمور والأوصياء ومقدمي الرعاية والمجتمع.

تقوم هيئة المناهج والتقييم والإبلاغ الأسترالية (ACARA) سنويًا بنشر بيانات NCCD رفيعة المستوى وغير محددة للهوية.

## متى يتم إجراء NCCD؟

يتم إجراء NCCD في آب/أغسطس من كل عام.

## هل NCCD اجباري؟

نعم. يجب على جميع المدارس جمع وتقديم المعلومات كل عام من أجل NCCD. تم تفصيل ذلك في نظام التعليم الأسترالي لعام 2013. لمزيد من المعلومات، اسأل مدير مدرستك أو هيئة التعليم ذات الصلة.

## كيف يتم حماية خصوصية الطلاب؟

تعد حماية خصوصية وسرية جميع الطلاب جزءًا أساسيًا من NCCD.

يتم جمع البيانات داخل كل مدرسة. لا يتم توفير التفاصيل الشخصية، مثل أسماء الطلاب أو معرفات الطلاب، لسلطات التعليم الفيدرالية. تعرف على المزيد حول الخصوصية في إشعار المعلومات العامة.

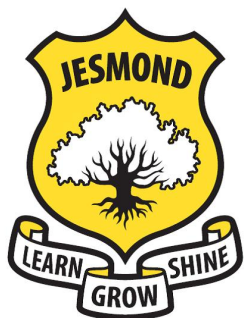


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