



CROYDON PARK PUBLIC SCHOOL

Friday 6 August, 2021

Dear parents and carers,

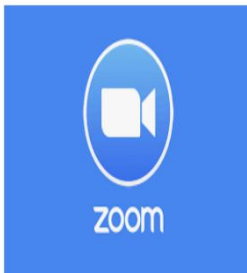
Week 4 Update

Learning From Home

Thank you for your continued efforts assisting your children from home. I know that it isn't easy juggling your own work, household chores and your children's learning! You are doing an amazing job. Remember, we only expect you to do what you can, when you can. I have attached some advice from Dr O'Dea, a senior research fellow at Black Dog Institute that may be of use.



ZOOM class check-in sessions



During this time, it is vitally important that we look after the wellbeing of our students. Every week our ZOOM class check- in sessions are designed for students and teachers to socially connect and share in tasks and activities that are centred around emotional, mental and social wellbeing. We hope that this will keep our students smiling and enjoying some social interactions with their peers and teachers.

Below are the designated days and times for each class.

| Time | Tuesday & Thursday | Wednesday & Friday |
|----------|--------------------------|--------------------------|
| 11:00 am | 2M 2H | KB KAT |
| 11:30 am | 1G 2S | 1DJ 1H |
| 1:00 pm | 5/6W 6M | 4M 3W 3/4 B |
| 1:30 pm | 5C 5M | 4J 3I |

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Technical Support

We understand that some of our families have required technical support when attempting to access ZOOM. We hope the ZOOM guides have been helpful. For continued ease of access, our ZOOM guides and useful links are located in our school website within the section: **2021 Learning from Home**. Please click on the link below to access relevant information.

<https://croydonpk-p.schools.nsw.gov.au/learning-from-home/technical-support.html>

Should you continue to have a need for technical support feel free to email Ms Hoang, our Teacher Librarian via our school email. She maybe able to assist you further.

Cyber Safe Families- upcoming e-Safety Parent Webinar



Spending more time at home during the extended lockdown period, can lead children to spending more time on-line. Whilst it is not possible to monitor your child's online activities every second of the day, it is important to talk to them about online safety issues and help develop critical thinking and an independent ability to make good choices.

The **e-Safety's parent guide to popular apps** is a webinar designed for parents and carers of children aged 8-13. Learn how to help your child safely use popular apps including TikTok, Instagram, Snapchat and YouTube. **For more information and to register, please click on the link below:**

<https://www.esafety.gov.au/parents/webinars>

Unfortunately, the following events have now been cancelled

- Year 6 Canberra Trip
- Annual Art Show
- Performing Arts Evening
- Festival of Music and Primary Proms
- Zone Athletics Carnival

Once we return to face-to-face teaching, we can revisit our events and plan according to restrictions that will be in place.

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Stage 3 Canberra Trip Refund



Sadly, due to current COVID-19 restrictions we have now cancelled the Stage 3 camp to Canberra. For those families who have made a payment, refunds are now available. Please complete and return your **refund form** to our school via our school email.

Nationally Consistent Collection of Data on School Students

At Croydon Park Public School, adjustments are made in the classroom and playground to support the learning of students who have additional needs. 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. Please see the official letter after my report that outlines the processes involved in the collection of this data, followed by a comprehensive NCCD fact sheet. Feel free to contact the school if you have any further questions.



P&C Meeting: next Wednesday 11 August



Our school executive are looking forward to connecting with parents and carers at our P&C ZOOM meeting next Wednesday at 7pm.

To support our school community, we are looking forward to sharing a Q&A session about learning at home. Thank you in advance to all parents and carers who have provided feedback, comments and questions.

We look forward to catching up with you. For meeting details, please refer to our P&C page in this newsletter.

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CROYDON PARK PUBLIC SCHOOL

Kindergarten 2022 Enrolments

We are now taking enrolments for Kindergarten 2022. Please visit our school website for more information.

Please use [school finder](#) to check that your address is in our intake area and then complete the [online enrolment application](#). If you are an out of area sibling enrolment, you can enrol via the [out-of-area enrolment](#) form.

We look forward to welcoming our 2022 Kindergarten parents at our information session early next term. Please refer to Kindergarten flyer below for further details.

CROYDON PARK PUBLIC SCHOOL

Accepting
Kindergarten 2022
Enrolments Now

Save the Date:
Kindergarten Information Evening
Wednesday 6 October 2021
5:30 pm - 6:30 pm
in our School Hall

☎ 02 9797 9753
✉ croydonpk-p.school@det.nsw.edu.au
🌐 croydonpk-p.school.nsw.gov.au
📘 Croydon Park Public School Official

Finally... for now...

Please continue to stay home. stay safe. stay positive.

Kind Regards,

Anastasia Galanos

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How parents can cope with home schooling- again.



Many parents will be understandably struggling to re-enter a time of home schooling and keeping the family unit at home for the entire day.

When parents are ‘thrown’ into a teaching role, feelings of stress, guilt, and resentment over inadequacies in home schooling are common, with many parents and carers negatively comparing themselves to others who may have more time and energy to spend on school tasks.

But there may be some benefits to home schooling that we’re overlooking. Dr Bridianne O’Dea, a Senior Research Fellow at the Black Dog Institute, talks about some of the opportunities presented by this change in routine, and some strategies to help parents to reduce stress during this time.

“This can be a time of critical thinking, shared problem-solving, and creativity. Instead of focusing on the negatives, we can focus on helping each other,” says Dr O’Dea. Dr O’Dea also says it’s a great opportunity to teach children how to help out more around the house, and a chance to direct the time saved from not having to do drop-offs/pick-ups or prepare school lunches into something that you enjoy.

Strategies for reducing stress when home schooling

Set up designated workspaces for your children

Finding a designated learning space for children has been associated with lower levels of parental stress. For many, this may be the kitchen table and this is okay. But set it up and pack it away each day to signify a routine that “starts and ends”. It also helps to create the mental environment needed that “this is where I come to learn”.

How parents can cope with home schooling- again.

Acceptance, positive reappraisal, and refocusing

Children's adjustment during stressful events depends to a great extent on their parents' emotional state. Parents should actively try to reframe the situation to give it a positive meaning. They can do these together with their children by exploring positive and negative thoughts, and by thinking about positive experiences. For example, saying "It was great to spend more time learning with you today".

Gratitude activities, such as being grateful for own and family health, more family time, and bonding with children, can help focus on the positive side of these disruptive changes, and try to avoid using self-blaming or absolutist language (e.g. "I just can't teach my child, I am terrible at it" or "Why can't you just listen properly?").

Take breaks for rest and have meals together as a family

Use these opportunities to practice taking turns talking, questioning, and listening – key skills that young people learn in the school environment.

Try to find ways to be more organised

Involve your children in planning meals, cooking dinner, and other activities that can keep them busy around the home. Having an activity that they can do safely with minimal supervision can also help to juggle working meetings when working from home and home-schooling.

Can you think of ways to integrate school activities into your everyday? For example, reading at bedtime or doubling a recipe to practice counting skills.

Introduce family rewards and recreate your favourite activities together

Movies, restaurants, and concerts can all be imagined/recreated at home with some creativity. Encourage your family to try a new recipe, or set up a scavenger hunt at home. Use Internet communications such as video calls to connect with family and friends, or plan a movie night together.

Try low-intensity mental health activities together as a family

Things such as mindfulness or the [Bite Back 30 day fitness challenge](#) can be done together as a family. Laughter is very important during times of uncertainty and stress, so watch a funny movie together, tell jokes, play dress-ups, and do as much as you can to bring laughter into the home.

How parents can cope with home schooling- again.

Don't forget to move!

Children need the constant practice of physical skills such as jumping, climbing, throwing, catching, rolling, swinging, and balancing. These activities help the brain to develop and they establish skills used in other sports.

We know that engaging in physical activity keeps us healthy. While outdoor parks are great, the cold and rainy weather can make lockdown harder to bear and physical activity more difficult. There are a great range of indoor activities for young children such as using hallways for pretend tenpin bowling (using milk cartons and softballs) or creating an indoor hop-scotch using masking tape.

Lastly, self-care for parents!

While there may be some hidden benefits to home schooling, it's important to acknowledge that it's an extra role for parents and carers, and you still need to look after your own health.

You may not have lots of spare time at the moment but try to set aside some regular time each week (even finding five minutes a day can be incredibly important) to focus on what you need, and always seek professional help if you need it.

Crisis support: If you find yourself very distressed and need immediate support contact:

- Lifeline on 13 11 14 or [lifeline.org.au](https://www.lifeline.org.au)
- Beyond Blue on [beyondblue.org.au](https://www.beyondblue.org.au) or 1300 22 4636



P&C Update – Week 4, Term 3

P&C Meeting – Wednesday August 11 at 7pm

It's hard to believe we are in our fourth week of Croydon Park Public School Learning from home. A big shout out to our students, staff and parents/carers for their efforts, engagement and enthusiasm.

On Wednesday night, our P&C will meet for this first time this term virtually via Zoom. We look forward to hearing from the School Executive on the topic of learning from home and any updates they can provide on what's happening at CPPS. ALL ARE WELCOME!!!

Meeting

Here are our meeting details



Join by computer/tablet/smartphone via the website;

<https://us02web.zoom.us/j/85307747749?pwd=WWlacS90cUFrOUo2eFhWSjNnSFhVUT09>

Meeting ID: 853 0774 7749

Passcode: BK19ye

Or join by phone: 8015 6011

Meeting ID: 853 0774 7749

Passcode: 468039

Contact us and stay connected!



If you'd like to be kept informed of P&C news, School Events and other info, simply join the P&C, our Facebook group <https://www.facebook.com/groups/croydonparkpnc/> or send us an email via croydonparkpnc@gmail.com.



CROYDON PARK PUBLIC SCHOOL



Dear parents and carers

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). 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.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy \(https://www.education.gov.au/privacy-policy\)](https://www.education.gov.au/privacy-policy).

Further information about the NCCD can be found on the [NCCD Portal \(https://www.nccd.edu.au\)](https://www.nccd.edu.au).

If you have any questions about the NCCD, please contact the school.

Kind regards

Anastasia Galanos

Principal

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*.