

2021



Springwood Public School

Term 2 – Monday 31st May, 2021

2021 Sport House Captains



2021 Student Indigenous Leaders





Springwood Public School

THE PLACE TO BE!

Burns Rd, Springwood NSW 2777
E: springwood-p.school@det.nsw.edu.au

Phone: 4751 1333
W: www.springwoodpublicschool.com



In Darug and Gundungurra Country



Twitter: @SPS_placetobe

Monday 31st May, 2021

Hello Everyone,

What a beautiful day for a Walkathon last Friday! Many students walked non-stop and even ran the course! They would have slept well on Friday night! Thank you for all support of our annual fundraiser and thank you to all the parents and grandparents that not only helped out on the day but also did some laps! Well done! It is now time to start collecting those donations!

Our annual school photo day is also fast approaching! It will be held this Wednesday 2nd of June. Ordering information was sent home weeks ago, as well as Skoolbagged and on our website/Newsletter. Please ensure students are in full school uniform for the photo day.

Congratulations to our 2021 Sport House Captains and Student Indigenous Leaders who were presented with their badges at the Stage 3 assembly last week. Due to Covid restrictions last term we were unable to hold an end of term assembly as we prepared for our Billy Cart Derby, so Term 1 certificates will be handed out at Stage Assemblies this week. Well done to all our high achievers. Fortunately, we will be holding an Honour Assembly this term, invitations will be sent home next week for award recipients.

We held our Emergency Evacuation Drill last week and we are happy to say that the whole school was evacuated without fuss in under six minutes to the basketball court. Our next drill will be a "Lockdown in Place" sometime over the coming weeks. Please talk to your children about these events and the importance of staying calm and following instructions. Thank you.

Take care please. Remind your kids everyday how special they are and how much you love them! Hug the ones you love and hold on for an extra second or two, it makes a world of difference.

Mr Mehmet

Emergency Evacuation Drill Success!



TERM 2 - 2021

Week 7	31.5.21	1.6.21	2.6.21 School Photo Day	3.6.21	4.6.21
Week 8	7.6.21	8.6.21	9.6.21 P&C Meeting 7pm	10.6.21	11.6.21
Week 9	14.6.21 QUEEN'S Birthday PUBLIC HOLIDAY	15.6.21	16.6.21	17.6.21	18.6.21 WINMALEE CUP SRC Disco
Week 10	21.6.21	22.6.21	23.6.21	24.6.21 Honour Assembly	25.6.21 Stage 2 Zoo Excursion Last Day of Term

TERM 3 - 2021

Week 1	12-7-21 Staff Development Day – No Students	13-7-21 All students begin Term 3	14-7-21	15-7-21 BMPSSA 1500m Finals	16-7-21
Week 2	19-7-21 NAIDOC Week Activity Day!	20-7-21	21-7-21	22-7-21	23-7-21

Communication

There are many forms of communication at Springwood Public School to inform our community. The main form and most direct is the **SKOOLBAG App**. Information attached.

The school website is the next place to look for information, which can be found at – www.springwoodpublicschool.com

You are also able to email the school at – springwood-p.school@det.nsw.edu.au

The good old fashion phone number is – **4751 1333**

We also have a Twitter account where we announce events with photos - [@SPS_placetobe](https://twitter.com/SPS_placetobe)

Some of the class teachers run a **DOJO** account for direct messages to parents. You will be notified by the classroom teacher if this is the case for your child.

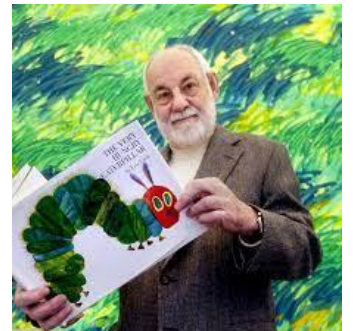
Most importantly for communication, please ensure that your contact details are always kept up to date by notifying the office as soon as possible. This goes for address, phone numbers, emergency contact details, most recent court orders, most up to date medical needs of your children and any changes to pick up details or if you are running late, etc.

Around the School!



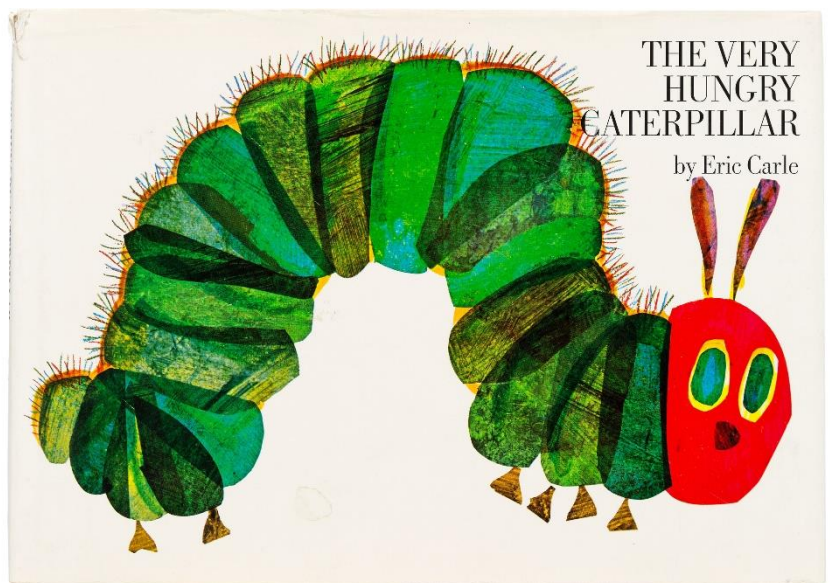
From The Library - Sadly, Eric Carle has passed away at the age of 91

Eric Carle is the author and illustrator of more than 70 books for very young children including his most well-known title, *The Very Hungry Caterpillar*! Published 1969 and a childhood favourite of mine.



" I LOVE THE DECEPTIVELY SIMPLE BEAUTY OF ERIC CARLE'S PICTURES AND THE WAY HIS PAINTED PAPER COLLAGE TECHNIQUE CONNECTS WITH THE VERY YOUNG. BUT PERHAPS HIS GREATEST ACHIEVEMENT, ALSO WONDERFULLY SIMPLE, WAS TO INTRODUCE HIS READERS AT THE EARLIEST AGE, TO THE IDEA OF THE BOOK AS AN OBJECT, BY ADDING HOLES IN THE PAGES OF 'THE VERY HUNGRY CATERPILLAR'. HE CREATED READERS AS VORACIOUS AS THAT CATERPILLAR, AND GAVE THEM WINGS. "

CHRIS RIDGELL



Imaged by Heritage Auctions, HA.com

Pauline Millar - Teacher Librarian

FROM THE LIBRARY



Our space odyssey National Simultaneous Reading Day was a HUGE success. An outstanding \$6500 was spent at the book fair, with 30% commission going to the library. The costumes were amazing and thankyou to all visitors for supporting our annual library event.

.....

Congratulations to our 2021 library monitors. Their badges will be presented at the next award ceremony in week 10. Invites will be sent home with more details soon.

Marley Chevor 5/6C
Brayden Frias 5/6S
James Hunt 5/6H
Jorgie Patrick 5/6S
Jack Wheeler 5/6H

Mieke Ferguson 5/6C
Mia Gollan 5/6S
Isla Miller 5/6S
Felix Stone 5/6S

Kindest regards ,
Pauline Millar
Teacher Librarian

Why attendance matters

When your child misses school they miss important opportunities to...



Learn



Make friends



Build skills through fun

education.nsw.gov.au



On occasion students are absent from school for a number of reasons, mainly for ill health. It is mandatory departmental policy that the school is notified as soon as possible, preferably on the day, if a student will be absent for a school day. Please contact the school office as soon as possible if your child will be absent on 4751 1333. You can also use the Skoolbag App to notify the school of an absence or even by emailing the office on springwood-p.school@det.nsw.edu.au

Thank you for following up on this reminder.

Days missed = years lost

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

When your child misses just...

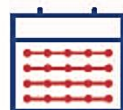
they miss weeks per year

and years over their school life

1 day per fortnight
M T W T F
M T W T F

=

4 weeks



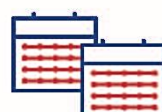
=

Over 1 year missed

1 day per week
M T W T F
M T W F

=

8 weeks



=

Over 2.5 years missed

education.nsw.gov.au

SRC DISCO

FUNDRAISER FOR

DISABLED CHILDREN'S FOUNDATION INC.



Dear Parents/Caregivers,

The SRC are holding a disco on Friday the 18th of June. We are raising money for the Disabled Children's Foundation Inc.

We will be asking for a donation of \$5 each child or \$10 per family.

The K-2 disco will begin at 3.30pm and therefore the children in K-2 only, can wear their mufti outfit to school that day.

The disco will be held in three sessions:

Kindy – Year 2	3.30pm – 4.30pm
Years 3 & 4	4.30pm – 5.30pm
Years 5 & 6	5.30pm - 6.30pm

Teachers will be in attendance to supervise.

Children will leave through the Burns road entrance to the hall as the next group are admitted through the main door near the admin office.

We will not allow any child to leave unless collected by a parent.

Thank you in anticipation of your support.

Rosemary Hart

On behalf of the SRC



**Disabled Children's
Foundation Inc.**

African Drumming is back at SPS!!



Note from the P&C

As you may be aware, the NSW Teachers Federation recently commissioned an independent inquiry into the teaching profession, examining the work of teachers in the NSW public education system since 2004. Below is a summarised fact sheet on the enquiry. The full report can also be viewed here <https://www.teachinginquiry.com.au/>

It is clear from the findings of the report that the NSW public education system is under more pressure than ever. Teacher salaries are not competitive with other industries and their workload has increased to unsustainable levels. This has resulted from a number of factors including the complexity of need in the system, cascading policy changes from government and considerable compliance and administrative requirements around data collection and reporting. This is resulting in significant difficulty attracting and retaining qualified teachers to meet enrolment demands - a dire prospect considering that 20,000 new students are projected to enter the system over the next 20 years.

In the lead up to negotiations for the next teaching award, the NSW Teachers Federation is pursuing a campaign to urge the NSW State Government to act on a number of key recommendations from the Gallop Report.

As the Federation Representative and teacher of Springwood Public School, Miss Michelle Barlow will be joining our next P&C meeting to discuss the campaign further.

Please join us for this meeting at 7pm, Wednesday 9th June at The Royal Hotel

Kind regards
P&C



Gallop Inquiry Fact Sheet



Background on the inquiry

In February 2020 the NSW Teachers Federation commissioned an independent inquiry into the work of teachers and principals and how it has changed since 2004.

Inquiries of this nature were previously conducted as "work value" cases in the NSW Industrial Relations Commission. Each case between 1970 and 2004 found significant changes in the work of teachers and adjusted salaries to better reflect their expertise and responsibilities and maintain the attractiveness of the profession. In 2004, teachers were awarded salary increases of 12 to 19.5 per cent.

The NSW Government's wages policy now prevents such work value cases being conducted.

The expert panel that conducted the independent inquiry in 2020 was chaired by Dr Geoff Gallop, former WA Premier and Education Minister. The other panel members were Dr Tricia Kavanagh, former Justice of the NSW Industrial Court and Deputy President of the NSW IRC and Patrick Lee, former Chief Executive of the NSW Institute of Teachers.

The panel received more than 1000 submissions from teachers and schools. Submissions were also made by professional bodies, academics, economists and education experts. Two rounds of hearings were held with experts and teachers.

Main findings

- There have been profound changes in the work and workload of teachers

"...we have seen significant (and still ongoing) increases in the volume and complexity of work generated by government decisions and heavily influenced by the social, economic and technological environment. Coupled with this has been a similarly significant increase in the responsibilities required of principals, their executive teams and classroom teachers." (p8)

- There are many factors contributing to the intensification of teachers' work

These include: constant policy changes, significant increases in student need, rapid changes in technology, the expansion and reform of the curriculum, new compliance, administration, data collection and reporting responsibilities, and higher community expectations of what schools and teachers can do. Specialist staff support for schools was stripped away as part of the failed 2012 Local Schools, Local Decisions reforms.

- The dedication and commitment of teachers in public schools remains high

"The evidence before the Inquiry demonstrates the effort and commitment of principals, other senior staff, and the classroom and specialist teachers in responding to the significantly changing realities of the student populations, the social contexts bearing on teaching, all within a period of dramatic organisational and policy change affecting schools." (p133)

- The level of change exceeds that found in previous work value cases, which delivered large pay increases

There has been a "scale and intensity of change experienced by the public school teaching profession in NSW that dwarfs the findings in each of the assessments found in the 1970, 1980/81, 1990/91 and 2003/04 industrial decisions and the Vinson report." (p8)

- Salaries have declined compared to other professions and urgent action is required

"At the same time as these increases in work, complexity and responsibility there has been a decline in the relative position of teacher salaries alongside that of other professions and a reduced attractiveness of public sector teaching as a career; this being a contradiction that needs urgent attention by way of a significant upgrade in teacher salaries and an improvement in career options." (p9)

- The Government's plan to cap wage increases at 1.5 per cent will make it impossible to fix teacher shortages and recruit the additional teachers required

"...such an approach would undermine the standing and attractiveness of the teaching profession and be unjust given the evidence of change, intensification of work, increase in skills and expertise, and the value of the profession's efforts for the public good in NSW over the past 17 years. Without a significant increase in salaries, the State Government will not be able to address the significant shortage of teachers in NSW or recruit the additional ones to meet rising enrolments." (p14)

- Taken with the fragile and inadequate staffing mechanisms currently in place, the salary levels in place and projected for the next three to five years are dangerous for the public standing of the profession, and for the quality of education available to the students of the state's public schools. (p133)

- To help cope with the growing complexity of their work and improve results teachers need more time for lesson planning and collaboration

"Without it, much of the quality of practice espoused in Government policy documents is simply not attainable in the context of the changing complexities of the educational endeavour." (p12)

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*.

YMCA Vacation Care - Week 1

Type	Title	Date	Description	Extra information
Day Camp	Baking day	28 th June	Roll up, roll up.....who can roll the best biscuits and bake the best brownies. Come with an empty stomach as we will bake some sweet treats to eat and take home.	Children must have cap, enclosed shoes, water bottle and lunch packed. No Nut Products
Workshop	kindifarm	29 th June	Want to cuddle a little baby duck? Or feed a baby calf or goat? Join us as we invite Kindifarm along for day of special animals interactions	Children must have cap, enclosed shoes, water bottle and lunch packed. No Nut Products
workshop	slime	30 th June	Our special edition Winter Wonderland slime workshop will not want to be missed. Book in now and get your slime on!	Children must have cap, enclosed shoes water bottle and lunch packed. No Nut Products
Workshop	Bubble ball	1 st July	Have you ever played soccer? While in a ball? Come in and have a ball with our Bubble Ball workshop.	Children must have cap, enclosed shoes, water bottle and lunch packed. No Nut Products
Day camp	Red nose day	2 nd July	Let's support Red nose day and build a Red Nose Day Bear to take home. Make it a heart, give him a name and take him home to love forever.	Children must have cap, enclosed shoes, water bottle and lunch packed. No Nut Products

YMCA Vacation Care - Week 2

Type	Title	Date	Description	Extra information
Workshop	9D cinema	5 th July	Our 9D cinema will have you reaching out of your seats.. literally! Bubbles, snow and all things sensory while your on an adventure maybe on a roller coaster? Under the sea? A spooky house? Come and find out!	Children must have cap, enclosed shoes, water bottle and lunch packed. No Nut Products
Day camp	Christmas in July	6 th July	Christmas Tree oh Christmas Tree..... Come on in for a Christmas Extravaganza!! Make Wreaths and lots of wonderful Christmas things.	Children must have cap, enclosed shoes, water bottle and lunch packed. No Nut Products
Day camp	Messy art	7 th July	Get Messy, Messy, Messy on Messy Art Day. Get totally involved and get as messy as you can with our interactive art day. Get covered in paint, soaked in glitter and glued with feathers.	Children must have cap, enclosed shoes, water bottle and lunch packed. No Nut Products
Workshop	Reverse garbage	8 th July	Reverse Garbage is a creative reuse centre making a difference in the world by reducing waste and creating change is a way we look at our resources.	Children must have cap, enclosed shoes, water bottle and lunch packed. No Nut Products