All Students at their student led Conferences

The school was abuzz on Monday, with a little nervous excitement of the students as they led their parents to the 3 way conferences. Once they were underway, teachers commented that most students required little prompting and were proud to share their achievements and thoughts in sharing areas they had identified for development as goals for next semester.

As I moved about the school on Monday and chatted to students waiting quietly for their turn, many grinned as they said that they had received a good report and they were looking forward to what they were going to share with their parents. I also followed up during the week checking in on students about how they found the 3 way conference process, and every one of them did not hesitate to smile and say ‘Good!’ All of them could identify what they had to work on next semester and felt confident that they could do so.

Teachers enjoyed the opportunity to celebrate with you, the progress that your child made since the start of the year. They are also looking forward to working on the second semester personal goals that your child has identified. Teachers found the new online booking system a huge improvement in organising the conferences for their home groups. They commented on the improvement to running to schedule supported by parents making the effort to be prompt to the time slots, thank you parents.

We would love to hear from you, as parents, as to how you found this year’s 3-way conference process and the student reports. If you are interested in providing the school with some feedback on the
student reports and/or the student led conferences, please email the school or drop a note into the office by the end of the first week back in Term 3.

Last day of term Friday – 2.30pm dismissal
Please don’t forget that the children are dismissed from their classrooms at 2.30pm on Friday, the last day of term. Please remember to be at the school to pick the children up by 2.30pm. We have had many tears at the office when children discover they are the last ones left at the end of the term. Please call us if you are delayed in any way.

Thank you all staff
I would like to thank all staff for their commitment and hard work for the first half of the year and wish them a restful and relaxing break over the holidays.

A safe and happy holiday
I would like to take this opportunity to wish you all a very safe and happy holiday for the next two weeks. See you back in Term 3. If you are lucky to have your holidays with your children, have lots of rest, fun and relaxing times.

School Security over the holidays
Our school community and broader community play a vital role in keeping our school secure and safe over the holidays so that it is all ready for the children on their first day back at school. If you see any ‘unauthorised’ people on school property over the school break, please call Northcote Police on 000 and report it in. The local police have been very supportive in driving by the school, particularly at night, and attending the school when our community call in with a report.

Warm regards,
Kerrie

Nationally Consistent Collection of Data on School Students with Disability

Our school is participating in the mandatory Nationally Consistent Collection of Data on School Students with Disability (Data Collection). This Data Collection is taking place in government, Catholic and Independent schools across Australia, and will provide valuable information about supports required for a broad group of students. This will enable Australian and State governments to better target support and resources in schools. This in turn will help schools give students with disability the support they need.

The Data Collection is not limited to students with diagnosed disabilities. It uses a very broad definition of disability, taken from the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, which describe a broad range of health and learning conditions for which schools are required to provide ‘reasonable adjustments’ to support students to participate on the same basis as other students.

The Data Collection will take place in early Term 3. No personal or identifying information about any student will be included, however, if you decide you do not wish information about your child to be included in the Data Collection, you can opt-out by signing and returning the opt-out consent form. More information about the Data Collection is available on the Department of Education and Early Childhood Development website at: http://www.education.vic.gov.au/school/parents/needs/Pages/nccd.aspx or contact myself if you have any further questions.

Karen Rush

(see attachment)
Premier’s Reading Challenge
Take the Challenge. Read great books that you choose from the booklists. Then log in to record what you’ve read and vote for your favourite.

If you meet the Challenge this year, the Premier of Victoria will send you a certificate of achievement. To meet the Challenge you need to read between 15 and 30 books (depending on your Year level) by a set date and keep a record of them. For more information, see

http://www.education.vic.gov.au/about/events/prc/Pages/students.aspx

or just google Premier’s Reading Challenge
The finish date is September 12, 2014
If your child is interested in being part of this event for 2014, please send your child’s name and teacher’s name by email to:

g riffiths.stephanie.c@edumail.vic.gov.au

Philosothon

Last week a group of ten students representing our school attended a Philosothon at The National Gallery of Victoria. The students were from grades four, five and six. This was the first year that we have participated and it was a difficult process to choose only ten as there were many other children who wanted to attend.

Students participated in three, thirty minute ‘Communities of Enquiry’ sessions. These were held in front of a variety of works of art including one narrative artwork, one portrait and one abstraction.

Rationale

A Philosothon is an event that encourages school students to investigate ethical and other philosophical questions in the context of ‘communities of inquiry’. Participating in the event helps students to develop higher order thinking and communication skills through a series of discussions with students from other schools. These discussions are facilitated by philosophy teachers.

While there is an element of competition in a Philosothon, it aims to promote a sense of community by developing a shared understanding of values and purposes in a spirit of cooperation. It also develops skills in inquiry-based learning, ethical reasoning, higher-order reflective thinking and a search for meaning through dialogue about open questions and contestable concepts.

The students had a great day and were involved in many different discussions which challenged them to observe, interpret and justify their thoughts, opinions and views.

The Philosothon

The Philosothon was interesting, creative, colourful, arty and social. We were in different groups of up to 10 students from different schools and looked at 3 pieces of art work. One was a sculpture; another was a painting, a photograph and an installation.

One of the best pieces was ‘The Young Smokers’ photograph. It was funny because they looked like they were being naughty. It was an old photo of an 18 year old and a 7 year old smoking. The taxidermied deer was another really interesting piece of art because it was real deer covered with glass bubbles. It was really cool because it had rainbows through it because of the lights.

The Philosothon was about mixing with students from other schools and discussing and explaining what you thought of different art works. It was amazing to see all the different art and walking through the National Gallery was fun.
Markus said, “It was amazing and fun to do it with other schools.”
Mica said, “It was interesting to think imaginatively.”
Ella said “It was really cool because I was talking to others about what I thought.”
Bailey said “I really loved going to the art gallery and seeing all the art works. It really got us thinking.”

Ella, Markus, Mica and Bailey

PHILOSOTHON

On the 20th June 10 students attended the Philosothon at the N.G.V. (the National Gallery of Victoria). There were 12 schools in total, 10 students from each school (120 students).

When we arrived at N.G.V. we split into our groups, there were 12 groups of ten students. When we got to our artworks we sat around them and we talked about how each made us feel and why. We also thought about a question we would ask the artist.

When we saw all the artworks (3) we all went into a room and talked to other groups about what we saw. After all the groups talked about what they saw, we all got medals.

Rory & Nabilah
Lost
A girl’s Apollo Radius mountain bike. White with blue/pink writing. Was left in the bike shed a couple of weeks ago. It’s brand new and had a helmet with it. The helmet has since been returned but not the bike. If you know of its whereabouts please contact Anne on 0400 839 995.

NPS Instrumental Music Program
As you can see, Melody’s music program will soon be known as Creative Melody. Because of the business name change, we need to update our enrolments so if your child attends lessons currently, please complete the new form (attached) and return to giveusabell@creativemelody.com.au

Yours Musically and Creatively,

Melody Bell
Fact sheet for Parents/Carers

Schools across Australia are taking part in a new national data collection on school students with disability.

The data collection is being introduced in stages over three years, and started in 2013. From 2015, this information will be collected in every school across Australia, every year. All Australian governments have agreed to this.

WHAT IS THE BENEFIT FOR MY CHILD?

All Australian governments agree that every child in an Australian school should have a high quality education. It shouldn't matter what the individual child's circumstances are – every child should have the same opportunity to succeed at school.

The aim of this new data collection is to have better information about school students with disability in Australia.

Better information about school students with disability will help teachers, principals and education authorities to support students with disability to take part in school on the same basis as students without disability.

MY CHILD ISN’T “DISABLED”, WHY IS HE/SHE BEING INCLUDED IN THE DATA COLLECTION?

There are many conditions which may impact on a child’s ability to participate in education. The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 describe a broad range of health and learning conditions for which schools are required to provide ‘reasonable adjustments’ to support students to participate on the same basis as other students.

This Data Collection aims to gather information about how many students in our schools have these conditions and the adjustments schools are making to support them.

It is not limited to students with diagnosed disabilities, and will collect valuable information about supports provided to a much wider group of students than those previously included in individually targeted disability support programs such as the Program for Students with Disabilities.

WHY IS THIS DATA BEING COLLECTED?

There is nothing new about schools collecting information about students with disability – in fact, schools have had to do this by law for some time. But the type of information currently collected varies between each state and territory.

With the new data collection, every school in Australia will use the same method to collect this information – that is, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through this new national data collection will enable all Australian governments to better target support and resources to benefit students with disability. It will help to put the right supports in place for students with disability so that they have the same opportunities for a high quality education as students without a disability.

WHAT ARE SCHOOLS REQUIRED TO DO?

Every school in Australia is likely to have a number of students who require educational adjustments due to disability at some point. Schools need to be able to support students with disability by removing any obstacles for them to participate in their education.

By law, schools are required to make reasonable adjustments where needed to assist students with disability. These responsibilities are outlined in the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. This means that schools need to talk to the student and/or their parent/carer about reasonable adjustments. These are things the schools do now and this won’t change.

The new data collection will record students who have been identified by a school team as meeting the definition of disability under the Disability Discrimination Act 1992 and provided with an adjustment.

WHAT IS AN ADJUSTMENT?

An adjustment is a measure or action taken to help a student with disability participate in education on the same basis as other students. Adjustments can be made across the whole school setting (like ramps into classrooms), in the classroom and at an individual student level (like extra tuition for a student with a learning difficulty).
WHAT INFORMATION WILL BE COLLECTED?

Your child’s school will collect and report information every year about:

- the number of students with disabilities who receive adjustments
- the level of adjustments provided
- the broad types of disability.

WHO WILL COLLECT MY CHILD’S INFORMATION?

Teachers and other school staff from your child’s school will collect the above information based on:

- consultation with parents/carers
- the school team’s observations and professional judgements
- any medical diagnosis
- other relevant information.

School principals are responsible for making sure that the information collected about each student is accurate.

HOW WILL MY CHILD’S PRIVACY BE PROTECTED?

Protecting the privacy and confidentiality of all children and their families is very important. With the new data collection, this will be done in the following ways:

- personal or confidential information will not be given to anyone not authorised to see it
- when the information is sent by your child’s school to the local or commonwealth education authority for combination with information from other schools, it will be by school only – student names will not be recorded as part of the data collection.

WHEN AND WHERE WILL THE DATA BE AVAILABLE?

Information collected in 2013 and 2014 will not be publicly available. Education ministers will receive a report on the results of the Data Collection.

CAN I DECIDE WHETHER MY CHILD’S INFORMATION IS INCLUDED IN THE NATIONAL DATA COLLECTION?

It’s your decision about whether you want your child’s information to be included in the national reporting or not.

Including every school child who is being provided with an adjustment because of disability in this new national data collection each year will help schools, education authorities and governments to better meet students’ needs.

Your school will tell you what you need to do if you don’t want to have your child’s information included in the national data collection.

Even if your child’s information is not included in the national data collection, your school is still required to provide support to your child with disability and any adjustments that may be needed to help him/her participate at school.

FURTHER INFORMATION

Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability and how it may affect your child.

You can also visit

Advertisements

The Dept. of Education (DEECD) does not endorse the products & services of any private advertiser or notice contained in this newsletter. No responsibility is accepted by the Dept. of Education (DEECD) or this school for the accuracy of information contained in advertisements or claims made by them.

Holiday Basketball Clinics - We are offering a variety of basketball clinics over the June/July 2014 school holidays run by highly experienced international coach Dean Kinsman.

Enquiries:  
Nigel Rose  
0411 526 384  
holidayprogram@collingwoodbasketball.com.au

Vicki Georgiou  
0417 106 490  
manager@collingwoodbasketball.com.au
NPS INSTRUMENTAL MUSIC PROGRAM

The NPS School Instrumental Music Program is run by Creative Melody Pty Ltd, directed by Melody Bell and experienced music teachers who offer high quality and affordable music lessons in an enjoyable and fun learning environment, whilst developing a strong musical foundation for all students. Teaching Methods prepare students of all ages step-by-step for a successful musical learning experience, and provides them with essential music skills such as reading music, listening in a group context, music theory and performance. Our multilevel program allows students of varying abilities to play together in an ensemble, and learn valuable team working skills.

INDIVIDUAL AND GROUP LESSONS: Group lessons provide an excellent introductory foundation in a social interactive environment. Lessons are held for 30 minutes once a week on a rotating basis during school hours. Individual lessons are available for advanced students or students wishing for a one on one approach. Lessons will be 30 minutes in duration once a week on a rotating basis.

BAND/ENSEMBLE: Held once a week during lunch times with Melody Bell. This class gives students the opportunity to come together (even if not taking part in group or individual lessons) for musical development, covering a wide range of musical styles and giving pure enjoyment in a big group environment.

Please complete the below enrolment form and remember to note down what instruments you can play.

Creative Melody @ NPS Instrumental Music Program Enrolment Form

Childs Details (PLEASE PRINT CLEARLY IN BLOCK LETTERS – ALL FIELDS REQUIRED)

Name: ................................................................. Grade: ....................
Parents / Guardian: ............................................................. Phone: ..............................
Email: ..............................................................................................................

Lesson choice: (Please circle)
Voice  Saxophone  Flute  Percussion
Clarinet  Guitar  Piano/Keyboard  Recorder

Lesson Type (Please circle)
Group Lesson (up to 5 students) @ $17 per lesson  Group Lesson (2 students) @ $23 per lesson
Individual Lesson @ $33 per lesson  Band @ $65 per term

What instruments can you play: ................................................................. Years of experience: ...............  

Payment Method:
Cash  Cheque  Online Deposit

Instrument Details: (Please circle)
Has Own Instrument  Instrument Hire Required

Contact Melody Bell: 0433 797 301  Email: giveusabell@creativemelody.com.au