Welcome everyone to a very busy Term 2 at Oberon High School with Rural Cup, Half-Yearly Examinations and a multitude of extra curriculum activities. As the temperature drops in Term 2 all students and staff will find the term extremely hectic as they contend with reports for all year groups and early subject selections as our school prepares for our senior school compressed curriculum change at the end of this year.

This term started with a school development day where teachers continued professional learning around student welfare and CPR, along with the introduction of the new Performance and Development Framework for all NSW teachers.

The colder months in Terms 2 and 3 see our students regularly wear their red school jumper and black track pants. School uniform is an essential component in being part of the school team. Wear our uniform with pride and see Mr Luccarda or me if you have uniform issues.

If you have any issues or questions about any of the programs at Oberon High School, please contact Craig Luccarda or me on 6336 1606.

The 2015 school year for students concludes on Wednesday 16th December 2015, while staff around the state finish on Friday 18th December 2015 after two further school development days. Staff at Oberon High School have again made an application to the Director Public Schools NSW Bathurst Network – Peter Harvey to move the final day to two half day professional learning activities. The first of these sessions was held on Tuesday 28th April 2015 (3.20pm to 6.30pm) where staff all underwent a simulation Incident Management Exercise (IMEX) activity provided by the School Safety and Security Directorate. The second of our evening training sessions will be held on Tuesday 21st July 2015 (3.20pm to 6.30pm) which will involve further work and preparation for our upcoming curriculum change. The purpose of bringing the school development forward is to engage professional learning which can benefit students throughout this year.

The 2015 Annual School Report

The 2015—2017 School Plan

Outstanding fees

What’s on

Music, Music, Music

(Principal’s report continued over page)
On Thursday 23rd April 2015 it was very pleasing to see the way all our students and staff committed themselves to the concept of Rural Cup. We have great school spirit and our students all played hard, but fair in all sports and events. Big thanks to all staff for their efforts with all the sports, particularly Mrs Morrison and Mrs Pringle for their solid organisation. The day would not have been successful without the staff who refereed and coached teams and we were very lucky with the weather. Pictured at left are Mr Luccarda and Miss Corby who refereed soccer games all day. Thanks also to staff who helped out by bringing morning tea and Mrs McGrath who monitored the food and kept things on track. Thanks to Mrs Young and Mrs Hotham for their work in the kitchen as well as Mr Armstrong and Mr Watkins for cooking the BBQ lunch for the students.

It was great to see our performing arts students entertaining Canowindra in the centre quad during the lunch break. Pictured at right are Maddi Pincott, Bailey Armstrong and Jacob Tauraki showing their talents. Well done Mrs Crouch for supporting these students. Overall, it proved to be a great day for Oberon High School with our teams managing a 300 to 229 victory over Canowindra High School. Our school is now one step closer to winning the Rural Cup back-to-back for the first time. Well done to all students for such a great effort. We now look forward to the tie against Molong on the 4th June 2015.

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**Celebrating 100 Years of the ANZAC Legend**

On Friday 24th April 2015, Oberon High School celebrated the 100 year anniversary of the ANZACs landing at Gallipoli with a moving ceremony which included a PowerPoint tribute to the four soldiers from the Oberon district who died in the Gallipoli campaign. Congratulations and thanks Mrs Mackay-Galea for organising our assembly and well done to Miss Grace who worked with the students, including the Year 11 Modern History class, in preparing for this very special event.

On ANZAC day our students participated in the local dawn service with Keely Armstrong and Merania Stanley presenting crosses for two of the Gallipoli soldiers. Ten further inscriptions on crosses were read out by our students during the wreath laying service after the ANZAC day march where almost 30 Oberon High School students proudly represented our school. The march was proudly led by our flag bearer Lydia Sinclair. Pictured are a few of our students:

Above: Josh Harvey, Neville Stapleton and Shannon Foley after the ANZAC assembly

Bill Wilcox and Neville Stapleton from the Oberon RSL sub-branch were in attendance and Bill Wilcox read the ode. Our school captain Josh Harvey gave a speech about the sacrifice of war, while four students read short histories of the four soldiers. Our choir lead by Mrs Crouch and the PowerPoint with speeches were all presented at the commemoration service in the RSL. On such an important day, I commend all the staff and students from our proud school for their commitment and effort in honouring our soldiers who served in all wars. Well done also to Miss Marshall and the SRC for their support and participation in the ANZAC celebrations.

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(Principal’s report continued over page)
Annual School Report

The 2014 Annual School Report is now complete and will be uploaded to our school’s website where it may be accessed by all students, staff and the parent community. Our school’s website address is www.oberon-h.schools.nsw.edu.au. Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: http://www.schools.nsw.edu.au/learning/emsad/asr/index.php.

I would like to thank the Oberon High School self-evaluation committee who gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development. Our self-evaluation team included; Ken Barwick – Principal, Craig Luccarda – Deputy Principal, Cheryl Fitzpatrick – Careers Advisor, Cathy McIntosh – School Administration Manager, Gayle Voerman – P&C President, Lucy Voerman – SRC President, Rebecca Corby – Aboriginal Education Officer and Rachel Sinclair – Learning and Support Teacher.

Homework Centre continues during Term 2

Oberon High School is continuing our after school homework centre on Thursday afternoons. Thanks to the staff who have volunteered to assist with the Oberon High School Homework Centre. It was a great success last year with around 25 students remaining at school each week to take advantage of this great initiative. Afternoon tea is also provided for the students who attend and I’m sure the numbers will grow as parents and students realise the opportunity and benefits.

The Homework Centre is from 3.30pm until 4.30pm on Thursdays. Thanks must go to Mawhood’s Supa IGA for their support in providing the afternoon tea.

If you have any questions regarding the homework centre, please contact Miss Grace on 6336 1606.
Oberon High School 2015—2017 School Plan

Our School Vision Statement - At Oberon High School, we aim to work in partnership with all members of the school community to develop a learning culture where all students achieve success. We endeavour to support teachers professionally in creating a generation of confident, innovative, creative and inspired learners who are responsible and productive global citizens. Through the development of a school culture that values safe, respectful and responsible learners, we aim at ‘educating the whole person for the whole of life’.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan is published on the school’s website. The 2015-2017 school planning and consultation process has involved all stakeholders within the school community to ensure realistic and equitable school strategic directions which encompass the needs of all involved. The school’s self-evaluation committee has gathered information from evaluations conducted during the year (student, staff and parent surveys) and analysed other information (Smart Data, HSC results and other school data) about the school's practices and student learning outcomes. In consultation with the school community, the executive and staff teams have collaboratively developed three strategic directions and overall school plan.

STRATEGIC DIRECTION 1 – Achieving Quality Teaching, Learning and Assessment Practices

- To build commitment in teaching, learning and assessment practices, where every teacher is actively reflecting on learning outcomes and maintains high expectations of excellence in student learning.
- To provide quality teaching, learning and assessment practices that foster and develop every student as a global citizen, through the implementation of whole school focused literacy and numeracy programs in all key learning areas.
- To personalise learning that encourages students to take ownership of their world of learning, through effective and targeted staff professional learning with real world connections.
- The development and delivery of dynamic programs, effective and differentiated assessment tracking and student analysis linked to literacy and numeracy targets.

STRATEGIC DIRECTION 2 – Creating Positive School Culture and Values

- To foster and develop a positive school culture and values which focus on providing opportunities for everyone and a set of shared educational beliefs and values.
- To create and perpetuate a school community culture which values academic success, goal-setting and achievement, partnerships and life-long learning.
- To work across the school community to embed a positive culture and a set of values based on the three expectations of being safe, respectful and responsible school community members.
- To develop processes where every student receives support and recognition from teachers and parents which enables them to feel connected and engaged.
- Through positive school promotion where everyone can achieve success which is valued with a shared set of educational beliefs and values that will be upheld by all in the school community.

STRATEGIC DIRECTION 3 – Developing Leadership Capacity

- To develop whole school organisational structures which enable students and staff to be highly engaged in the teaching and learning process.
- To create a positive learning environment through organisational structures to support all aspects of the learner.
- Continue to develop positive and effective partnerships with families and the broader community.
- To improve and enhance curriculum and technology structures to develop technologically competent staff and students.
- To develop clear and consistent school management procedures and policies that support the learning process through effective communication and to enhance and perpetuate transition procedures and structures for all students.
Student Attendance at School

Attendance every day that the school is open for instruction is a legal requirement and a major responsibility of parents/carers. **Do not** keep your child away from school for the following reasons as they are not considered to be acceptable:

- Family Holidays (**no longer exempt**)
- Birthdays
- Shopping
- Minding other children
- Routine check-ups or care such as hair cuts
- Minor family events
- Medical and other health appointments for your child with specialists such as dentists or doctors; they should be made either before or after school or during the school holidays
- Regular appointments (i.e. private swimming or music lessons during school time) which require students to leave school early

It is important to understand that the Department may take further action where children of compulsory school age (6-17) have recurring numbers of unexplained or unacceptable absences from school. Some of the following actions may be undertaken.

- Attendance meetings and compulsory attendance conferences - Parents (and sometimes their child) can be asked to go to a meeting with school personnel and other regional officers. The aim of the meeting is to help identify strategies to support the child and family. Other agencies may also be invited along to help, if parents agree.
- If the school and other regional officers have tried to help improve a child’s attendance, without success, parents (and sometimes their child) can be asked to go to a compulsory attendance conference. The conference will be run by a trained conference convenor. The aim of the conference is for the school, parents/child and other identified agencies (“the parties”) to further identify the issues which are impacting on a child’s attendance.
- The outcome of a compulsory attendance conference is for the parties to agree to undertake certain actions to improve the child’s attendance. These actions are written in the form of undertakings.
- Applications to the Children’s Court – A Compulsory Schooling Order. Legal compliance can be sought through an application to the Children’s Court for a Compulsory Schooling Order. The aim is to assist a family and/or child to address the issues which are preventing satisfactory school attendance but has the added enforcement of a Court’s powers.
- Prosecution in the Local Court - If all attempts by schools and regional support staff fail to improve a student’s attendance, action can be taken in the Local Court and the result can be fines up to a maximum of $11,000.

Managing depression

One in four kids over 12 has symptoms of depression. Would you know what to look for and how to help? Don’t be afraid, ask your child how they are feeling and keep communicating with them.


Help with ratios

Homework is full of tricky maths questions. Brush up on some of the maths terms your child uses in the classroom. This glossary gives straightforward explanations and illustrated examples.

School and Subject Fees Due

It has been brought to my attention that many of our students are yet to pay their school or subject fees. There are also a number of students who still owe the school money for excursions and uniform which they or their parents promised to fix up when they got paid.

The school executive are currently looking at what needs to be done during this term, as the financial resources required to run expensive elective courses such as Hospitality, Timber and Metals and Engineering are not available. Students who have not made any payment on their subject fees may not be able to continue some practical activities. Credit for excursions and uniform through a payment plan can be arranged by applying in writing to the principal or deputy principal.

Outstanding amounts for each student have been posted out with this newsletter.

Please support our school by addressing the fee issue. If you are having trouble meeting these fees, please contact the school and make an appointment to see Mr Luccarda or me.

Phone the school on 6336 1606.

Unpaid Excursion Money - $1046.00
Unpaid Uniform Money - $212.00
Unpaid General School Fees @ $60 per student - $10,140.00 (169 out of 242)
Unpaid Subject Fees:
  - Food Technology @ $100 per student - $2,580.00
  - Information Software Technology @ $10 per student - $120.00
  - Stage 4 Technology Mandatory @ $30 per student - $1,260.00
  - Visual Arts @ $50 per student - $1,300.00
  - Graphics Technology @ $20 per student - $60.00
  - Technology Wood @ $60 per student - $690.00
  - Technology Metal @ $60 per student - $1,300.00
  - Sports Coaching @ $20 per student - $120.00
  - Photography @ $50 per student - $240.00
  - Construction @ $30 per student - $395.00
  - Metals & Engineering VET @ $100 per student - $1,100.00
  - Industrial Technology Timber @ $60 per student - $1,180.00
  - Hospitality VET HSC @ $100 per student - $500.00
  - Primary Industries VET @ $20 per student - $180.00

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Ken Barwick
Principal
0418 629 198

Oberon High School is pleased to sponsor the Duke of Edinburgh Award. The Duke of Ed is an international program operating in over 140 countries that invites young people between the ages of 14 and 25 to participate in a number of enriching activities over a set length of time. Participation is entirely voluntary and Participants design their own unique program centred around their interests and passions. The Duke of Ed has three levels: Bronze, Silver and Gold. Each of these levels is made up of four Sections: Physical Recreation, Skill, Service and Adventurous Journey.

Mr Matt Leven is an accredited coordinator for this award and is looking for any young people who are interested. Participants design their own program and create their own life enhancing challenges. The Award is not a competition against anyone else, but a personal challenge to your self.

“Before I would only dream of what I could do; now I still dream, but I also go out and do it!” - Sam Burdon, Gold Awardee.

Contact Mr Leven at the school on 6336 1606 for information or to register your interest.

Proud to deliver THE DUKE OF EDINBURGH’S INTERNATIONAL AWARD

Oberon High School—educating the whole person for the whole of life
English / HSIE Faculty Report—by Nicole Francis, Head Teacher

Well, it was a talented and articulate team of junior and senior Public Speakers who performed wonderfully in the Rural Cup speaking challenge last week. The senior team consisting of Acacia Howarth, Keely Armstrong and Reace Vavasour blitzed the Canowindra High team with their wit and manner. Our junior side consisting of Lydia Sinclair, Emily Henby and Peta McGrath were unlucky not to win with a draw being decided on after much discussion amongst the adjudicators.

The topics were diverse and engaging with Acacia’s speech on the demise of the paperback and Keely’s ANZAC day speech hitting audience members in the heart. Reace’s humorous Pizza speech was engaging and had the audience talking about pizza long after the speeches were over. The junior speaker’s topics were meaningful and inspiring ranging from Prejudice, Conformity and How to survive year 7.

I acknowledge the huge efforts of all our student speakers as public speaking can be a nerve-wracking thing to do. I look forward to hearing more speeches in the coming weeks. Thank you to Miss McTrustry for adjudicating on the day and our wonderful audience for their attention and appreciation.

Still on Public Speaking or rather Debating, this term will see a number of students from across the school participate in further competitions. Our senior debating team will compete in the Premier’s Debating Challenge as well as attending the Lithgow High School Festival of Speech at the end of May to debate topics with a range of schools both public and private from across the region and Blue Mountains. Hopefully we can bring home the winner’s trophy this year.

Debating is an important and valuable skill to possess. You never know when you could be called on to give a speech or address an audience.

“...an important and valuable skill to possess.”

Miss McTrustry has delivered an intensive writing workshop with a group of year 9 students in preparation for NAPLAN. Students worked on developing their persuasive and creative writing skills. Last year this program greatly benefited the students involved, hopefully it will be equally beneficial to these students.

Student Lockers Now Available

Lockers for students are now available for all students from years 7 to 12. If interested, students need to pick up a locker policy from Mr Luccarda. This policy is to be signed and returned to Mr Luccarda.

A deposit of $70 is to be paid on application with $50 dollars refundable at the end of the year. Financial hardship can be discussed with the school as per usual.

Students can use their scholarship money for this if they received this last year at Presentation Night.

There should be no other outstanding fees to be paid.
What’s On

BuSY
Barnys Usual Sunday Youth

Youth Group Sunday afternoons
at St Barnabas Anglican Church, Oberon
Street, Oberon
Time: 4.00pm—5.30pm Cost $2.00
Contact: St Barnabas Anglican Church on
6336 1366

Oberon United Football Club
is having a

DANCE

Dance, Dance, Dance
Holly’s Dance Classes
Wednesdays
6:30pm to 7:30pm in the gym
NO CHARGE.

Oberon 25-30 May 2015
Competition Entry Forms in by 18 May
Deliver works 25 May
Entry Forms: Download from website
www.oberon.nsw.gov.au
‘Friends of Oberon Library
or Oberon Council, Oberon Library,
Kathy Sajowitz:
0419231525 dietmar.sajowitz@bigpond.com

Exhibition
27-30 May
Robert Hooper
Community Centre

WASTE TO ART Community Art Competition

X-Country Photos

Oberon High School—educating the whole person for the whole of life
WHOOPING COUGH (Pertussis) – Important information for Parents and Carers

There has been an increase of whooping cough (pertussis) amongst primary-school-aged children and a modest increase in high schools.

Coughing spreads the infection to others nearby. Whooping cough caught at school can spread to family members at home. Whooping cough can be especially dangerous for babies.

Whooping cough starts like a cold and progresses to bouts of coughing that can last for many weeks. Older children may just have a cough that is persistent and is worse at night. The infection can occur even in fully-vaccinated children.

- Children with symptoms should see a GP.
- If your doctor diagnoses whooping cough, please let the school know and keep your child at home until they have taken 5 days of antibiotics.
- Keep coughing children away from babies.
- Whooping cough vaccines give good protection against infection but immunity fades. If your school-aged child has younger siblings, it’s a good idea to check that they are up to date with their vaccines.
- Three whooping cough vaccines are given to babies at 2, 4 and 6 months. A booster vaccine should be given at 4 years of age.
- A second free booster is given in year 7 at high school.

For further information contact the local Public Health Units (look under “Health” in the White Pages).

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**WHOOPING COUGH**

**1. IDENTIFY**

**What is whooping cough?**
- Whooping cough (pertussis) is a serious respiratory infection that causes a series of coughing attacks. In babies, it can lead to pneumonia and death.
- Whooping cough can spread from baby to baby, and even to other household members.
- Children can catch whooping cough from other children, but it is less common to catch it from adults.
- Antibiotics can reduce the spread of coughing if given early but do not cure the infection.

**What are the symptoms?**
- Whooping cough starts like a cold with a runny nose, sneezing, a mild fever and an occasional cough.
- The cough gets worse and becomes a hacking cough that can last for weeks or months. It can be interrupted by a short breathing or ‘whooping’ sound.
- Some people can’t cough at all and stop breathing and need help.

**How is whooping cough spread?**
- It can spread from person to person in the first 2-3 weeks of illness. The cough is most contagious when the coughing attacks are occurring. It can also spread from baby to baby.

**2. PROTECT**

**Protect your baby**
- Pregnant women should be vaccinated before giving birth or during pregnancy.
- If the baby is less than 3 months old at the time of infection, vaccination should be delayed until the baby is 3 months old.
- Children aged 13 weeks to 5 years who were not vaccinated or not fully vaccinated during their first 3 months of life should be vaccinated with a catch-up dose.

**How can I prevent the spread of whooping cough?**
- Whooping cough is highly infectious and spreads easily through close contact with other children and adults.
- Avoid contact with children who have whooping cough.
- Keep children away from sick family members.
- Avoid close contact with children who have whooping cough.
- If you have a baby or young child within 3 months of giving birth, you should not be vaccinated against whooping cough.

**3. PREVENT**

**Prevent the spread**
- Avoid close contact with children who have whooping cough.
- Keep children away from sick family members.
- Avoid public transport when you have whooping cough.
- If you have a baby or young child within 3 months of giving birth, you should not be vaccinated against whooping cough.

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**ABOVE: OHS representatives at the ANZAC ceremony on Saturday, 25 April, 2015**
Want to Learn the Violin?

Mitchell Conservatorium is offering lessons on string instruments (violin, viola and cello) on Tuesdays at the school, as part of the collaborative program between Mitchell Con, Oberon High School and the Kowmung Music Festival. Contact Mrs Crouch if you are interested.

As part of this collaboration, there will be two concerts performed in the school hall. Details are below.

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**All I Need Is Music, Music, Music!**

**Bathurst Chamber Orchestra**

*a Mitchell Conservatorium Ensemble*

**Bathurst Chamber Orchestra**

*a Mitchell Conservatorium Ensemble*

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**Bathurst Academy of Music**

The Bathurst Academy of Music is now taking enrolments for contemporary singing lessons with Abby Smith, a highly experienced and passionate vocalist, songwriter and vocal coach. Students will gain a knowledge and understanding of essential singing techniques including:

- Breathing
- Finding your true voice
- Song meaning and content
- Vocal health (learning how to warm-up)
- Performance and mic technique
- General music theory and how it applies to vocalists

Enrolments welcome for children aged between 7-18. Lessons are available at the school on Thursdays or at the studio in Bathurst.

Please contact Abby Smith at: Email: abby.smith.artist@gmail.com—Phone: 0439 747 943

Other instruments offered at the Bathurst Academy of Music include: Guitar  Bass  Drums  Violin  Cello  Piano

Contact Mickey Pye: 0437 601 567
WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

The national data collection will count students who have been identified as receiving an adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect better information about school students with disability in Australia.

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

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When implementing the national data collection, every school in Australia will use the same method to collect information. Therefore, 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 the national data collection will enable all Australian governments to better target support and resources to benefit students with disability. The data will help schools to better support students with disability so that they have the same opportunities for a high quality education as students without disability.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education.

The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?

Every year your child’s school will collect the following information for each student with a disability:

- the student’s level of education (i.e. primary or secondary)
- the student’s level of adjustment
- the student’s broad type of disability.

The information collected by schools will be provided to all governments to inform policy and
programme improvement for students with disability.

WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?
The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?
Teachers and school staff will identify the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team’s observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

HOW WILL MY CHILD’S PRIVACY BE PROTECTED?
Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.


IS THE NATIONAL DATA COLLECTION COMPULSORY?
All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and report information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child’s school principal and the relevant education authority or association of independent schools.

Even if your child’s information is not included in the national data collection, the school is still required to provide support to your child with education needs.

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 involve your child.


An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at http://resource.dse.theeducationinstitute.edu.au/.