From the Principal's Desk

During Week 4 our Year 7 and 9 students were engaged in the National Assessment Program for Literacy and Numeracy (NAPLAN). The NAPLAN tests consisted of tests on the following – Language Conventions and Writing, Reading, and Numeracy. Thanks to all staff for supporting the organisation of the 2015 NAPLAN tests. Big thanks must go to Michael Jones and Nicole Francis for their coordination and organisation throughout the testing week. Staff and parents now wait for the results which return later in the year.

Attendance at school is vital for successful learning and a few students in each year group have been identified by the Home School Liaison Officer (HSLO) Peter Cross. The attendance rates of these students have fallen well below the state attendance average and well below our school attendance rate of 94% which is above state average. A reminder to parents that exemptions from school for family holidays can no longer be given; students who holiday during a school term will be marked as having an unauthorised absence. Year advisors have been given a list of students in their year groups to interview and place on a PAP’s (personal attendance programs).

Another issue identified by the HSLO is the high rate of unexplained absences and students who are regularly late to school. If your child is absent from school, you are required by law to provide an explanation within 7 days. Please contact the front office by phone if you know your child is away on any day. If you have any special circumstances or concerns regarding exemptions from school, please contact Ken Barwick on 6336 1606.

Congratulations must again be extended to Year 12 student Ivy Moore who has been selected to represent Western at the state CHS Girls Hockey carnival in Bathurst during 2014. This year Ivy will be pushing hard for state CHS representation and we all wish her the best at the carnival. Ivy has also been selected as part of the NSW state Under 18’s squad. The school community are extremely proud of your efforts Ivy.

(Principal’s report continued over page)
Year 12 Half Yearly Reports were posted home on Friday 1st May 2015. If there are any concerns about your child’s progress at school please phone the school and make an appointment to see the Year 12 Advisor - Mrs Tara Morrison. Year 11 Half Yearly examinations occurred during Week 3 and reports will be posted home on Wednesday 27th May 2015. Year 9/10 Half Yearly examinations commence on Monday 18th May 2015 and Year 7/8 examinations commence on Monday 25th May 2015. These Stage 4 and 5 examinations have been brought forward by two weeks this year as we prepare for curriculum changes in Term 4 with the introduction of our Stage 6 Senior College. All year groups will commence their new year of learning in Week 6 of Term 4 this year. See below for an outline of these changes to the school structure.

If you have any questions regarding our school’s structural changes and how they may affect learning programs, please phone Craig Luccarda on 6336 1606.

Curriculum and Day Structure Change

Last term an information night was held to discuss the change in school structure that will take place in Term 4 of this year. The original invitation included information about the changes that will take place and how they will impact on all students.

To ensure that everyone has a clear understanding of the changes a summary table has been printed below. It is important that everyone takes the time to analyse the changes and how they will impact on their children.

<table>
<thead>
<tr>
<th>Current</th>
<th>Change (Future)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Courses complete 6 subjects in Year 11 HSC Courses complete the same 6 subjects in Year 12</td>
<td>Students in Year 11 will complete 3 subjects only but complete the Preliminary and HSC course in one year. Students in Year 12 will complete a further 3 subjects and again complete the Preliminary and HSC course in one year.</td>
</tr>
<tr>
<td>Students in Year 11 commence work at the start of the new year.</td>
<td>To accommodate this change they will need to commence work mid Term 4 the previous year (before Year 10 normally finishes). This is to complete the required hours mandated in syllabuses.</td>
</tr>
<tr>
<td>Students in Year 7-10 commence work at the start of the year.</td>
<td>To accommodate Year 10 rolling over into Year 11 earlier than normal the whole school must also follow suit. This is because a new timetable must be set that includes all students and staff.</td>
</tr>
<tr>
<td>Year 6 complete transition Term 4 of each year with students attending Oberon High School for part days. This culminates in a whole day during December.</td>
<td>Year 6 will complete transition during Term 4 with students attending Oberon High School for part days. We also envisage a greater number of whole days to help students acclimatise to high school. Transition is still under discussion with primary schools. Information on transition will be forwarded to parents during Term 3.</td>
</tr>
</tbody>
</table>

Rolling over means – students move up into the next year group. This normally happens at the start of each year but the new system has this change occurring in Term 4 each year.

The most important whole school change this year will be the rolling over of Years 7-10 at the start of Week 6, Term 4. The only group not impacted will be the current Year 11 who will continue on as per normal as their HSC pattern of study is already set and cannot change.

In 2016 and every year beyond, Week 6, Term 4 will be the roll over time for all year groups.

The original information night allowed discussion of these changes to a greater depth. If you want more information at this stage please contact the school on 6336 1606.
Oberon High School Uniform List and Policy

The colder months in Term 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. School uniform is mandatory and some uniform rules have changed. Below is the uniform policy for you to review. Wear the school uniform with pride and see Mr Barwick if you have uniform issues.

<table>
<thead>
<tr>
<th>Boys Year 7-12</th>
<th>School day wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black trousers (not jeans or cargo pants) or Plain black track pants but no stripes (including white) or Black shorts and red school polo shirt with logo.</td>
<td></td>
</tr>
<tr>
<td>Black or white socks to be worn with appropriate footwear – see below.</td>
<td></td>
</tr>
<tr>
<td><strong>Sports uniform</strong></td>
<td></td>
</tr>
<tr>
<td>Plain black track pants or shorts with red polo shirt with logo.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Girls Year 7-12</th>
<th>School day wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black pants (not jeans, leggings or tights) or Plain black track pants but no stripes (including white) or Black shorts or Black drop waist 40cm pleated skirt (available from school) and red school polo shirt with logo.</td>
<td></td>
</tr>
<tr>
<td>Black or white socks to be worn with appropriate footwear – see below.</td>
<td></td>
</tr>
<tr>
<td><strong>Sports uniform</strong></td>
<td></td>
</tr>
<tr>
<td>Plain black track pants or shorts with red polo shirt with logo.</td>
<td></td>
</tr>
</tbody>
</table>

**Footwear:**
All students need a pair of black school shoes to wear on formal occasions.
For some practical subjects such as TAS subjects, science and agriculture, solid footwear is mandatory for students to be allowed to participate in the practical activities.
For sport, soft soled footwear is appropriate.

**Team uniforms:**
On occasions, school teams identify themselves in competition or other extra-curricular activities through provision of special shirts that use the school colours in a different design eg Dance Team, Rural Cup Team etc. Students are not to wear these as normal school day uniform.

*Students who have earned CHS representative shirts or jumpers at that level* may be granted permission by the senior executive to wear them as school day uniform, but not for formal school occasions. eg Presentation Night, Special Assemblies, Education Week, etc

**Jumpers, Jackets and coats:**
Students in Year 7 to Year 9 are expected to wear the red fleecy tops with school logo as their school jumper.
Students in Year 10 to 12 have the option to purchase a senior jumper with school logo.
*Plain* black coats or jackets are permitted over a school jumper. A black jacket with school logo is available for purchase from the school.

**No Hoodies** are permitted.

**No** logos other than the school logo are permitted with the exception of small brand logos on hats and clothing.

**Formal school occasions:**
All students are expected to wear skirts or long trousers, rather than shorts or track pants, and black shoes.
School Representatives eg School Captains and debaters, will require a white or black shirt to wear with a school blazer and tie borrowed from the school to wear on representative occasions. A decision of white or black shirt must be consistent for all members of the team.
‘Art in Action’ a huge success

On Mondays in our school assemblies, each of our key learning areas has an opportunity to present student work, excursion reports, awards and presentations. It has become one of the features within our assemblies with many students becoming involved and the audience warming to creative presentations often involving many pictures of students in action.

Last Monday 11th May 2015 the art department led by Mr James Lyle and Mr David Boyd delivered the most exciting KLA performance to date. Labelled ‘Art in Action’, the entire student body braved the cold conditions to venture outside the hall to watch several chosen students and teachers throw water balloons filled with paint at Year 12 Art and Photography students. Equipped with protective clothing and goggles, they held art boards with blank paper, while paint balls were splattered all over them. The excited audience cheered every throw and explosion. The product was some outstanding art in action pieces which will be displayed in the front office in the coming weeks.

This visual and hands-on activity allowed all students to appreciate the various ways art can be generated and the different ways to engage and learn. I would like to thank Mr Lyle for providing an exciting presentation which had all our students on the edge of their seat and a Principal wiping wet paint off his clothes as a result of standing too close. Well done to all involved. (See more pictures of this action painting on page 7).

2016 Student Advisor for Year 7 Appointed

Support their students on many levels throughout their high school experience. Year advisors are also the point of contact for parents when there are questions about school, issues at home or school and when students are having trouble with their learning. Year Advisors also collate and monitor progress and student reports. At Oberon High School we are blessed with many staff lining up to take on the role as Year Advisor.

On Monday 11th May 2015, it was announced that Mrs Amber Crouch was successful in her application to take on the massive role as Year 6 Transition coordinator, followed by Year 7 Advisor in 2016. Mrs Crouch has much experience working with students as part of the school’s welfare team and in 2015 has taken on the role as Girls’ Advisor Year 7 to 9.

Over the next few weeks, Mrs Crouch and Mr Luccarda will be visiting feeder schools and designing a transition program for 2015 which also takes into account the structural changes in Term 4. Congratulations to Mrs Crouch on her appointment to this position.
Mawhood’s Supa IGA continues to support local schools

Our school captains, Shannon Marshall and Joshua Harvey were presented a cheque for $1,300 on Monday last week from Mawhood’s Supa IGA manager Ian Mawhood as part of the IGA Community Chest which supports community groups within the Oberon community area. In 2015, all the schools within the Oberon area are fortunate to receive amounts of money from the Community Chest.

Mr Mawhood said that the schools have all benefited from the great support of the Oberon community who shop at Mawhood’s Supa IGA. Money accumulates throughout the year from everyday purchases which is then returned to the community for special projects or activities.

Oberon High School is extremely grateful for the ongoing support we receive from our community business partners.

Our school will use the community chest funds to support our after school homework centre and we will now be able to provide some study resources which can be used in the library by students and staff to support teaching and learning. Big thanks to Mawhood’s Supa IGA and to all the community who have helped raise the money in the community chest.

Oberon High School has again commenced our after school Homework Centre on Thursday afternoons. Thanks to the staff who have volunteered to assist with the Homework Centre running from 3.30pm until 4.30pm.

Big thanks from school community

During Term 1 this year, long term employee Carmel McCusker took some well-deserved leave after many years cleaning Oberon High School. The nice break from getting up early, cleaning the school from 5.00am every day, led Carmel to make the decision to retire, satisfied that she had contributed over many years. Many staff attended the retirement dinner at the Long Arm Farm Café two weeks ago where all reflected on Carmel’s loyalty and hard work over several years. Carmel could recall previous staff and principals; however the day-to-day work essentially remained the same. Carmel has cleaned our school since it was built almost 35 years ago. The staff all chipped in to purchase a nice vase as a retirement gift and it was also nice to see many of the cleaning staff attend the evening. I would like to congratulate Carmel on her retirement and thank her for all her hard work at our school over the years. All the best in your retirement Carmel!

Ken Barwick, Principal
0418 629 198

Duke of Edinburgh Award Opportunity

Oberon High School is sponsoring the Duke of Edinburgh Award. People aged of 14 and 25 design their own program centred around their interests and passions. Mr Matt Leven is an accredited Duke of Ed coordinator and is looking for any young people who are interested.

The Award is not a competition against anyone else, but a personal challenge to your self.

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

“. a personal challenge to yourself.”

Oberon High School—educating the whole person for the whole of life
**The Maths Page**

Mathematics Faculty Report—Michael Jones, Head Teacher

First up, some good news for students who enjoy working online.

Funds for the Mathletics website have been granted again this year. So all students will have access to this valuable resource at school as well as at home. For years 8 to 12, the passwords stay the same. I will be handing out year 7 passwords in the coming weeks. Visit www.mathletics.com.au for more information.

NAPLAN for this year finished on Thursday the 14th of May. Mrs Francis co-ordinated the year 7 examinations and Mr Jones ran the year 9 tests. Mrs Francis was extremely happy with the attitude of her year 7 group. Mr Jones commented that year 9 were good. Friday was a catch-up day for any who may have missed an examination and we now wait for a few months for the results to arrive.

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**Fun with numbers**

The following excerpts are from Adam Spencer’s Big Book of Numbers which is one of the books on the Premier’s Challenge Reading List (see page 8 of this newsletter)

**Hip to be 49**

49 is the perfect square: $7 \times 7 = 49$. In fact, both its digits, 4 and 9 are square, as is their product: $4 \times 9 = 36$.

Now on the topic of 49 and squares, watch, learn and then impress your friends:

- $7 \times 7 = 49$
- $67 \times 67 = 4489$
- $667 \times 667 = 444,889$
- $6667 \times 6667 = 44,448,889$. Can you see the pattern?

*Quiz Question*: What’s $666,667^2$? (answer at the bottom of this page)

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**28—a perfect number**

$1+2+3+4+5+6+7 = 28$

**Dem Bones**

There are 28 bones in the human skull, 8 cranial, 14 facial and 6 ear bones. In total you should have 206 bones (give or take).

20

The ancient Mayans of Central America used 20 as the basis for their number system. As well, their calendar was made up of 13 months or 20 days each, and in their writing system the symbol for the number 20 was a human figure, probably because humans had 20 fingers and toes.

90—an abundant number

A bingo card usually has 90 numbers. Therefore there are approximately 44 million ways to make ‘bingo’.

**The Rubik’s Cube** has 6 faces, 6 colours and over 43,252,033,748,896,000 possible arrangements, and every one of these 43 million, million, million possible arrangements can be solved. If you could draw a diagram for a cube and write down the move number in just one second, the list would take 81,000,000,000,000,000,000 years.

The furthest flight by a paper airplane is 69.14 metres, achieved by Joe Ayoob and aircraft designer John M. Collins (both from the US), at McClellan Air Force Base in California on 26 February 2012. Check out John Collins has a website (paperplaneguy.com). The plane was constructed from a single sheet of uncut 100gsm A4 paper.

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PERFORMING ARTS GETS REAL! - by Mrs Crouch, Performing Arts Teacher

Performing Arts have had a full-on beginning to Term 2. We have been so busy!

Excursions, HSC Study days, workshops. It’s all happening!

HSC MUSIC STUDY DAY

On Tuesday 5th May our three talented HSC Music 1 students attended the Western HSC Music Study Day. This day gave them an opportunity to speak to students from other schools about the HSC and present their elective options (musicology, composition or performance) to HSC teachers and markers. (We even had the opportunity to present for senior HSC markers!)

Keely Armstrong exclaimed, “I’m glad I had the opportunity to receive further feedback on one of my performances.” This opportunity allowed all three of our students to perform one piece and receive some insight into the structure of the external performance examinations which occur in term 3.

ANGELS IN AMERICA

Year 12 HSC Drama students have been studying a unit of work on Tragedy, including the plays Oedipus the Tyrannus and Angels in America. On Wednesday 6th May all year 12 Drama and some year 11 Drama students attended a performance of Angels in America produced by Monkey Baa Theatre Company at the Lend Lease Darling Quarter Theatre, Darling Harbour. It was an early morning start and a late finish by the time we drove to Katoomba train station, caught the train to get to Sydney and then reversed the entire trip back to Oberon. Students enjoyed the trip and it gave some students the opportunity to compare the production to the Belvoir version a few years ago.

Why is it important our students see theatre? For HSC Drama, seeing theatre is an opportunity not to be missed, especially if students can see their HSC texts in action. Why? HSC students must write about their practical experience, whether through workshopping in class or viewing live performances, in their external written examination. Therefore, the opportunity for students to see Angels in America on stage has offered them the practical experience to write about.

HSC DRAMA STUDY DAY

On Friday 8th May HSC Drama students attended the Western HSC Drama Study Day. This day allowed them to work collaboratively with students from other schools, establishing playbuilding skills and discussing their Individual Projects.

“HSC students must write about their practical experience.”
Performing Arts report continued

The day was presented by Costa Loucopoulos, a teacher and HSC marker, who currently teaches at a university. Our students were very excited to discover that Mr Loucopoulos was in fact Mrs Crouch’s year 9 English teacher! The day was such a perfect opportunity for our students. They were provided feedback on a number of items and how to write a drama essay, which is very different to the typical English essay.

The teachers of Western have now created a Facebook page where our students can have work uploaded and Costa will provide feedback to help improve their results for the HSC! A fantastic idea.

WHATS COMING UP

15/5/15, 5/6/15, 19/6/15 - Vocal workshops with Abby Smith
21/5/15 - 9/10 Music examination
28/5/15 - 7 Music examination
9/6/15 - HSC Drama group project submission
15/6/15-19/6/15 - 9/10 Drama assessment and Year 11 Drama assessment
16/6/15 - HSC Music 1 aural examination (written trial HSC) and core performance

Mrs Amber Crouch
Performing Arts Teacher

Library Report—by Ruth Grace, Teacher Librarian

The Premier’s Reading Challenge (PRC) has run for over a decade in NSW. It aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely.

Here at Oberon High Year 7 students have embarked on a school reading competition linked to the Premiers Reading Challenge. The state challenge rewards students with a certificate if they read 20 books (15 from the substantial reading list and 5 of their own choice). To help students reach this target Year 7 English classes will come to the library once a fortnight for a reading period until the challenge ends in August.

We realise that is a high target for some students so we have instituted a school challenge which asks students to read at least 10 books before the end of August. We encourage them to select the books from the PRC list so that if they want to go on to the state challenge they will be set up for it.

“... the top two readers ... receiving an additional prize.”

Students completing the school challenge will receive a school achievement certificate, with the top two readers in each English class receiving an additional prize.

All students in years 7 – 9 can participate in the state and school competition. They should see Miss Grace to find out how to access the PRC list on the library catalogue to help them choose their books, and start a reading chart to record their success.
Action Painting—“the process of making art, often through a variety of techniques that include dripping, dabbing, smearing, and even flinging paint on to the surface of the canvas. These energetic techniques depend on broad gestures directed by the artist’s sense of control interacting with chance or random occurrences”. (from arthistory.about.com)

“The painting has a life of its own. I try to let it come through” - Jackson Pollock
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

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

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—Vocal health (learning how to warm-up)
- Finding your true voice—Performance and mic
technique—Song meaning and content—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

Food Allergy Week 17-23 May
Find out more:  http://www.foodallergyaware.com.au

Oberon High School—educating the whole person for the whole of life
2015 information for parents and carers

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/.