



**City of Casey  
Parking Survey**

[https://  
conversa-  
tions.casey.vic.gov.au/  
parking-engagement](https://conversations.casey.vic.gov.au/parking-engagement)

**Enrol NOW for 2021!**

Email us for an enrolment pack @  
[hillsmeade.ps@education.vic.gov.au](mailto:hillsmeade.ps@education.vic.gov.au)

# The Link

Hillsmeade Primary School Newsletter

Issue No 21—WED 29th JULY

TERM 3  
**2020**



THE FULL CALENDAR AND DETAILED EVENT INFORMATION IS AVAILABLE TO VIEW VIA THE COMPASS APP OR WEBSITE

## WHO, WHAT, WHEN?

MON JULY 27th	TUES JULY 28th	WED JULY 29th	THUR JULY 30th	FRI JULY 31st
				Virtual Assembly Posted to Compass
MON AUG 3rd	TUES AUG 4th	WED AUG 5th	THUR AUG 6th	FRI AUG 7th
				VPA Principal's Day
MON AUG 10th	TUES AUG 11th	WED AUG 12th	THUR AUG 13th	FRI AUG 14th
				Virtual Assembly Posted to Compass
MON AUG 17th	TUES AUG 18th	WED AUG 19th	THU AUG 20th	FRI AUG 21st

# FROM THE PRINCIPAL

Dear Hillsmeade Community,

**Happy Week 2 of Term 3. We hope that you are keeping safe and well at this challenging time. We would like to again acknowledge the work and efforts of our students, parents and carers and staff. Learning from home is certainly not without its difficulties but we have been so impressed with the way in which everyone has supported each other and positively engaged. We would like to thank the community for their positive comments about our revised approach to remote learning 2.0. As a school we continue to be committed to “getting better at getting better”.**



## Virtual Assembly

This Friday afternoon we will be having our first virtual assembly for Term 3. A COMPASS link will be sent out in the afternoon.

## Hillsmeade Students in the News

Well done to Hillsmeade Primary School students Nadia and Sumaya who were this week on Channel 7 news asking some great questions about COVID-19. Well done girls, it was wonderful to see you presenting so well. Congratulations.

## Hillsmeade Happenings

A reminder that each Monday we are continuing to have our weekly Hillsmeade Happenings episodes. A big thank you to Travis Cole and our student leaders for putting these together. This week's episode can be found:

<https://vimeo.com/441760045/5a2b42cb1c>



## School Website

We are very excited to open up the Specialist portal in our Remote Learning approach 2.0. This will support more streamlined daily planners. It will also support families in actively making choices to engage in these lessons, with out having an overwhelming literacy demand in the daily lessons.

A big thank you to our Specialist teachers who have done a wonderful job in developing content for this space. Thank you to Sarah Smith and Stewart Johnson for setting up this area within our school website.



## FROM MS WELLS

### Attendance

Thank you to all of the families who are recording their child's engagement with learning each day using the link on the learning plans. Over the past week, our Year 2 cohort have shown the highest percentage of students engaging with learning. Well done year 2!

Please keep registering your attendance / engagement with learning via the link provided by classroom teachers at the top of your child's daily learning plan.

If your child is learning remotely from home, mark their attendance daily here:

<https://tinyurl.com/hpsremote>

	20/07/2020	21/07/2020	22/07/2020	23/07/2020	24/07/2020	27/07/2020	28/07/2020	Average
Prep	88%	89%	93%	84%	84%	89%	88%	88%
Year 1	67%	82%	90%	90%	83%	86%	84%	83%
Year 2	89%	92%	94%	93%	92%	89%	90%	91%
Year 3	91%	93%	90%	88%	86%	86%	87%	89%
Year 4	86%	88%	88%	90%	82%	87%	88%	87%
Year 5	92%	92%	91%	87%	87%	86%	88%	89%
Year 6	90%	93%	86%	90%	87%	83%	80%	87%
School	86%	90%	90%	89%	86%	87%	87%	

HILLSMEADE PRIMARY SCHOOL THEN (2009) AND NOW!  
How many differences can you see?



## FROM MR CARDAMONE



Good Afternoon Hillsmeade Community,

I hope the week has been a positive one so far and that and we are all in some kind of routine and structure. The

addition of the SEL episodes are a great opportunity for our community to start the day on a positive note. As you may be aware, I have been focusing on different themes each week, last week we focused on routines and setting up structures to help support our students. This week we have been focusing on staying connected, we know the importance of having a sense of belonging and feeling part of family, friends or our community. I hope this continues to be a support not just for our students but for the community.

I wanted to share with you an online mental health service, REACH OUT.com.

They provide evidence based material and information for students, parents and schools. They offer an insight on many different topics regarding mental and wellbeing. There are also forum discussions with people from the community discussing lots of different challenges and everyday topics that we may come across.

I have shared an article from REACH OUT.com on the 5 steps to study success, again this is evidence based research. If you would like to find out more, please visit their website <https://au.reachout.com/articles/5-steps-to-study-success>

### **5 Steps to Study Success**

*We've done the homework on studying so you don't have to. These are your scientifically-proven steps to study success. They include embracing a small amount of stress, studying in 20-minute blocks, talking about what you've learned with a friend or family member, taking breaks (but not to the point of distraction!) and getting enough sleep.*

Some key takeaways to help you on your way to study success:

**Break your study up** into manageable 20-minute chunks. Get some more info about [setting small goals here](#).

**Talk about it or say it out loud.** When you say something

minutes to refocus on what you're doing once you've been distracted.

**Take breaks.** If you plan your study chunks with breaks in between, having the time away can help you to come back refreshed.

**5 STEPS to STUDY SUCCESS**  
We've done the homework on studying so you don't have to. These are your scientifically proven steps to study success.

- 1 NOT ALL STRESS IS BAD**  
While it's often given a bad rap, the right amount of stress can actually motivate you to get stuff done. The key thing is to recognise when stress has tipped over from being a motivating force to an overwhelming emotion.
- 2 20-MINUTE STUDY RULE**  
No one can study for six hours straight and be effective. Break up your time into twenty-minute chunks for the most effective use of your brain.
- 3 SAY IT OUT LOUD**  
The best way to really remember and learn is to talk about what you're learning out loud, without using any notes.
- 4 BREAKS = GOOD, CONSTANT DISTRACTION = BAD**  
Taking planned and timed breaks will help you remain on task, but checking your social every 5 minutes is a sure-fire study fail. Research shows that it can take up to twenty minutes to refocus on your task once you've been distracted.
- 5 SLEEP IS YOUR FRIEND**  
If you get a good night's sleep before your exam, you are scientifically proven to retain more of what you studied the day before than if you stay up late studying.

REACH OUT.COM

**Get some sleep!** Getting a good night's rest helps your brain and body to rest and recharge. In fact, you'll do better at your exams and remember more of what you studied if you get a good night's sleep, rather than if you stayed up late studying.

Other things you can do include eating the right foods, perfecting your time management skills, and knowing when to take a break from studying and getting some physical activity or social time in.

**John Cardamone**  
Leading Teacher in Social and Emotional Learning

Social and emotional learning... 'It's everyone's business!'

Learning on site?



Please remember to bring a water bottle as the drink taps are currently not in use.



**DESIGN YOUR  
JERSEY  
COMPETITION**

**ENTRIES OPEN**

AND 1 Basketball Victoria

There will be a total of six prizes on offer including:

**First Place (x1)**

- AND1 custom basketball jersey with your design printed onto it x1
- Spalding Colouring-In Ball x1
- \$100 AND1 voucher for the purchase of AND1 shoes

**Second Place (x2)**

- Spalding Colouring-In Ball x1
- \$50 AND1 voucher

**Third Place (x3)**

- Spalding Colouring-In Ball x1

<https://www.cognitoforms.com/>

## Basketball Victoria Design Your Jersey Entry Form

Basketball Victoria is teaming up with AND1 and Spalding Australia for you to **win a one of a kind customised jersey** designed by you!

Entry is open to all Australian residents who are 6 years and over. Entrants must have parent or legal guardian approval to enter if between the ages of 6 and 17 years old.

To enter the competition, the entrant must;

- Complete the entry form for as attached. All details filled out must be correct and true to the person completing the form. **AND**;
- Draw their basketball jersey design on the template provided (this is in the shape of a jersey) and attach a copy of this design to the entry form below. Pictures, scans and copies of their design must be clear. Designs can be created using digital and/or physical tools (i.e. pens, pencils, markers, online programs, etc.)

[Find more information and download your jersey template here.](#)

**COMPETITION ENDS: 31/07/2020 at 11.59pm AEST**

**Name \***

First	Last
-------	------

**Date of Birth \***

**Mobile \***

**Email \***

**Address \***







**Are you above the age of 17 years old? (required)**

Yes  No

**Jersey Design Submission (please upload as JPEG or PDF format AND must be clearly visible) \***

or drag files here.

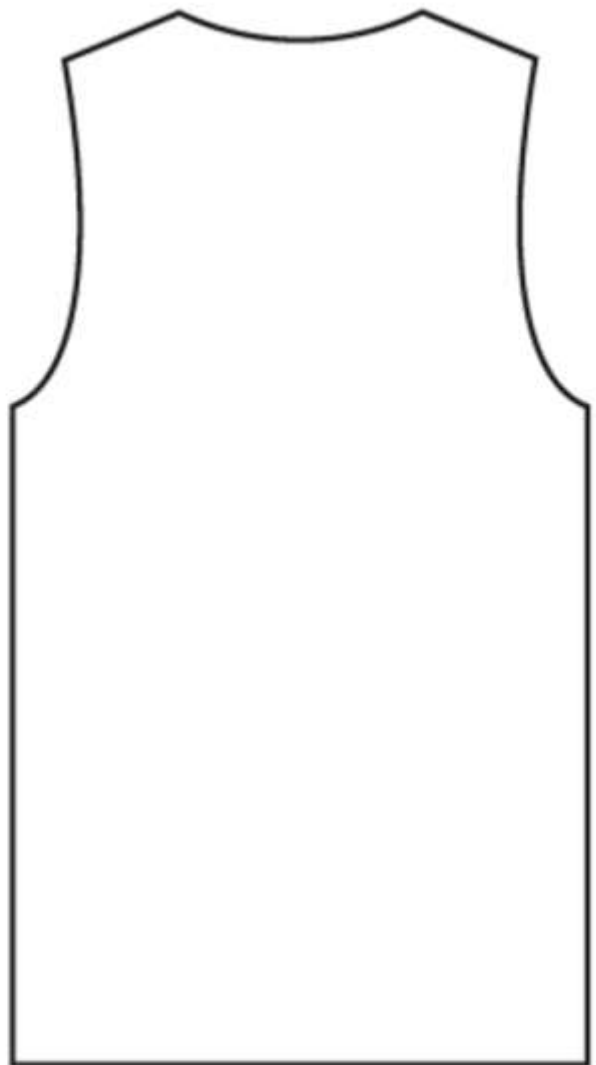
# DESIGN YOUR JERSEY

## COMPETITION

FRONT



BACK



# Spring into Play Children's Week 2020



**Children's Week in October 2020 celebrates the right of all children to choose their own friends and safely connect with others. This is based on Article 15 of the United Nations Convention on the Rights of the Child.**

This year City of Casey's annual Children's Week Event, Spring into Play, will look different to other years due to COVID-19 social distancing restrictions. To find out how we can support children to safely connect in the current environment we invite you, Casey's Children aged 0-12 years, to tell us how you would like to celebrate Children's Week 2020 in a virtual/social distancing world.

By completing this survey and returning it via email to [dadsmatter@casey.vic.gov.au](mailto:dadsmatter@casey.vic.gov.au) or completing it online via the Casey Conversation's website, your response will assist in developing a fun, virtual event that will help you connect with your friends and others. You will also go in the draw to win one of two \$50 Westfield vouchers\*. Survey closes Monday 10 August 2020 at 9.00pm. Winners will be notified by email and announced on Friday 14 August 2020.

\*Terms and conditions apply and can be found of Casey Conversation's website.

To be eligible for a prize please include:

Email address: \_\_\_\_\_

Or phone number: \_\_\_\_\_

## How can Casey Child Youth & Family support children to safely connect?

Parents/ caregivers to be respectful to the voice of children, could you please ensure that the answers provided are the children's responses, not influenced by your own opinions.

### 1. Age - please select your age range

0 - 3 years

4 - 6 years

7 - 9 years

10 - 12 years

### 2. Suburb \_\_\_\_\_

### 3. Is English your first language

Yes

No

If no, what is your first language? \_\_\_\_\_

### 4. Who do you like to spend time with?

\_\_\_\_\_

### 5. How do you spend time with others now?

\_\_\_\_\_

### 6. What makes you happy?

\_\_\_\_\_

### 7. What do you enjoy doing?

\_\_\_\_\_

### 8. What do you like to do with your friends?

\_\_\_\_\_

#### Contact City of Casey

03 9705 5200

TIS: 131 450

NRS (for the deaf, hearing  
or speech impaired):  
Visit [internet-relay.nrs.vic.gov.au](http://internet-relay.nrs.vic.gov.au)

 [facebook.com/CityOfCasey](https://www.facebook.com/CityOfCasey)

 [@CityOfCasey](https://twitter.com/CityOfCasey)

 [linkedin.com/company/city-of-casey](https://www.linkedin.com/company/city-of-casey)

 [@CityofCaseyCouncil](https://www.instagram.com/CityofCaseyCouncil)

PO Box 1000  
Narre Warren VIC 3805

**Narre Warren**  
Bunjil Place  
2 Patrick Northeast Drive

**casey.vic.gov.au**  
[caseycc@casey.vic.gov.au](mailto:caseycc@casey.vic.gov.au)

**Cranbourne**  
Cranbourne Park Shopping Centre  
125 South Gippsland Highway



## Draw your ideas

## Share a comment about your ideas:

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### Contact City of Casey

03 9705 5200


TIS: 131 450

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or speech impaired):

Visit [internet-relay.nrsccf.gov.au](http://internet-relay.nrsccf.gov.au)

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 [@CityofCaseyCouncil](https://www.instagram.com/CityofCaseyCouncil)

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**Cranbourne**  
Cranbourne Park Shopping Centre  
125 South Gippsland Highway



## 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. This can include payment of professional learning for staff and building inclusive cultures in schools.

### 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*.

