



KatNews

Term 3 Week 3, 29th July 2021

Remote Learning Edition

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From the Principal

Our first Newsletter for term 3.

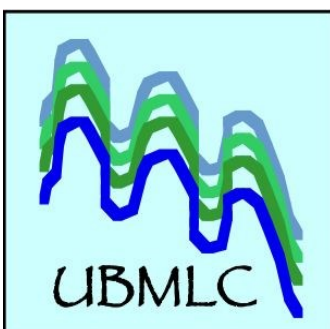
We are back in our 'learning from home' model and I want to thank all of our families for their support during this time. If you have been listening to the NSW Premier's updates each day, she is continually stressing the need to reduce community movement. The Department, in response, has stressed that all families should be keeping their children at home during the lockdown unless it is absolutely necessary to send them to school. I know learning from home can be challenging and our community should be congratulated for the enormous effort being undertaken to meet these guidelines. Hopefully, by following the NSW Public Health orders and reducing community mobility we will begin to see a return to some form of normality soon.

You are all missed and I am looking forward to welcoming you all back on a Friday for Assembly very soon!

I would like to acknowledge my amazing staff... who are doing an awesome job continually updating their stage websites. Their hard work during that last week of holidays, during weekends and through the week working from home, some teaching their own children alongside the rest of their class.. I cannot thank you enough!

Take care, go for walks, ride your bikes!

Fiona Paine
Principal



School Expectations
Respect Yourself
Respect Others
Respect the Environment

The virtue this week is Peacefulness

Our PBL lesson this week is 'Respect others in the lab'



A huge Happy Birthday to the following people who have recently had birthdays or have one coming up...

<u>During Holidays</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>
Locklan 5/6K	William 5/6B	Tilda 2/3D	Natasha 5/6K	Max 2N
Raz 4/5T	Mali 2N	Zelda 1SH	Freya 5/6K	Jack K/1R
Angus 5/6K	Edmond 2N	Aubrey 5/6K	Issabella 3/4G	Charlie 2/3D
Kaleb 2/3D	Jaspen 2N	Jean Paul K/1R	Tully 3/4A	
Frank 3/4G	Sophie K/1R			
Jerome 3/4G	Olive KG			
	Emily KG			
	Kaiomi 2N			

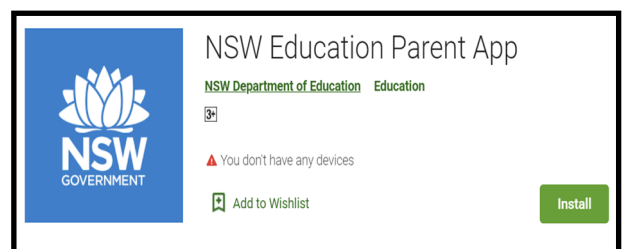


Community Liaison News

Good bye, Skoolbag ... Hello Parent App

Just a reminder that we have now switched over to the NSW Education Parent App, as a replacement to Skoolbag. Calendar updates and/or notifications will be available from:

- NSW Education Parent App – download from Google Play or the App Store
- Facebook - <https://www.facebook.com/Katoomba-Public-School-302700406588251>
- The school website - <https://katoomba-p.schools.nsw.gov.au/>



Kindergarten 2022



Is your child ready to start school next year?

We are now taking enrolment forms for Kindergarten 2022. If you have a child ready to start next year, please collect an enrolment pack from the front office. Enrolments can now also be submitted online (if you are in our catchment area) via the link on our website.

<https://enrol.education.nsw.gov.au/#/?schoolCode=4546>

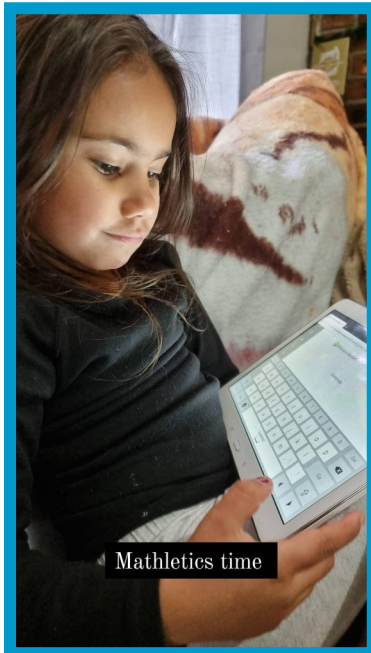
Information regarding the 'Starting School Group' and orientation will be provided in Term 4.



WHAT'S HAPPENING



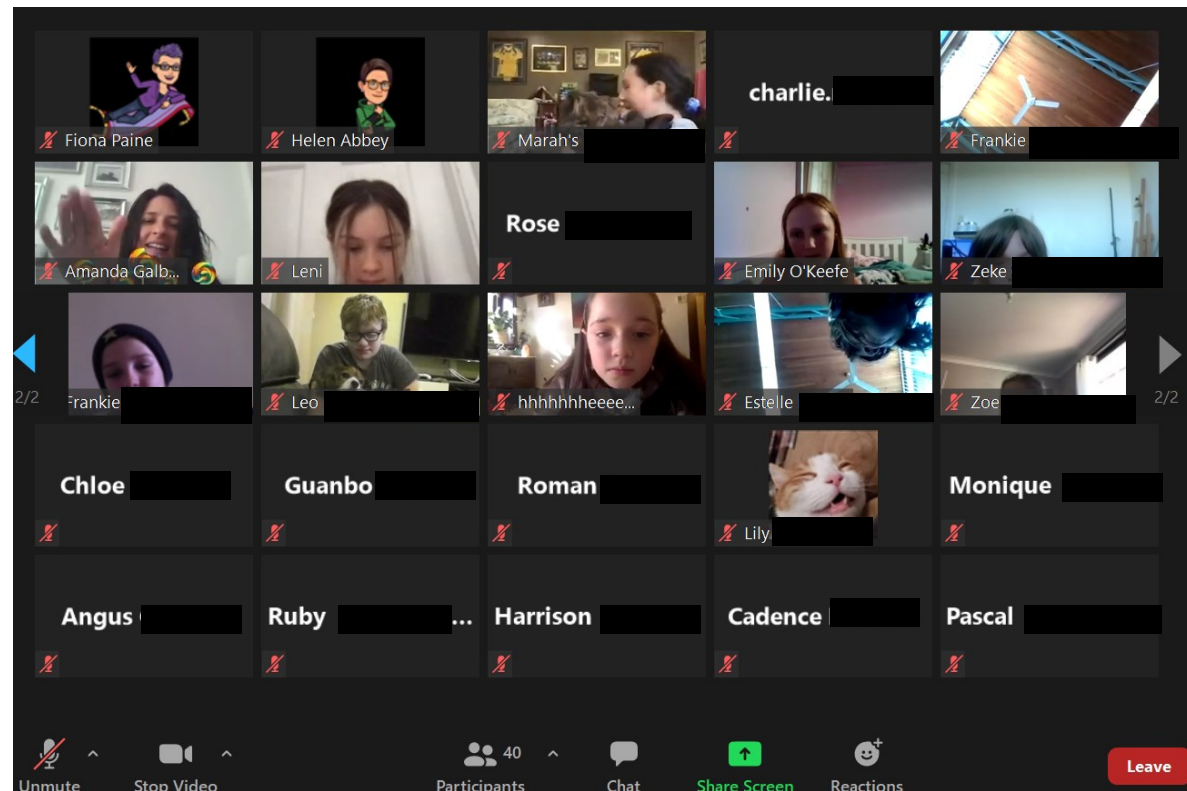
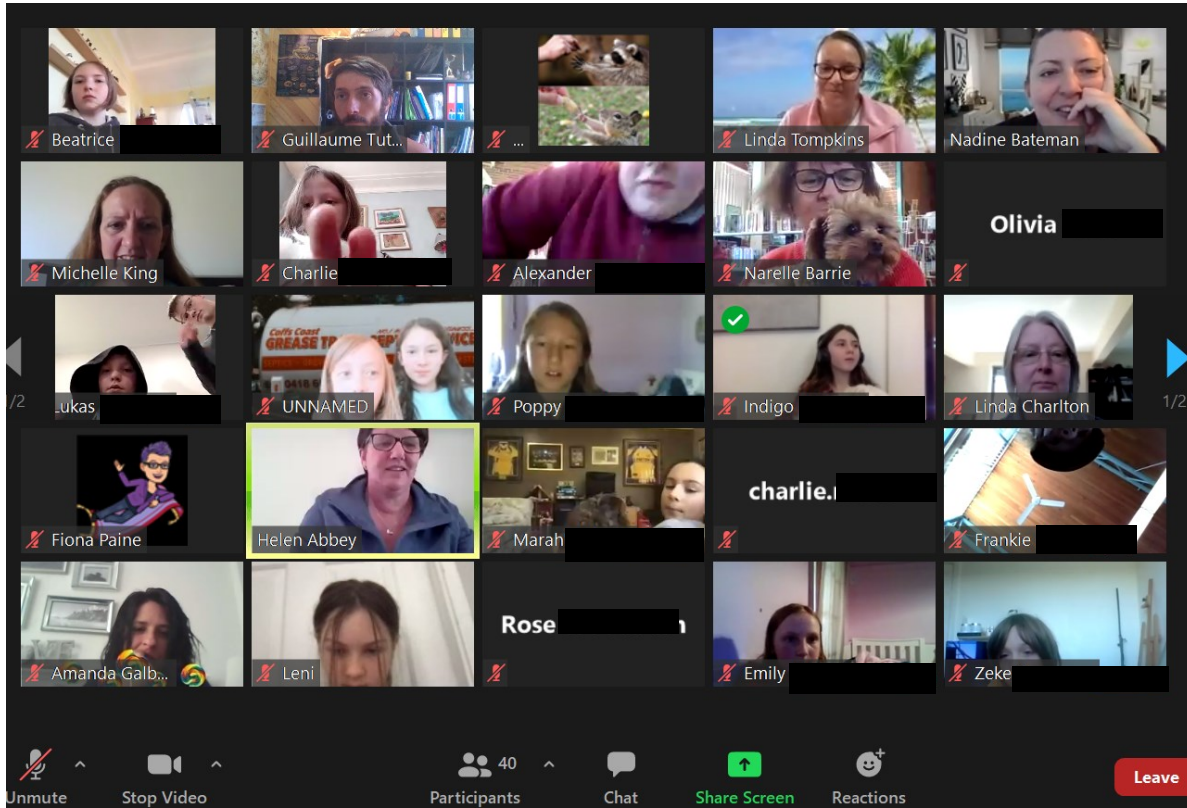
KINDY ARE OUR NEXT OLYMPIANS



Mathletics time



WHAT'S HAPPENING



Stage 3 are on Zoom!

By Taylor



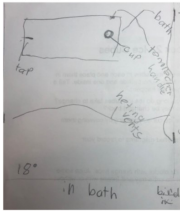
Whales

By Taylor

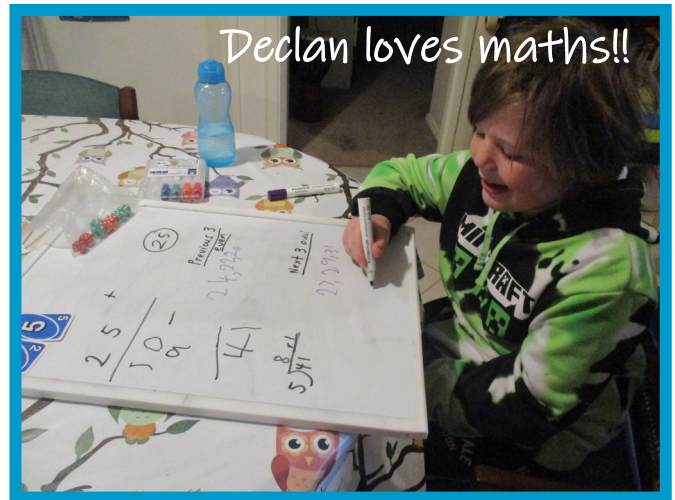
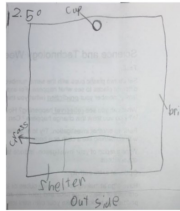
Ice cube try one : my two places

Heated bathroom - at least 18 degrees celsius.

Cold back yard - 2.5 degrees celsius.



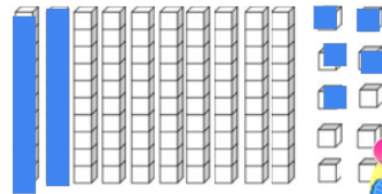
By POPPY



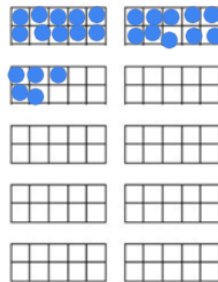
Name: Maddox

Today's number is 25

Colour in the Base 10 blocks to make the number.



Show the number in the 10 frames.



Is the number odd or even? Circle the correct one.

Odd
Even

Add 2 = 27
Take away 2 = 23
Add 10 = 35
Take away 10 = 15



By Stella

2/3D

WHAT'S HAPPENING

Part 2 soap and water surface tension boat

What i thought would happen?

I didn't know what would happen.

What did you observe?

When the soap reach the water it went fast.



8 Alphabetical order

Pillow	pillow
chase	chase
leave	leave
bread	bread
spear	spear
there	there
while	while

Tues 20/11/20

Spelling words	Colour/words	uppercase	Lowercase
pillow	pillow	pillow	pillow
chase	chase	CHASE	chase
leave	leave	LEAVE	leave
bread	bread	BREAD	bread
spear	spear	SPEAR	spear
there	there	THERE	there
while	while	WHILE	while

Spelling week 2

Backward words	chao chao words	UPPER and lower words without spaces colorful words
Drive eivd	drivecheapest	DRIVE drive
Cheap peabc	cheapest	CHEAP cheap
Saint thias	staint	SAINt saint
Cause ssabsc	caus	CAUSE cause
Throw asid	throw	THREW throw
Share enas	share	SHARE share
Guess ssag	guess	GUESS guess

Adding my words	Fancy Words	ABC Order	Code Word	Words With Words
Drive	Drive	Cause	A=3 B=4 C=7	Drive=diver die
Chase	Chase	Chase	D=4 E=8 F=8	Chase=chase ha
Chap	Chap	Drive	G=1 H=1 I=1 J=1	Saint=st
Saint	Saint	Guess	K=1 L=1 M=7	Cause=ca
Saint	Saint	Saint	N=4 O=7 P=7	Throw=the we
Share	Share	Share	Q=1 R=1 S=8	Share=are she
Throw	Throw	Throw	T=1 U=3 V=4	guess=guess sue
Share	Share	Share	W=2 X=2 Y=7	
Share	Share	Share	Z=9	
Share	Share	Share	158,	
Share	Share	Share	183)<5	
Share	Share	Share	1836	
Share	Share	Share	182	
Share	Share	Share	1815	
Share	Share	Share	1866	

My Predictions

For the first experiment, I thought the detergent would go up into a bubble. But it actually seeped through the water and the water walked right off the coin!

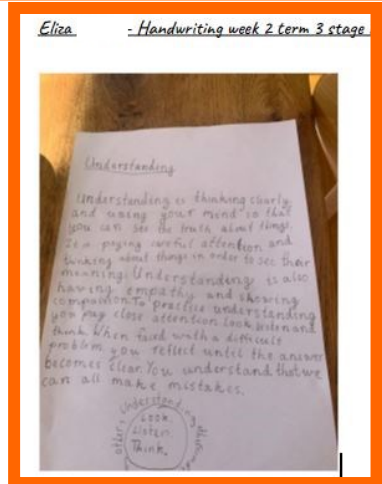
For the second experiment, I didn't have a prediction but the results were astonishing. I didn't get the right video and the reason is because I didn't expect it to do the thing that it did. The first time I did it, the boat rushed forward but in the other time, you can see it rushed sideways.

Thank you

2nd writing task

I see an old dog park, an old wrecked farm, a field filled with vibrant flowers of many colours.
 I touch the bright green grass as I run over it.
 I hear the loud moos of the cows next to me, I hear my tense owners casing after me. I smell many farm animals, the wet grass around me. I taste the hay bale in the horse paddock. I feel scared since the spaceship had just landed.

Charlie, your writing is blowing Ms Abbey and Miss Dobbie away!



Water balancing on a coin

I think it will move and then sit there.

When i did it formed a water bubble and when i put more water on it ran of the side.

I think the soap no the spoon will pop the bubble.

When i touched the bubble with my finger it pop and when i did it with the soap it did not pop.

Part 2 soap and water surface tension boat.

I think it will stay there and sink a little bit.

The first time i did it zoomed and I did it again and it did not do anything.

I think the pepper will make it go faster.

When i did it went faster.



Other handed

Pillow	pillow
chase	chase
leave	leave
bread	bread
spear	spear
there	there
while	while



WHAT'S HAPPENING

3/4A

3/4G

WHAT'S HAPPENING

The Old Mine

Jack

I'm exploring an old, abandoned mine around 200 metres down. I see old rails and minecarts, metal and wires hanging from the roof. I touch old machinery and I get black grease all over my hands. I hear myself breathing and stepping on the dirt below, echoing all the way down the mine. I smell grease and dirt, the air, stale. My mouth felt dry and I could almost taste minerals in the back of my throat. I feel claustrophobic like at anytime the whole mine could collapse on me.

THE BUSH
I am lost in the bush. It's very hot and I can feel the leaves crunching beneath my feet. As I walk through the bush my hands push past all the leaves which makes them itchy. I can see lots of bushes and insects, but I can't see the path down. I can taste little flecks of dirt and I long for water to wash them down. I also hear buzzing insects and things rustling in the bushes. I don't know if I will ever get out...

Otto

Sizzling Start 4

Faithé

So rumours going around that the tree in the school garden eats people! Apparently 10 people have been swallow by the tree. So i never go near it! Sorry i haven't introduced myself my names gingy i'm in year 5 and i like dogs i have a few friends. Now as much as i would like to go see the tree i'm too scared... but today i was brave i decided to go have a look i didn't really believe the tree eats people anyways. But i went closer to the tree the wind was crazy the dirt was hard the tree lifted up i was scared i was about to run off but it got me...

if i were the surfer, i would,
Feet Scared.
Smell Salt water.
See: waves, sand, fish and rocks.
Taste: Salty water.
Hear: waves crashing and seagulls squawk.
Touch: The water and my surfboard.

Lydia

I saw the wolf stalk closer to me
I heard it's growling getting louder and louder
I felt the ground wobble as I got more nervous
I smell it's breath full of flesh
I touch it's back as it calms down

Lucy

Hi my name is Jon. I live in a castle I am on the and leaves blowing through the wind. I can smell the chicken that they were having tonight. I can taste a fly that got in my mouth eww. I can hear the wind blowing and the trees snapping. I can touch the the cold and bumpy brick wall. I feel scared as I'm in the heights of the castle. (I feel scared because I am at the top of the castle.)

Ryan

I went to the beach with my mum and friends. I went in the water and it felt cool on my skin. As I swam I could see my friends on the shore. I was swimming and swimming, I could smell the salty water and taste it too. As I swam I could see my mum and friends jumping up and down shouting my name. My friend's friends dad helped me to shore. I was safe. But then my friend's friends dad got stuck in a rip and had to get rescued. My mum felt scared but I just wanted to go back in the water.

This is a true story.

Willow

Cross Country

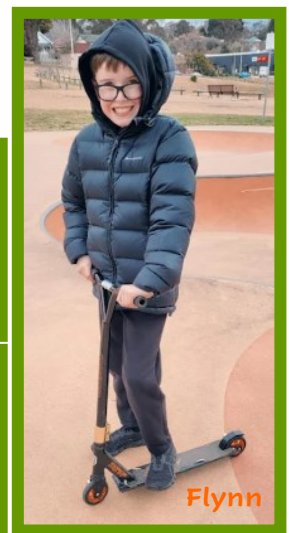
George

I was running on the oval tasting and feeling the outdoor air. It was fresh and cold. I could smell the dew on the grass. I could hear the birds tweeting. Their song was high-pitched and magical. I could see the finish line. There were three people holding 1st, 2nd and 3rd place ribbons. One blue, one red and one green. I passed the finish line and a red ribbon was placed in my hands. It felt soft and silky. Second place! I felt happy.

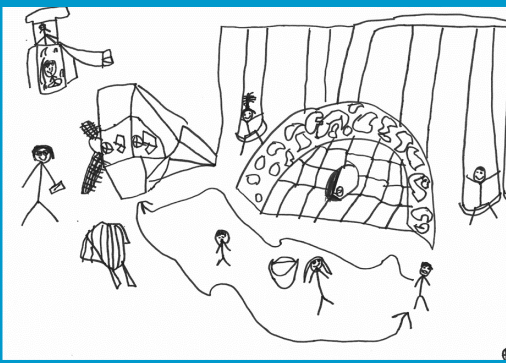
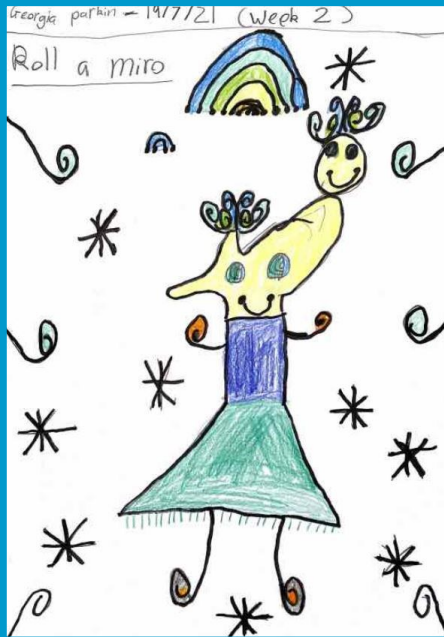
The movie

Ziggy

I see cars driving everywhere in a desert. I touch the popcorn it tastes very salty, my mouth was dry but I had a drink it was a chocolate milkshake, my favourite! It tastes sugary and sweet. I've been so excited leading up to this day and now I'm finally here enjoying the movie. I hear cars racing, the sound is thrilling.



Flynn



WHAT'S HAPPENING

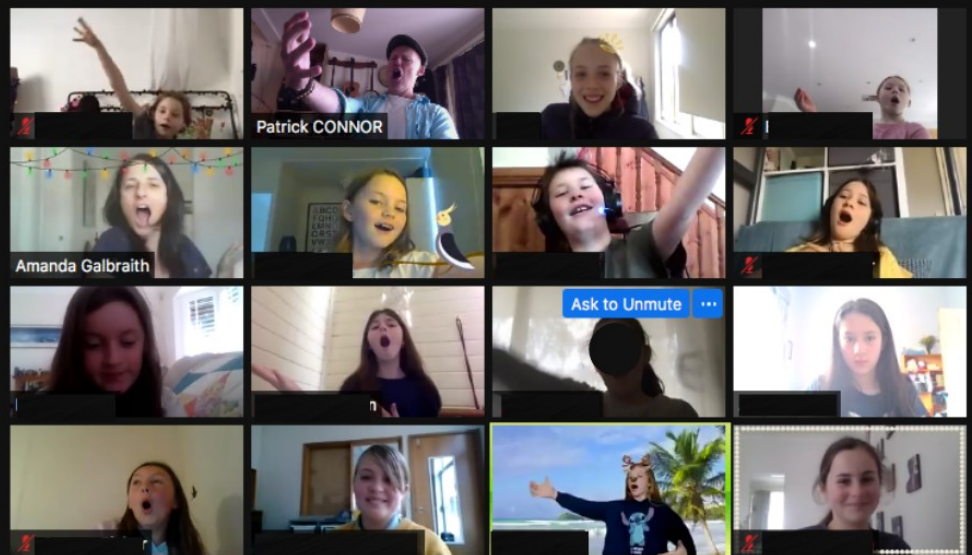
Stage 1

WHAT'S HAPPENING



The Senior Choir and Bucket Drumming Groups from Katoomba Primary teamed up with students from Leura PS today for some fun and Musical Zoom Sessions: Still staying connected and making music (and operatic poses) in lockdown!

choir zoom!





Year 6 are looking
great in their new shirts!



**WHAT'S
HAPPENING**

Smiling Mind

While each of us are working tirelessly to support our students and children, we must not lose sight of our own emotional wellbeing. This is of vital importance if we are going to continue to give children the support they need, especially while we are learning from home.

Mindfulness is a practice that can actively support each of us when we are struggling to navigate the current situation. Through mindfulness, we pay attention to what is happening in the present moment. It has the proven benefits of increasing self-awareness and our ability to regulate emotions as well as reducing stress.

Here are some links to formal mindfulness practice through the Smiling Mind program.

You will need to create an account if you do not have one already. This is free.

Counting breaths and listening to sounds: <https://app.smilingmind.com.au/sessions/171/583/667/>

Anchoring your attentions: sounds, body and breath: <https://app.smilingmind.com.au/sessions/489/1396/>

Body Scan: develop a greater sense of calm, focus and to develop your overall mindfulness skills.

<https://app.smilingmind.com.au/sessions/489/1394/>

This is a link to a post that details five simple ways to get kids into mindfulness. Other articles are available through smiling minds. <https://blog.smilingmind.com.au/5-simple-ways-to-get-your-kids-into-mindfulness>

Many guided mindfulness practices for children can also be found on YouTube. I would encourage you to watch them first to assess their suitability.

Here is one I have used a number of times with the students that they seem to enjoy and it certainly gets them focused: <https://www.youtube.com/watch?v=UEuFi9PxKuo>

Look after yourself and each other.

Community Liaison News

Community Support

Here are links to some of our local community services who are continuing to offer a range of support at this very challenging time, including Food Parcels, housing assistance and well-being support.

Thrive Services <https://thriveservices.org.au/>

Belong Blue Mountains <https://www.belongbm.org.au/>

Springwood Neighbourhood Centre <https://www.sncc.org.au/>

We are here for you too, so please feel free to call us on 4782 1226 or email katoomba-p.school@det.nsw.edu.au.





FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the *Disability Discrimination Act 1992*.

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

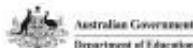
Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.





WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.



HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.

This document must be attributed as *Fact sheet for parents, guardians and carers*.