



# THE LINK



## Leumeah High School Newsletter

28 June 2019 Term 2 Week 9

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### From the Principal Mr. Zielinski

Thank you to the many parents of Year 8 and Year 10 students who braved the wintry weather last week to attend the subject selection evening. Attendance from parents and students was outstanding and I'm sure all who attended have a sound understanding of the options that are available to students when selecting subjects for next year. As was explained on the night, Year 8 parents will receive a letter in the next week providing them with a web link and individual code that will allow students to make their selection online for the first time. Year 10 parents and students should have already received a letter indicating their interview time to meet with a member of the executive to choose subjects for the HSC. These interviews begin Monday 24th June and should conclude before the end of term.

First semester exams for Years 7- 10 are now complete and teachers are finishing writing reports. Parents are reminded that reports will be emailed home on Friday July 5th which is the last day of term. Parents are also able to access the school reports at any time through the SENTRAL parent portal. If you are unsure whether we have your email or you access to the SENTRAL parent portal, please call the school on 46257755. Our second parent/teacher evening for years 7-11 will be Tuesday 3rd September.

All families have recently received a letter from school explaining a change in the staff professional learning day for Term 3. This is to allow for staff to learn a new teaching strategy that will assist senior students. The strategy is called ALARM and is being employed in an increasing number of schools. The creator of ALARM will in-service staff on Monday Aug 19th. What this means in practical terms is that ALL students will be required to attend school on the first Monday term, Monday 22nd July. Students will not need attend school on Monday August 19th (Week 5)

Congratulations to Ms Pearce and our Under 16 Girls Rugby League team who have made the regional final. If the team is successful here they will move to the last 16 in the state. The nucleus of this side made the state final for Under 14's two years ago. I'm sure everyone joins with me in wishing them the best in their quest to go one further than two years ago.

A reminder to all families now that winter has well and truly arrived, of the importance for all students be in correct school uniform. Can I again thank all parents who ensure their children are dressed in school uniform each day, In particular, students must wear the proper school jumper or tracksuit top available from the Uniform shop. No other jumper is permitted to be worn. If students wear the incorrect jumper to school they will be provided with a school jumper for the day. Parents please note that jumpers with hoodies are not appropriate uniform. All families will shortly receive a letter explaining school uniform policy. The P& C strongly endorse the wearing of school uniform at our school. I ask all parents to ensure that students come dressed in uniform to school each day.

Just a reminding that our next Parents and Citizen's meeting will be held next term, 5 August 2019 in the staff common room above the main office block commencing at 6.00 p.m. All parents are welcome to attend .

### CALENDER

#### JULY

- 1-4 Year 10-11 Interviews
- 2 Year 11 Mathematics  
Advanced & Standard  
Assessment Task 2  
HALF YEARLY EXAMS
- 5 Last Day Term 2
- 22 FIRST DAY TERM 3
- 26 Years 7-10  
Report Reflections
- 26 State Cross Country
- 31-31 SSWAthletics Carnival

#### AUGUST

- 5 Parent Forum—6pm
- 7 Year 10 Immunisations
- 12-23 Year 12 Trial HSC Exams
- 29 Years 7 & 8 Gala Day

### From the Deputies

The partnership between parents and teachers in your child's learning is very important in supporting learning growth for your child. We schedule 4 official points of contact to foster this partnership throughout the year, with Parent/Teacher nights scheduled in Terms 1 and 3, and Semester Reports distributed in Terms 2 and 4. Semester 1 Reports for students in Years 7-10 will be sent home at the end of this Term, and our next Parent/Teacher night is scheduled for Tuesday 4<sup>th</sup> September (Term 3, Week 7).

As the year progresses students in Years 8, 9 and 10 should be starting to think about their electives and subject choices for 2019. Students are encouraged to explore their options and speak to their teachers about what subjects would be most beneficial for them. A subject selection evening for parents and students will be held on Tuesday the 31<sup>st</sup> July in order to give everyone the necessary information to inform their choices. A presentation for Year 8 students and parents will be held at 6.00pm and for Year 10 at 7.15pm. Members of each faculty will be available on the evening to discuss any questions that you may have. Please take advantage of this opportunity to discuss subject selections for your child. Subject Selection Information Booklets will be distributed early next term to students across these grades.

Thank you to those parents who joined us earlier this term at our Parent Information Session about improvements to Learning Expectations across our school community. With Semester 1 Reports for students in Years 7-10 due to be published at the end of this term, parents will notice the reports no longer contain marks /100 or student rankings. Instead, student reports will contain an grade A-E for each subject, along with a percentage breakdown of the total grades awarded across A-E within the year group.

Following on from the Parent Information Session, parents who attended asked a number of questions, which we will answer here:

Q: With ranks no longer published on reports, how do we know how far behind our child might be?

A: The report page will show a percentage breakdown of achievement for all students across the grade like this:

Extensive	Thorough	Sound	Basic	Limited
15%	26%	41%	15%	4%

Q: How long will it take to roll out the changes to reports, assessment tasks & policies, and the high expectations for student learning?

A: It has already rolled out. The upcoming reports will be the first time parents and students will see the change in reporting. Students across Years 7-10 have been involved in lessons about their learning, including the Growth Mindset, Neuroplasticity, and the Learning Pit, since the beginning of this year. Changes to the Assessment Policy were published on our school website and in Assessment Booklets at the beginning of this year, and students have experienced the changes to their Assessment results throughout the year. We have always held high expectations for student learning, but over the last 12 months we have become more focused on explaining exactly what these high expectations look like, not only in the classroom, but in assessment tasks and in the feedback students receive.

Q: Will parents receive feedback on the feedback given to our child?

A: Parents can view the written feedback given to your child whenever Assessment Tasks are returned. The Semester reports are also an important source of feedback on student learning, with comments by teachers explaining what students need to focus on next in their learning. Parent/Teacher nights are also an important opportunity for teachers to provide parents with this feedback – we welcome the opportunity to meet with you twice a year for this purpose.

Q: How can I talk about this with my child?

A: Parents can use Assessment Tasks, homework, school reports, and Parent/Teacher interviews to open conversations with their children about their learning progress. The Report Reflection process is also a great opportunity to speak with your child about what progress have made towards their own learning goals, and what their next steps are in learning. The best way to speak with your child about this is to ask what they believe their next steps are with their learning in each subject.

### From the Year 8 Advisor

What a busy term it has been for Year 8! Students have completed their Half Yearly Exams, performed at the Multicultural Day assembly, competed in a range of sporting avenues, worked in the canteen, assisted in the office and much more. I couldn't be prouder of the way that Year 8 represent the core values both in and outside of the classroom.

Year 8 have also been excelling in the sporting arena. With Zone Cross Country, school Athletics, Zone Athletics and a number of sporting teams competing Year 8 have been representing Leumeah High School to a very high standard. Congratulations in particular to Jayden G and Josh B for qualifying for State Cross Country. Congratulations to the first ever Goalball team from Leumeah High School for participating at the Regional Competition! Well done to all involved.

Students have been discovering the topic of diversity and discrimination in SEL. Student have been working on diversity projects to share around the school and community to raise awareness. Check out the tactile diversity wall created by 8L.

The Year 8 into Year 9 Subject Selection Night was held last Tuesday night. It was fantastic to see over 80 Year 8 students and their families attend and engage in conversations with different faculties about the electives they are going to choose for next year. Information about how to select your electives online will be sent through email shortly. If you have any questions please don't hesitate to call myself (Miss Pearse) or any of the Head Teachers of the elective you are interested in.

Miss Pearse





### From the Year 10 Advisor

Congratulations to Year 10 on an outstanding semester. There have been countless students who have continued to excel in all areas of the school, leading in many positive ways to their senior and junior peers. Term Two has seen students engage in many school activities, including Zone and Regional Carnivals where we had a number of individuals representing the school in a phenomenal manner.

The 18<sup>th</sup> of June saw the annual Subject Selection evening take place at the school. It was pleasing to see the substantial turn out for that evening and the curiosity and eagerness of many students to prepare themselves for their upcoming Year 10 into 11 interviews. It is important that all students attend these interviews as they are imperative for ensuring students are aware and understand the expectations for senior studies in the coming years. If unsure, please speak to either Mr. Curtain or enquire within the office to check interview times and dates.

Keep up the excellent work Year 10!

Mr. Joshua Curtain

### From the Year 11 Advisor

Year 11 have completed their Half Yearly exams and have conducted themselves well throughout the week, generally maintaining a positive mindset. Some students are also working their way through the minimum standards tests with Mrs Irons and are now a step closer to achieving their ATAR.

We are near the end of term 2 and time is quickly moving on, so we encourage year 11 students to continue studying and preparing for their subject based assessment tasks and submitting them on time.

Upcoming events to watch out for are:

- 1) Female Year 11 students have the opportunity to attend mentoring sessions in the city with Australian Business and Community Network, and should submit a 50 word expression of interest if they wish to be one of the 8 chosen.
- 2) The students will continue their fundraising effort with a CARWASH with a date to be confirmed. Much assistance will be needed from the students for this event, it can count towards their citizenship passport.
- 3) All students should be returning their fundraising chocolate money, or unsold chocolates as soon as possible.
- 4) Students have been handed the Student ID cards recently and should see me if there are any concerns.

Ms Kotsep



Congratulations Chloe!

Chloe will be undertaking a Certificate 3 in Business Administration while working one day per week with My Gateway.

Chloe is pictured here with Teresa Licastro, Svetlana Kumar (Careers Advisors at Australian Careers Business College), Rebecca Alliston (My Gateway's School-Based Coordinator), Grace Stagg (Leumeah High's Careers Advisor) and Suzanne Taylor (School-Based Coordinator, NSW Department of Education).



### From the Science Faculty

Science has been motoring along this term with some exciting learning opportunities offered by the LHS Science faculty.

Year 11 Earth and Environmental Science and Year 12 Investigating Science students made the long trek out to Oberon to observe and study the amazing natural formations in Jenolan Caves. Students, accompanied by Ms Lemos, Ms Ferro and Mr Zielinski learnt about the formation of the caves and the unique scientific phenomena that occur in the eerie, dark depths.

HSC Biology students set off to the Museum of Human Disease located at the University of NSW, with Mr Al Nakeeb and Ms Needham in tow. They learnt about the various diseases and conditions that can affect the human body while observing the gruesome displays of infected body parts.

HSC Earth and Environmental students and Ms Lemos recently went on a day trip to Questacon and the Geoscience centre in Canberra for an earth shattering experience. Students experienced simulated earthquakes at Questacon and then were fortunate to observe an earthquake recorded at the Geoscience centre in real time.

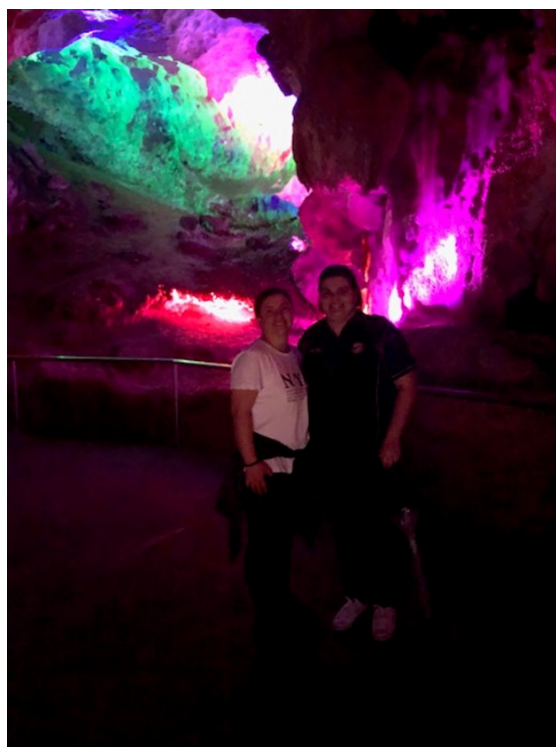
The conduct and participation of all students involved has been outstanding and they are to be congratulated on the maturity and distinction in which they have represented our school. So many more opportunities are on the horizon, and the Science staff are eager for the upcoming excursions.

On the disaster front closer to home, we finally have carpet in the 4 Science labs that were flooded in late Term 1. We have been back in our laboratory comfort zone, and are busy making up for lost time by celebrating the learning of scientific concepts with as many hands on activities and experiments we can fit in. Students and parents have been incredibly understanding with regards to this issue, and we thank everyone for their support and patience.

Science Week is on the horizon and the Science Faculty are excited to be celebrating the 50<sup>th</sup> Anniversary of the Luna Landing, with the theme “Destination Moon”. We are looking forward to providing students with a week of engaging activities celebrating the amazing field of Science.

Looking forward to a busy, exciting, and practical term ahead with no plumbing mishaps.

Ms Baker  
Head Teacher Science





## Life, Technology and Applied Studies Courses. Design Production and Presentation.

A tour across the faculty will show that most students have finalised their projects across all courses for the semester one grading and reporting. Some **Year 7 Technology Mandatory (TM)** have investigated "What is on my Plate", which is an investigation of where our food comes from, involving growing edible plants in a vertical garden and managing the water needs. This was done by making a small moisture tester based on a simple electrical circuit. Otherwise they have investigated the use of natural fibres and the use of digital circuitry to make eTextiles Monsters. Beware what comes home in school bags!

**Year 7 STEM** are continuing to design and construct in an engineering unit, making prototype cranes as lifting mechanism and investigating loads, forces, levers and pulleys. These will be adapted for work roles by using a robot unit to give instructions for use through coding.

**Year 8 Technology Mandatory** will rotate between the units of work at the end of this term, so they have the opportunity to do all on offer. Some groups have enjoyed using *micro:bit* and the *Edison robots*, to advance their coding skills and give instructions to make a circuit or robot perform functions. Others have completed an Eco Wise Unit investigating everyday living practices, with an emphasis on rethinking, reducing, reusing and recycling resources to improve sustainability practices and reduce environmental impacts. This culminated in a research folio and promotion to persuade people to change their detrimental ways in the use and disposal of plastic every day and the impact on water systems and oceans.

The **9/10 Food Technology** are working on a unit called "You are what you eat!" focusing on the health and nutritional needs of case studies and designing suitable meals which they prepare. The **9/10 Industrial Technology Timber** are finalising their Carry All which uses multiple carpentry skills. The **9/10 Industrial Technology Metal** students have completed a centre punch and toolbox projects. The **9/10 Childhood Studies** students are embarking on childcare by practicing on keeping an egg safe for a day and progressing to the care of the computerised Virtual Babies.

The **11 Industrial Technology Timber** are progressing in constructing a side table with a draw using multiple skills. The **VET Construction team** having completed WH&S unit and a White Card for worksite access and have started workplacement sessions.

The **12 VET Hospitality** completed a Barista Course at the Macarthur Sustainability Centre and are organising pop up café events with the recently purchased coffee van to complete their course. The **12 VET Construction team** are fitting wall tiles to areas of the school. The **12 Industrial Technology -Timber Products and Furniture Technologies** students are busy completing their work, with the fast approaching submission dates for the HSC Major Projects and Folios.



Year 9/10FT Butter Chicken



Year 7TM Trifle Parfait designs.



Year 7TM Vertical Garden Experiment and Moisture Tester.



9/10 IT Metal Centre Punch



8TM Fabric Dying Rethink and Reduce - management to protect water ways and reuse containers.



## Ocean Pollution

By: Selina Phitanong 8TM3

*Be part of the solution.  
Not the pollution.*



### What is Water Pollution?

To understand what water pollution is you'll need to know the meaning of what pollution actually is. Pollution is a very harmful substance in which leaves poisonous effects on a particular environment.



Thank you to all families for ensuring students pack a pencil case of classroom writing materials and their books. It is great to see students wear safe shoes in practical work and finalise fee payments for the materials provided to students in lessons.

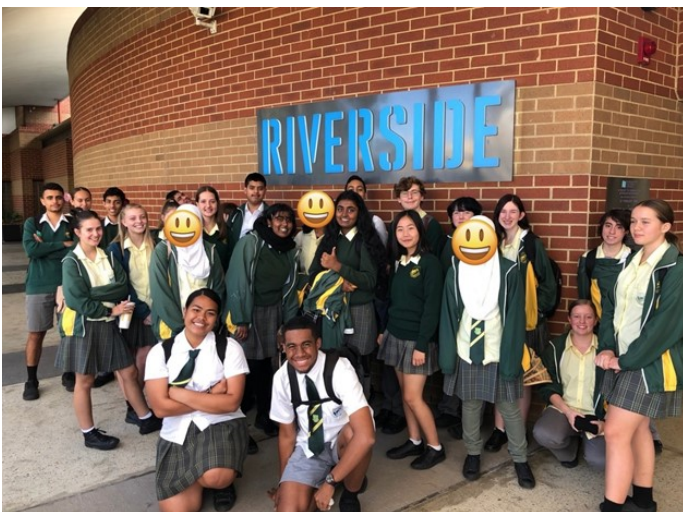
**The LTAS TEAM.**



### From the English Faculty

On Wednesday the 1<sup>st</sup> of May, students from Leumeah High School ventured out to Riverside Theatre Parramatta to view a modern performance of George Orwell's *Animal Farm*. Guided by Mr. Pratt and his very detailed itinerary, we made our way by train into Parramatta. After a brief rendezvous at Prince Alfred Square park, we entered the theatre and sat down in anticipation to watch the performance. The highlight of the performance was the director's (Geordie Brookman) use of lighting which helped tell the story that was unfolding on the stage. The stark, white lighting juxtaposed with intense rhythmic sounds commanded the audience to pay attention as the sleek mirrored set, designed in the shape of a giant windmill, stood over us – always watching. Dale March effortlessly performed this one-man-show, anthropomorphising the large cast of animal characters. His characterisation and commitment to character was stunning as even though there was only one man in the show, it felt as if the stage was crowded with a whole cast. It was fascinating to see our class study of Orwell's original novella brought to life in this modern adaption.

Written by Charlotte B (Year 11)



### From the ARC

The ARC have been busy over the last few months engaging in many activities within our school and outside in our wider community. Our students were lucky enough to be involved in the NAISDA in school dance project. The students participated in a range of cultural bonding activities, contemporary Aboriginal dance and learning how to connect with their culture on a personal level. The students had nothing but praise for this program and thoroughly enjoyed all the activities and being able to learn a new dance that they would like to perform at our upcoming NAIDOC assembly in Term 3.

Pathways To Dreaming has also started up again this year. So far Year 8 have had their introduction lesson at the Campbelltown campus. The students participated in a range of activities to get to know other students from other schools and see what the University has to offer them for their future. Pathways To Dreaming provides students with opportunities that build their knowledge, skills and confidence, and help them to explore their future study and career options so it's a great way for students to come and spend a day at the University and find out what interests them.

Overall we have had a great start to the year and look forward to continuing our community involvement and school based programs over the next two terms.

Ms Carter



### From the PDHPE Faculty

Term 2 has been a term of Dance in PDHPE. PDHPE teachers and students have swapped out the joggers for their dancing shoes. Year 7 has been introduced to the fundamentals of dance. Year 9 have been drawing upon their creative abilities and have developed group performances encompassing the elements of dance. Whilst Year 10 have been partnering up to learn the Jive. It has been fantastic to see students step outside of their comfort zone and make comments such as ‘that was so much fun!’

In Outdoor Education students have been developing their Adventure Skills: navigating around the school with a map and compass, safely lighting a campfire, cooking delicious damper and much more. PASS students have been widening their knowledge on World Games such as Lacross and bocce. Whilst our senior PDHPE students have been consolidating their learning and preparing for their trial exam. Year 12 we wish you the best of luck in your last term of high school.

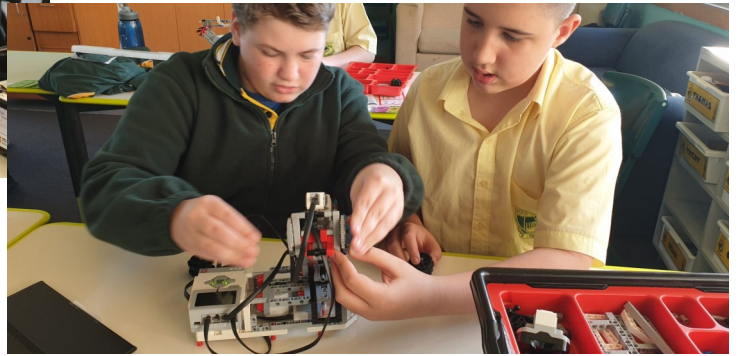
Ms Pearse





From the Bundalong Unit

# Bundy 1 STEM Making robot cranes





# Canteen

Our students are very lucky to receive great healthy food from our ladies in the canteen. We look forward to sharing more pictures with you!







21 June 2019

Dear parents, guardians and carers

**Nationally Consistent Collection of Data on School Students with Disability (NCCD) 2019**

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines (2019)*. The validation phase of this process this year will be from 19 July to the 2<sup>nd</sup> of August.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.education.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards



Paul Zielinski  
Principal



## 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.

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## 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*.

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