

Newsletter – 23rd July 2025

next week:

Monday 28th July

Marine Mammal Foundation
Visit Prep – 6

Tuesday 29th July

Wednesday 30th July

Thursday 31st July

Friday 1st August

Breakfast Club 8:15 – 8:45

Athletics Day P – 2

Assembly 2:45pm

coming up:

Wednesday 6th August

**Gr 3/4 Depart for
Karoonda Camp**

Monday 11th August

Parent Teacher interviews
commence – Notes and
time preference will be sent
out via Compass shortly

reminders:

Compass App

Please call the office or use
Compass attendance to
record a student absence.
Student permissions and
Parent Teacher interviews
will now be done through
Compass.

**Make sure you have logged
in.**

Important Term 3 Dates 2025

Friday 25th July

Yrs 3-6 School athletics 9.15am - parents welcome
Yrs 3/4 Camp consent due on Compass

Friday 1st August

Prep – Yr 1/2 School Athletics day 9.15am - parents welcome

Wednesday 6th August - Friday 9th August

Yrs 3/4 Karoonda Park Camp

Monday 11th August - Friday 15th August

Parent Teacher Interviews

Friday 15th August

Prep 100 days of school

Tuesday 19th August

Curriculum Day - Teacher PD

Tuesday 26th August - Friday 29th August

Yrs 3/4 Swimming

Tuesday 2nd September - Friday 5th September

Yrs 3/4 Swimming

Monday 8th September - Thursday 11th September

Prep – Yrs 1/2 Swimming

Monday 15th September - Thursday 18th September

Prep – Yrs 1/2 Swimming

Friday 19th September

Last day Term 3 – 2.15 finish



Principal's Report

Speed Limits and Parking.... Often, we see police and parking inspectors being more active around the school at the beginning of each term. Please take note of the 40kmh speed limits when driving around the school. There some areas around the school that do have parking limits, particularly in our Kiss and Go zone. These areas are designed for quick pick up and drop offs and not for sustained parking. Parents should not leave their cars unattended in these areas.

Prep 2026 Enrolments.... If you have a child planning on attending LEPS in Prep for 2026 please submit your enrolment forms as soon as possible. Towards the end of this term, we will start to put our classroom structures together and assign our Prep teachers for the 2026 year. The beginning of Term 4 we will begin our transition process to provide an opportunity for our new arrivals to feel welcome and comfortable in their new learning environment.

Celebrating NAPLAN Success.... Having taken the time to review the recently released NAPLAN results, we have once again been celebrating the success our students. Every year we continue to show incredible results, achieving higher than similar schools and the state average. Granted it is only one form of assessment and a snapshot in time several months ago, it provides us the opportunity to reflect on our performance as a school, assess our results against National, State and Similar school averages and review our current programs across the school. It is clear that our key programs across our Literacy and Numeracy areas are having a significant effect on our students having now run them for several years. Some areas, such as Reading and Numeracy showed exceptional achievement for our students. Showing significant results over several years also shows that different groups of students have been able to achieve the highest possible results. Combined with our ongoing commitment to extra activities around the school, I am incredibly happy with the successful environment we have established for the children in our community.

The Importance of Reading.... **A child who reads:**

1 min a day will read 8,000 words a year,
5 mins a day will read 282,000 words a year

But a child who reads:

20 mins a day will read approximately 1.8 million words a year!!!!!!

As part of our whole school approach to literacy, **every child** reads a dedicated 20 mins each day!

Any additional reading you can follow through with at home, each day, will only increase their word knowledge and improve their reading skills!

Students are still able to borrow books from our library, so please let your classroom teacher know if you don't have any books at home suited to your child's level.

WHOLE SCHOOL ATTENDANCE

Last week

Monday 30/6	80.93%
Tuesday 1/7	76.80%
Wednesday 2/7	74.74%
Thursday 3/7	76.29%
Friday 4/7	Pupil Free Day

Simon Prior

Pupils of the Week - Congratulations:

Ziorah Andy – Ziorah, you are such a kind friend, always making sure everyone is included and encouraging others. You are a star!

Harry Clough – For helping those in need and encouraging others to join in Maths activities!

Evie Henderson – For always being open to work with different peers. Your friendliness to team up with your classmates in different groupings helps make our class warm and successful!

Akayesha Dowie – Akayesha, you are always kind and caring towards everyone in our classroom and you go out of your way to make others feel welcome. Whether it's greeting others with a cheerful "Good morning," helping to tidy up, or lending a hand to classmates, your actions help create a warm, environment for everyone. Thank you for showing us what it means to belong – we're so lucky to have you in our class!

Frankie Hunter – You are so welcoming to each and every member of our class. We love having you in our classroom!

Kim Lal – It has been wonderful welcoming you into 3/4B. You have shown kindness and respect to all your peers. You have already made some wonderful friendships and I can't wait to see you blossom!

Aston Elliott – Aston (AKA) Bob, thank you for welcoming our replacement teacher this week. You helped her feel like she belonged and displayed our school values!

Bodhi Gannon – Bodhi is a superstar in class. He always supports others with their learning and shows great dedication to his work. Keep it up!

Brooklyn Hooper – Well done on a great first week back Brooklyn. It's been so nice to see you at school and enjoying yourself!

Sienna Martuano – Sienna has had an amazing start to the term, completing her work with determination, building new friendships and making new and old staff feel welcome!

Drama Award – Graham Atherton-Gordon – Your attitude in Drama has been awesome. You always give things a go and make our games and activities more enjoyable. Well done!

Phys Ed Award – Esther Tyter – Esther has a great attitude in Physical Education. Although it's not her favorite subject, she's always happy to give it a go and she encourages her friends to do the same!

STEM Award – Daejah-Rose Bunn – Daejah-Rose showed the value of belonging this week during our STEM lesson by forming a positive relationship with a new classmate, making her feel welcome and settled into the class environment!

Visual Arts Award – Xander Angrave – For encouraging another student to keep persisting. Well done, you made another student feel good!

BELONGING IN PREP

In prep we show the value of BELONGING by:

- Asking my friends to play - **Tinsley**
- Playing footy with my friends - **Colton**
- Helping people when they are hurt - **Kobe**
- Asking Ziorah to play with me - **Allison**
- Helping my brother - **Harley**
- Helping Chase when he fell over on the slide - **Albie**
- Asking Harry to play - **Reggie**
- When people fall over getting a teacher - **Harry**
- Asking friends to play outside - **Ziorah**
- Playing with my friends - **Asher**
- Playing footy and helping people who get hurt - **Xavier**
- Helping people when they are sad - **Jordan**
- Helping Nylah when she was hurt - **Taya**
- Helping people get sports equipment out - **Logan**
- Asking Taya to play with me - **Haizel**
- Working as a team - **David Noah**
- Asking Brodie if I can play with him - **Tom**
- Saying yes when people ask to play - **Mason**
- Helping people who fall down - **Ryder**
- Helping my friends - **Nylah**
- Playing with Reggie and my friends - **Luka**
- Letting my brother join in my game - **Chase**



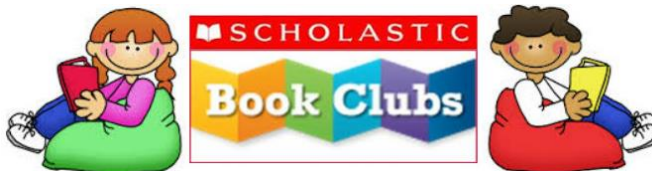


Term 2 Grades 3/4 Bike Education





Book Club



How parents order from Book Club online

1. Log in, or create a new account at [LOOP](#)
2. New parents can follow the Wizard to set up a child's profile
3. Click the ORDER tab, and select the child's school and Issue of Book Club
4. Select your child's name
5. Enter the product item number from the Book Club catalogue
6. Apply promotional codes that children may have earned from previous issues
7. Make a payment via credit card
8. Feel great about the Scholastic Rewards that have been earned for the school!

Don't forget to have your orders ready before or on the cut off date.

Book Club orders 2025 Issue 5

Cut off date: Friday 8th August.

Please label your child's belongings.

We have a collection of drink bottles, lunchboxes, teddies, balls, beanies and other items sitting at the office wanting to be returned, but with no names.

*Labelled items **will** be returned!*

Please label your child's items.



Please come to the office to see if anything belongs to your child, that may be missing.

This is the second year of Friends of Paynesville Library's Book Mark Competition

Name of winning entries will be posted on Friends of Paynesville Library's webpage; www.friendsofpaynesvillelibrary.com— Friends of Paynesville Library Facebook page and at Paynesville Library

Winning bookmarks will be professionally printed and available at Paynesville Library, FOPL booksales, all East Gippsland libraries and schools of winning entries.

Entry forms available from Paynesville Library
FOPL website; www.friendsofpaynesvillelibrary.com
FOPL Facebook,
& East Gippsland Libraries .
Schools in East Gippsland will be posted entry forms

Printed by Friends of Paynesville Library Inc.



Friends of Paynesville Library Inc.

Come on!
junior library borrowers
design a
BOOKMARK
Competition

Free choice of subject, multi-colours, paint, crayon, pencil, texta. Any medium. Free entry
Maximum of 2 entries per entrant

\$50 Book Voucher from
The Book Orchard for winner
in each section
3 Age Groups
6 years & under, 7 –11, 12 –18
Entries close - 20th September
Winners announced - 4th October

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Friends of Paynesville Library Inc.
Bookmark Competition 2025
Free entry

Size of bookmark
21cm x 6cm

Brochure can be downloaded from website—
www.friendsofpaynesvillelibrary.com & Friends of Paynesville Library Inc. Facebook page

Entries can be delivered to Paynesville Library or any Regional Library in East Gippsland.

Email to: fopl2014@gmail.com or posted to :
FOPL, PO Box 140, LPO Paynesville,
3 Wellington St., Paynesville, 3880

Name.....

School.....

Email.....

Age.....

Number of entries.....

This competition is proudly sponsored by Friends of Paynesville Library Inc.

Dimensions -
21cm x 6 cm





Services
Australia



Australian Government mobile service centres

If you live in a rural area, you may need to travel greater distances to access government payments and services. To make it easier for you to access these services, we're bringing them to you and your community.

Mobile service centres (MSCs) travel extensively throughout rural and regional Australia to provide help and support. During natural disasters and emergencies, they can provide on-the-ground support for disaster recovery efforts.

Services Australia staff travel with the MSCs and can help you with Medicare and Centrelink payments and services. Our MSCs also have disabled access.

Our staff can also help veterans and their families connect to the Department of Veterans' Affairs phone line and online services.

Wi-Fi is available for visitors to the MSC and staff will be able to help you create a myGov account. myGov is a simple and secure way to access government services online.

Our staff provide you with friendly face-to-face service, information and support. From time to time, representatives from other government agencies also travel with the MSCs.

More Information

To view the latest itineraries for the MSCs, go to servicesaustralia.gov.au/mobileoffice

The stopping locations are promoted in each town and on social media before each visit.

Information and help you can access on board the MSCs

We provide information, help and support to rural and regional communities, including:

- families
- older Australians
- students
- job seekers
- people with disability
- carers
- farmers
- self-employed people.

We can assist you with:

- registering and using the agency's online services
- new claims for Centrelink payments
- updating and confirming Medicare and Centrelink information
- information on how financial matters may impact on payments
- assistance with payment and service options
- rural payment entitlements for eligible farmers
- non-cash Medicare transactions
- enrolling for and issuing new Medicare cards
- updating and re-issuing Medicare cards
- social work support and referrals.



Services
Australia



Australian Government mobile service centres

Serving regional Australia

Visit the mobile service centre to find out about Australian Government payments and services for rural families, older Australians, students, job seekers, people with disability, carers, farmers and self-employed people.

We can also help veterans and their families connect to the Department of Veterans' Affairs phone line and online services.

Staff can provide you with information and support. They can also help you create a myGov account. myGov is a simple and secure way to access government services online.

LAKES ENTRANCE

Tuesday, 22 July 2025 9:30 am to 4:00 pm

Wednesday, 23 July 2025 9 am to 4 pm

Foreshore car park, The Esplanade



For more information, go to servicesaustralia.gov.au/mobileoffice

UNDER 15s ACADEMY GAME EAST GIPPSLAND ACADEMY VS WELLINGTON ACADEMY



FRIDAY 1ST AUGUST
6.00pm

STRATFORD RECREATION RESERVE

Players arrive at 5-5.30pm at latest.

It's not too late to join the Academy!

Remaining academy training sessions are on Wednesday 16th July and Wednesday 30th July from 5:00 - 6:00pm.

East Gippsland training @ Bairnsdale City Oval

Wellington training @ Stephenson Park

East Gippsland - Contact Tom Crellin 0447 295 014

Wellington - Contact Daniel Mizzi 0428 145 849





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.

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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.

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

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).

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 regarding the NCCD, please don't hesitate to get in touch with Rachael Rebeiro (Leading Teacher – Student Support / Wellbeing) at 5155 1812 or via email at rachael.rebeiro@education.vic.gov.au.

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