

Newsletter – 22nd July 2026

next week:

Monday 27th July

**Parent Teacher Interviews
Commence**

Tuesday 28th July

Parent Teacher Interviews

Wednesday 29th July

Parent Teacher Interviews

Thursday 30th July

Parent Teacher Interviews

Friday 31st July

Breakfast Club

8:15am – 8:45am

Gr 3-6 School Athletics

**Prep celebrates 100 Days
Brighter & Mini Golf walk**

**Parent Teacher Interviews
Conclude**

Assembly 2:45pm

Book Club Issue 5 cut off

coming up:

Friday 24th July

Gr 3/4 return from
Coolamatong Camp 2:30pm

Monday 3rd August

Gr P-2 School Athletics

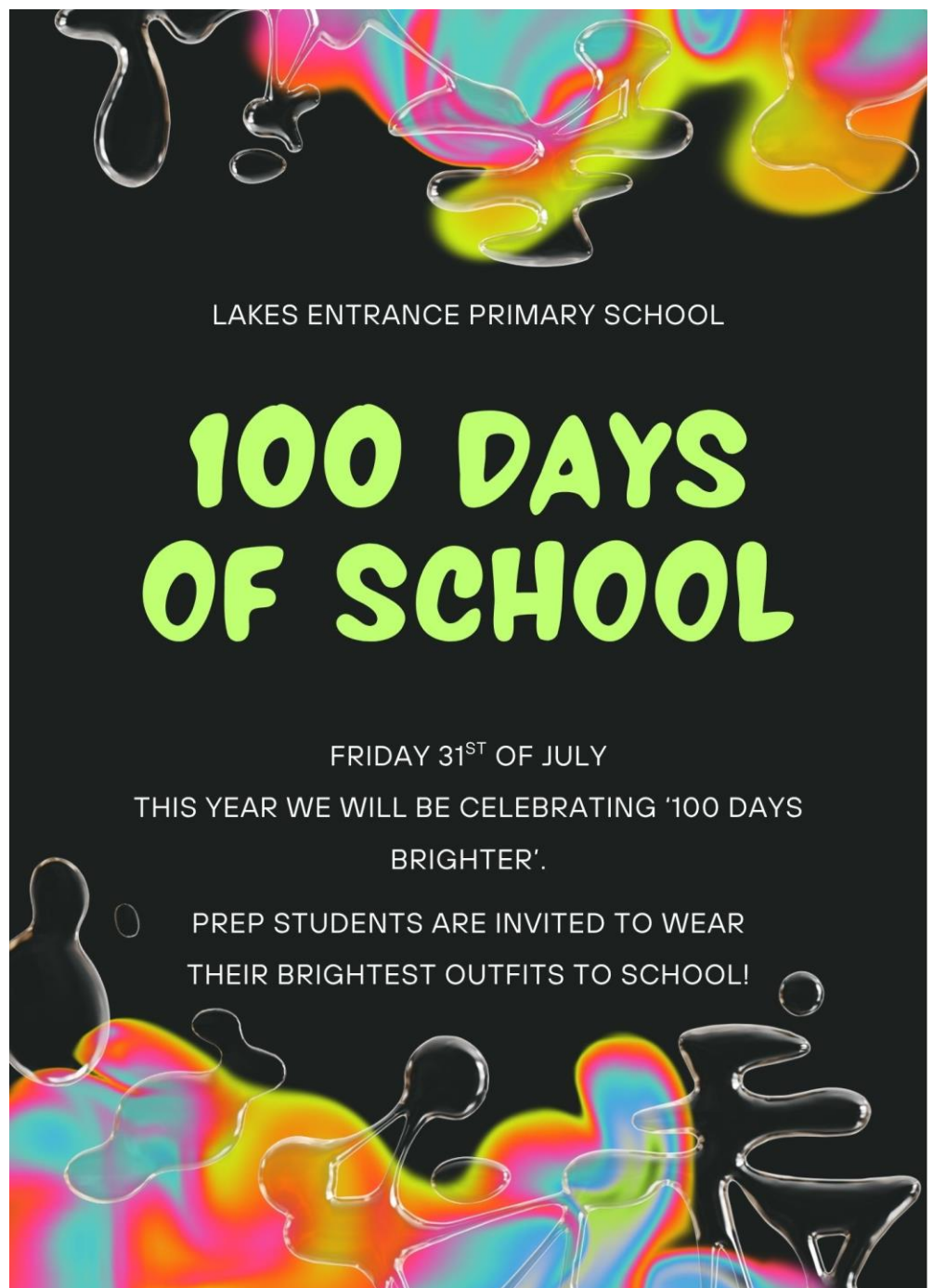
**Gr 3/4 P/T interviews
commence**

reminders:

**If you haven't already,
please log onto Compass
to book your Parent
Teacher interviews**

Prep Celebrate '100 Day's Brighter' next Friday 31st July

Our Prep students are invited to wear their
brightest outfits to school



LAKES ENTRANCE PRIMARY SCHOOL

100 DAYS OF SCHOOL

FRIDAY 31ST OF JULY

THIS YEAR WE WILL BE CELEBRATING '100 DAYS
BRIGHTER'.

PREP STUDENTS ARE INVITED TO WEAR
THEIR BRIGHTEST OUTFITS TO SCHOOL!

Principal's Report

Ongoing industrial Action...

As you may be aware, for over a year now, the Australian Educational Union (AEU) has been negotiating with the State Government regarding a new agreement to cover the next few years. Included in the new agreement is not only wage increases for all staff, but changes to various working conditions across the school.

Across the school we have a number of staff who are members of the union and a number of staff who are not. Primarily we all want to consider better working conditions for schools, as it will ultimately have a better outcome for our students. Only staff who are members of the AEU can participate in the industrial action. While we are trying to keep the impact on the community to a minimum, some of you will have started to notice the action last term, with some staff choosing not to write written comments in the students reports.

This week, with the last vote failing to reach an agreement, the AEU has called on their members to conduct a statewide strike this Thursday 23rd July.

Consequently:

- Students in Prep, Grades 3 & 4 and Grades 5 & 6 will have a normal program.
- **Students in Grades 1 & 2 are unable to attend.**

We anticipate we may need to prioritise attendance for children of critical service workers or families with special circumstances who are unable to make alternative arrangements. If this will cause you difficulties, in particular, if you are a critical services worker, please get in touch as soon as possible.

I apologise for the late notice and inconvenience this will cause some families. We have been unsure up until this point as to whether further action was going to be taken and which staff members would be involved. Staff wanting to be part of the industrial action only need to provide me with written notice 48 hours before the event.

I would like to take this opportunity to acknowledge the remaining staff, particularly the Grade 3 & 4 staff, who despite recommendations to be involved in industrial action, are continuing with our school camp for Grade 3/4 students.

If you have any further questions regarding this matter, please don't hesitate to contact me at the school.

Prep 2027 Enrolments....

If you have a child planning on attending LEPS in Prep for 2027 please submit your enrolment forms as soon as possible. Towards the end of this term we will start to put our classroom structure together and assign our Prep teachers for the 2027 year. At the beginning of next term 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 of 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 now having run them for several years. Some areas showed exceptional achievement for our students, showing significant results over several years. This also shows that different groups of students have been able to achieve the highest possible results. The data also provides an opportunity to reflect on our areas for improvement. Over the coming weeks we will look over these areas of improvement to help provide feedback for staff. 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.

Have a great week.

Simon Prior

WHOLE SCHOOL ATTENDANCE Last week

Monday 13/7	79.59%
Tuesday 14/7	82.65%
Wednesday 15/7	86.73%
Thursday 16/7	85.20%
Friday 17/7	81.12%

Pupils of the Week - Congratulations:

Vada McMillan – Vada has shown success this week by asking for help when things get tricky. We are so proud of you!

Chase Nielsen – For successfully and independently working on your Pathways goal and engaging and practicing writing your poem. Great job Chase!

Isla Dart – For taking pride in publishing your acrostic poem and engaging in whole class discussions and activities in all areas. Fantastic effort Isla!

Eddie Davis – Eddie, you have taken amazing pride in your work this week, with writing your poem and working hard to understand decimals in Pathways. Well done, Eddie!

Jeremy Caitens – You showed great success in your Maths, during your first week back. Keep up the great work!

Kaiahn Holding – Kai, you have had an amazing start to the term. It has been wonderful to see you engaging in your learning and showing great success. Keep up the amazing effort!

Ava Lorimer – For successfully improving her learning in My Numeracy. Well done Ava, keep on being a great learner!

Reuben Pantic – Reuben has had an awesome start to the term. He has had great success in our classroom and did a wonderful job publishing his poem during our poetry unit. Well done!

Laila Mitchell – Laila, you have taken great pride with your poetry this term. Keep up the great work!

Zane Boxshall – Well done on an amazing week at school. The highlight has been your wide range of poetry success. Keep up the good work!

Kim Lal – For amazing success in Maths, progressing with your Pathways and working hard!

Phys Ed Award – Reggie Bowland – Reggie had a successful week in Physical Education. He listened well and demonstrated activities to the class to help others be successful.

Respectful Relationships Award – Logan Poynton – Logan, it was amazing to see you seek assistance when you needed. You showed immense pride in your work, and you should be so proud of yourself. It has been a pleasure seeing you so focused and involved in your learning. Keep up the amazing effort, I am so proud of your success!

STEM Award – Destini Ballantyne – Destini created a fantastic paper flower, changing the paper in many different ways including scrunching, twisting and fringing. Superstar!

Visual Arts Award – Talulah Comber-Tidswell – It's been awesome to see how much you've enjoyed making graffiti art and I love your enthusiasm and eagerness to practise!

SUCCESS IN PREP



We can show success by joining in and trying our best!



In Prep we show the school value of success!

Parent Teacher Interviews

Parent Teacher interviews are next week, **Monday 27th through to Friday 31st July**. If you haven't already, log onto Compass to book your time – using the 'Conferences' tab.

Every student is required by the department to have a 10-minute meeting with a parent/carer and their teacher.

If the times are not compatible with your schedule, please contact your classroom teacher to arrange a time or day that suits.

Breakfast Club

Students, parent/carers and siblings are invited.



**SCHOOL
BREAKFAST
CLUBS PROGRAM
BREAKFAST CLUB**

ALL STUDENTS WELCOME

DAYS: Friday

TIME: 8.15 am – 8.45 am

ROOM: 5/6 Area

EAT. LEARN. SUCCEED.

Prep in STEM

Growing and learning about Stick Insects.





AUSSIE HOOPS

LEARN PLAY GROW!

TERM 3 - 8 WEEK SKILLS PROGRAM FOR PLAYERS AGES 4-6 TO GET READY FOR UNDER 8'S

- START: 29/7
- END: 16/9
- COST: FREE
- VENUE: LEYRC
- TIME: 4.15PM TO 5PM

FUN FRIENDSHIP FOUNDATION SKILLS!

REGISTER NOW!



AFL PLAY

GOOD CLEAN FUN

PLAY.AFL/AUSKICK

LAKEs ENTRANCE PS
LAKEs ENTRANCE PS OVAL

STARTING AUGUST 5TH

WEDNESDAYS 3:30PM - 4:30PM

For further information contact:
caitlin.weston@afl.com.au




LENA

WINTER SPRING SEASON 2026

COME AND TRY DAYS!

MONDAY 20TH & 27TH JULY

net set go **NET-SET-GO** **5-7 YEAR OLDS** **3:45-4:45PM**

11 AND UNDER **4:45-5:45PM**

14 AND UNDER **4:45-5:45PM**

LEARN, PLAY, HAVE FUN!

COMPETITION BEGINS 3RD AUGUST

REGISTRATIONS ARE NOW OPEN!



BUILD SKILLS, MAKE FRIENDS, LOVE NETBALL!

Book Club



Book Club Orders

Book Club orders 2026 Issue 5

Cut-off date: Friday 31st July.

NO Lunch Orders

Unfortunately, there will be no more lunch orders until further notice.

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.



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*.

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