



the SCHOOL TIME

INGLEBURN HIGH SCHOOL SCHOOL NEWSLETTER

MAY 2017

Visit our internet site at www.ingleburn-h.schools.nsw.edu.au

FROM THE PRINCIPAL

Hello to the Ingleburn High School Community.

2016 has started off at a frantic pace and the month of April was no different. Well half of it was school days which I am sure the school community enjoyed.

In the last week a team of staff visited Gynea High School to look at innovative rooms and technology spaces. Mr Noakes and Mr Dong were in IT heaven!!! There are many ideas currently being put to paper on how we can refurbish D Block to be a technology hub of the future. More to come on this exciting development for our students.

The Boys Knockout Volleyball team are through to the next round via a dominating performance but our Rugby League teams games were washed out.

Students finished off the last week of term with a Science excursion to Luna Park. Visual Arts students went to Art Express and the TAS students tasted the highlights of the Easter Show.

The first assembly for Term 2 saw a memorable and moving ANZAC Day ceremony by student presentations. Great organisation Mr Zevovski.

Our school also began a new transition program with Ingleburn Public School and Sackville Street Public School. Every Tuesday and Wednesday afternoons we will have teachers attending Year 6 classes at our partner schools to help us understand better how stage learning occurs at their schools. We are all looking forward to the positive connections between our schools.

In addition, I would like to let you all know some exciting developments that have been happening at the school.

We are currently in the process of painting the school classrooms and external window frames. I would like to acknowledge Mr Butler and his band of student volunteers who began, in a big way, by painting the school. Maintenance has received a lot of bad press around New South Wales with many schools falling way behind in their repairs and maintenance.

As Principal, I have decided to begin our own planned maintenance and begin beautifying the school. Each room will be painted over the next 12 months and B, C and D Block hallways are being painted on 17 and 18 May by employees from JP Morgan. This has been made possible by Mr Newing, who has used his vast network of business contacts to secure this for the school.

The paint that is peeling from underneath the windows will be removed and painted within the time frame as well.

The school's website is now also under review following on from online reports to parents which was endorsed by the P&C. More information about the school's curriculum, Year group assessment, gallery and useful links will be uploaded.

Our student Support Unit have formed a 'green team' to help the school clear and replant some of the school gardens. Their management team has been actively planning and forming ideas with me as to how they can help beautify the school. Some of the gardens in the senior area have already been cleared and mulched, with planting to soon begin.

By the end of May the new school gym and Child Studies area will be ready for student use. Flooring and equipment are due soon and students are very keen to use it during school time as part of the PD/H/PE and TAS programs ... so watch this space!!!

This is just a snapshot of some face changing activities. Along with our teaching and learning projects of visible learning which all staff will be trained in during Term 3 we will also have the launch of our 'Writing for Success' program which has been led by Mr Hugo. He will do a presentation at next week's P&C meeting with the school launch the day before. Exciting times ahead for our students and the community.

Ingleburn High School has gone through many changes since I was appointed in Term 4, 2013. I would like to thank the staff for their commitment, passion and vision to make our school the best it can be now and well into the future.

*Rob Cheadle
Principal*



NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN) 2017

This year, the NAPLAN tests were conducted from 9-11 May. These tests assess the literacy and numeracy skills of students across Australian schools.

The results of the tests will provide important information to our school about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement. Each student's level of achievement will be reported against the national minimum standard. Student background information (student name, gender, date of birth, language background and Aboriginality) will be collected as part of the National Assessment Program. This information is treated confidentially and held securely to ensure that every student's right to privacy is maintained.

Furthermore, new HSC standards have been introduced that will affect current students in Year 9 when they graduate in 2020. A minimum standard in literacy and numeracy has been introduced for students to qualify for the HSC. Your child can pre-qualify for the standard by achieving Band 8 or above in their Year 9 NAPLAN test components this year. It is important to note that not all students are expected to achieve Band 8 in their Year 9 NAPLAN tests this year. Your child will not be stopped from getting the HSC on the basis of their Year 9 NAPLAN results. Your child's literacy and numeracy skills will continue to develop and it is expected that they will meet the standard either by the end of Years 10, 11 or 12. Further information regarding the new standards can be found in the attached brochure.

Please make an appointment with Mr D. Levkovski (HT Teaching and Learning) if you would like to discuss your child's participation in NAPLAN. Further information regarding NAPLAN can be found at the back of this newsletter.

*Mr D. Levkovski
HT Teaching & Learning*

NATIONALLY CONSISTENT COLLECTION OF DATA

Since 2015, all Australian schools are required to participate each year in the annual collection of nationally consistent data on school students with disability.

The nationally consistent collection of data on school students with disability (NCCD) uses a model that draws on teachers' professional judgment and practices throughout the year supporting students with disability to access and participate in education. Each year in August, principals will verify data about students in their school receiving adjustments because of disability, based on evidences in the school.

The model for the NCCD is based on mandatory obligations to students under the national *Disability Discrimination Act 1992* (the DDA) and *Disability Standards for Education 2005*. Understanding these legal obligations and the NCCD model is essential knowledge for principals and teachers.

Parents are advised to read the information pamphlet and communicate with schools if their child has a disability or additional learning need and may require adjustments to their learning for longer than 10 weeks and the school does not know about their diagnosis yet.

It is extremely important for all parents to communicate with their child's school on any illness, disability or learning difficulty in order for the school to best support their students. Medical documentation will be needed as evidence of a diagnosis.

Please contact Mr D. Levkovski for more information.

*Mr D. Levkovski
HT Teaching & Learning*

SCHOOL CALENDAR

Week 4 – Term 2

15 May Athletics Carnival
17 May P&C Meeting at 6.30pm in the Library
19 May Hume Zone Cross Country

Week 5 – Term 2

26 May Motivational Media – All years

Week 6 – Term 2

1 June Sweet Treat Day
2 June Year 7 Wellbeing Day

Week 7 – Term 2

7 June Years 11 and 12 Meningococcal
Vaccinations
7 June Years 7 and 8 catch-up vaccinations
8 June Years 10 and 12 Macarthur Area Careers
Expo (MACE)
9 June Years 11 and 12 Wired Brainstorm
Productions (Periods 5 and 6)

Week 8 – Term 2

15 June Regional Cross Country

Week 9 – Term 2

21 June Year 9 Welfare activity – 'Stand Tall'
22 June Hume Zone Athletics – Day 1
23 June Hume Zone Athletics – Day 2

Week 10 – Term 2

28 June P&C Meeting at 6.30pm in the Library

**All dates and information are correct at time of printing however changes may occur due to unforeseen circumstances. We apologise for any inconvenience this may cause.*





At the Annual General Meeting of the Ingleburn High School P&C the following were elected to the Executive of the P&C.

President	Ray Mosley (0418 654 221)
Vice President	Sue Roberts
Secretary	Natalie Martin
Treasurer	Rebecca MacKenzie

I would like to take this opportunity to thank the Executive for their continued support and all the hard work that they have done over the past few years. Without this dedication, this P&C would not be able to function. The P&C supports the school to provide essential educational equipment. I would also like to thank the staff of Ingleburn High School for their continued support of the P&C and look forward to the remainder of the year.

I would like to invite parents of students of Ingleburn High School to come and join the P&C as your thoughts and ideas for the P&C are valuable. There is no need to think that you must volunteer for any position, we would just like to see you at the meetings for the sake of the school, the students and the staff of this school.

At the next meeting on Wednesday 17 May, Mr Hugo, Deputy Principal, will be the guest speaker and he will be introducing the policy on Electronic Devices within the school.

At the P&C meeting in June, Mr Butler, Deputy Principal, will be giving a presentation on Visible Learning Quality Teaching Rounds.

If any parents have any questions on either of the two presentations then please attend the P&C meeting so your questions may be answered by the presenter. We are hoping to have a presentation at every P&C meeting in the future from the different faculties within the school. This will assist parents in helping their children pick the right subjects in years to come for what they want to do when they leave school.

It is important that parents use the P&C forum to help in the decision-making within the school. P&C members are asked to sit on employment panels to get the best teacher for that position and we do have a say in this process. The P&C also help with the finance committee within the school and this is now more important with the new funding model being introduced throughout the state.

Mr Cheadle (Principal) or one of the Deputy Principals, are always in attendance to answer any questions about the school. This forum is the parents place to ask these questions and I do encourage parents to come to these meetings to ask any questions about the school.

Entertainment Book

Each year the P&C runs the Entertainment Book fundraiser. The Entertainment Book is filled with \$15 000 worth of offers for fine dining, casual dining, accommodation, hire car, sporting activities, movies and lots more.

The Entertainment Book is in the form of a book, full of offers/vouchers or an E Book on your phone. The E Book is very handy, you just enter what location you are at and it will come up with the offers in that area. The E Book will also keep track of the savings that you have made as well as add new offers throughout the year. Also with the E Book you can share it with two other family members. The cost of the Sydney Greater West Book is \$65.00. After just visiting two restaurants you will save the cost of the book.

Sweet Treat Day

The next Sweet Treat Day will be held on Thursday, 1 June.

The next P&C meeting is on Wednesday, 17 May in the Library starting at 6.30pm. Come along and meet the school executive staff.

*Ray Mosley
P&C President*

UNIFORM SHOP HOURS

Purchases of the school uniform may be made during the following hours.

**Thursday mornings
8.00am – 10.00am**

**EFTPOS and Credit card payment is
available.**

All sales benefit the school with a percentage of each item sold going to the P&C.



FREE SOFTWARE FOR STUDENTS

All students in the Department of Education are entitled to free software from Microsoft and Adobe. This includes software such as Microsoft Windows 10, Microsoft Office 2016 for both Windows and Mac users, as well as some Adobe products.

To download the software, students need a valid Department of Education email address (ending with @education.nsw.gov.au). To access the website type the following URL into your devices web browser:

<http://nsw-students.onthehub.com>

Enjoy this great resource!

*Mr P. Noakes
ICT Coordinator*

ANTI-RACISM – A MESSAGE FROM THE ARCO

Ingleburn High School has a strong commitment to Multicultural Education, equity and equality. These beliefs permeate all of our school policies including our Anti-Racism Policy, the Cultural Diversity and Community Relations Policy, Multicultural Education in schools, the Aboriginal Education and Training Policy and the Complaints Handling Policy, amongst others. This ethos is embedded in our teaching practice and not only is it taught explicitly to students, but it also forms part of our expectations of the safe, respectful learners that attend Ingleburn High School.

Any member of the school community has the right to lodge a complaint and seek a favourable resolution if they have been the victim of racial vilification in the school context. The resolution of such complaints can be either formal or informal depending on the severity and frequency of the abuse. It is my duty as an Anti-Racism Contact Officer (ARCO) of Ingleburn High School to handle such complaints and to provide mediation, education and monitoring that leads to reduced recidivism of racial abuse in our school.

If any student experiences such vilification, they are encouraged to speak to their teacher and to see myself in the Teaching and Learning Staffroom in BR0064. If you have any questions regarding our policies or the resolution process, please contact me through the school's front office.

*Mr D. Levkovski
Head Teacher Teaching and Learning
ARCO Representative*



BOYS RUGBY LEAGUE UPDATE

Eldo Pasi, Ioagafa Sopoaga, Mavae Sopoaga, Frank Apulu and Nackara Dennis represented Ingleburn High School at the NRL Pacific Youth Summit at Western Sydney University.

The theme for the summit was "Awaken the Warrior", aiming to lead, inspire and empower Pasifika youth to become leaders in their community.

Our Opens Rugby League squad participated in the University Shield knockout tournament. Winning their first round against Ambarvale High School, in the second round they were behind until nine minutes to go when they made an incredible comeback winning 32-10 against James Meehan High School.

Good luck to the squad for their upcoming games!!



PDHPE

KOKODA TRACK

A huge congratulations to Maya-Violet Andrew and Trevor Green who will represent Ingleburn High School and Ingleburn RSL as ambassadors for the Kokoda Youth Program. Students had to submit an enrolment form as well as a 600 word document detailing "Why they should be selected to walk the Kokoda track". Maya-Violet and Trevor were also interviewed and were successful. The students will now need to train hard, attend meetings and enjoy the experience. Congratulations once again.



Maya-Violet Andrew



Trevor Green

MULTICULTURAL DAY – PARENTS AND LOCAL BUSINESS OWNERS

Ingleburn High School believes in the importance of building a sense of community and fostering the social, physical, emotional, cultural and academic wellbeing of students. The school's Multicultural Day is part of a tradition that not only acknowledges and celebrates the achievements and talents of our students, staff and community, but recognises our multicultural nature and seeks to build positive relationships between all members of the school community.

This year's Multicultural Day is shaping up to be a truly memorable event. All of the students and teachers have been working hard to ensure everyone enjoys this unique day at Ingleburn High School.

We are requesting **parents and local businesses** to **donate** a stall or prizes for our event that includes food stalls, talent quest, various competitions and rides.

All local businesses that assist with our Multicultural Day have the opportunity to be advertised in our newsletter as well as promoted on the day via a stall or donated prizes.

Date: Tuesday 19 September 2017

Time: 8:45am to 3:00pm

Expected Numbers: 800 plus

Donations accepted: Food stalls, prizes, gift vouchers, hampers, drinks stations

If you have any questions about our Multicultural Day, please phone the office on (02) 9505 1509.

We look forward to seeing you at Ingleburn High School to enjoy our Multicultural Day with us.

INGLEBURN HIGH SCHOOL



**Tuesday 19th September
2017**

Cultural Food Live Music
Talent Quest Rides Amusements
Competitions

*Proudly hosted by Ingleburn High School Students, Staff and the
Community*



What is NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Why do students do NAPLAN tests?

NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not young Australians are meeting important educational outcomes in literacy and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and what areas need to be improved.

NAPLAN tests are one aspect of a school's assessment and reporting process; they do not replace the extensive ongoing assessments made by teachers about each student's performance.

What will be tested and how?

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. NAPLAN content is aligned with the Australian Curriculum. For more information on this, please see the NAP website: www.nap.edu.au

Questions are multiple-choice or require a short written response. The writing task requires students to write a text in response to a prompt.

To give you an idea of what the tests look like, sample questions and a sample writing task are available on the NAP website.

Who will run the tests?

NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or principals. Each state and territory is responsible for marking the tests in accordance with strict guidelines and processes.

How can I help my child prepare for the tests?

NAPLAN assesses literacy and numeracy skills that students have already been learning through the school curriculum. Teachers will ensure students are familiar with the test formats and will provide appropriate support and guidance.

Help your child prepare for NAPLAN by reassuring them that NAPLAN tests are just one part of their school program, and reminding them on the day to simply try their best. The use of services by coaching providers is not recommended.

If you have any questions about your child's preparation for NAPLAN, you should make a time to speak with their teacher.

What additional support can schools provide for students with special needs?

All students are encouraged to participate in NAPLAN tests. Students with disability may qualify for adjustments that reflect the support normally provided in the classroom. Students who have a temporary injury may also be reasonably accommodated.

A formal exemption may be granted for a student with significant intellectual disability and/or significant coexisting conditions, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your state testing authority can give you more information on special provisions or the process required to gain a formal exemption.



How is NAPLAN performance measured?

NAPLAN is not a pass-or-fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has 10 bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands represents the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

What happens if my child is absent from school on test days?

Where possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during the testing week. Individual students are not permitted to sit tests after Friday 12 May 2017.

Will I receive a report on my child's performance?

A NAPLAN report will be issued by your school later in the year. The same report format is used for every student in Australia. The school will notify you when the reports are being sent to you. If you do not receive a report, you should contact the school. Individual student results are strictly confidential.

How are NAPLAN test results used?

- Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to help them better identify students who require greater challenges or additional support.
- The community can see average school NAPLAN results on the My School website: www.myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- visit the NAP website www.nap.edu.au
- contact your child's school
- contact your state or territory's education authority (details available on the NAP website).

For ACARA's privacy policy, go to:

www.acara.edu.au/contact-us/privacy

NAPLAN 2017 tests timetable

	Tuesday 9 May	Wednesday 10 May	Thursday 11 May
Year 3	language conventions 40 minutes writing 40 minutes	reading 45 minutes	numeracy 45 minutes
Year 5	language conventions 40 minutes writing 40 minutes	reading 50 minutes	numeracy 50 minutes
Year 7	language conventions 45 minutes writing 40 minutes	reading 65 minutes	numeracy 60 minutes
Year 9	language conventions 45 minutes writing 40 minutes	reading 65 minutes	numeracy 60 minutes

- Language conventions test includes spelling, grammar and punctuation.
- Numeracy test includes number and algebra; measurement and geometry; and statistics and probability.
- Calculators are **not** permitted in the numeracy test in Years 3 and 5. In Years 7 and 9, each student will sit one numeracy test. This test will have two parts: one where calculator use is permitted and one where it is not.

www.nap.edu.au

© Australian Curriculum, Assessment and Reporting Authority 2017

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY



HSC MINIMUM STANDARD

ADVICE FOR PARENTS OF YEAR 9 STUDENTS 2017

March 2017

In 2020, your child will need to meet a minimum standard of literacy and numeracy to qualify for a Higher School Certificate (HSC).



PRACTICAL LITERACY AND NUMERACY SKILLS



The minimum standard will ensure that your child is ready for further education and training, employment and life after school.

The standard is set at Level 3 of the Australian Core Skills Framework (ACSF), a nationally agreed standard of functional literacy and numeracy.

It means students can do things like:

Find the time and date of a music concert on an online ticket website

Calculate the quantity of paint required to paint a room

Estimate distance, travel time and costs for a transport route

Take notes from a lecture or training session

Create a personal weekly budget in a spreadsheet

Write a job application letter

Measure quantities to follow a recipe

Follow safety instructions in an equipment manual

Enter data in a computer-based management system



MULTIPLE OPPORTUNITIES TO MEET THE STANDARD

Your child will show that they have met the standard by passing new online reading, writing and numeracy tests.

They will take the online tests at school. Your child can take the tests up to twice a year in:



- ✓ Year 10
- ✓ Year 11
- ✓ Year 12
- ✓ for up to five years after they start their first HSC course.

Students can take the tests from next year when they are in Year 10.

Visit the demonstration site to see sample test questions:

<https://hscliteracynumeracy.nesa.nsw.edu.au>

YEAR 9 NAPLAN: A CHANCE TO PREQUALIFY FOR THE STANDARD

Your child can prequalify for the standard by achieving Band 8 or above in their Year 9 NAPLAN reading, writing and numeracy tests this year. This means that they won't have to take the online tests.

It is important for you to know that not all students are expected to achieve Band 8 in their Year 9 NAPLAN tests this year.

Your child will not be stopped from getting the HSC on the basis of their Year 9 NAPLAN results.



Your child's literacy and numeracy skills will continue to develop and it is expected that they will meet the standard either by the end of Year 10, Year 11 or Year 12.

Your child's school will provide support for them to meet the standard to get the HSC.

MORE INFORMATION

Contact your school principal for more detailed information about the minimum standard, or visit the NESA website:

<http://educationstandards.nsw.edu.au>

STAY UP TO DATE



@NewsAtNESA



Subscribe to the NESA News



educationstandards.nsw.edu.au



strongerHSC@nesa.nsw.edu.au





Information for parents and carers

WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect quality information about school students with disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and submit data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to

improve target support and resources to benefit students with disability.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?

Every year your child's school will collect the following information for each student with a disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

The information collected by schools will be provided to all governments to inform policy and



programme improvement for students with disability.

WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff will count the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgments
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

HOW WILL MY CHILD'S PRIVACY BE PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.

Further information about privacy is available from www.education.gov.au/notices.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.



Who offers learning support at Ingleburn High School?

Learning Support Teachers: Mrs. Bears & Mr. Wallis



Head Teacher Teaching & Learning: Mr. Levkovski



Learning Support at IHS extends from years 7 through to 12. Learning Support at IHS is led by the Head Teacher Teaching & Learning, Mr. Levkovski.

It offers a wide range of support for students who are having difficulties, who have disabilities, and need some extra support, both academically and socially at school.

Our Learning and Support Teachers have flexible timetables to ensure all students with learning difficulties and / or disabilities are catered for, and to provide professional development to the teachers of these students.

The Disability Standards for Education (2005) provides the context for the role of the Learning Support Teacher and emphasis in the role reflects the needs of individual students and school priorities and programs that support students with additional learning and support needs.

The Role of the LaST as determined by DoE:

The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education.

The Learning and Support Teacher will:

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- provide professional specialist advice, support and mentoring to classroom teachers on:
 - how best to cater for the diverse learning needs in their classrooms, and
 - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

Ingleburn High School



Learning Support Services



Oxford Road
Ingleburn NSW 2565
Telephone 9605 1509
www.ingleburn-h.schools.nsw.edu.au
Facebook: IngleburnHS



Learning Support Services

Ingleburn High School

The Learning Support staff aims to make the experience of using our services a positive and influential one. We work with students, parents, teachers and other professionals to provide support, help and assistance for students with individual learning needs.

All teaching staff of Ingleburn HS staff can access our services to gain support in the classroom or for advice on programming, assessment or classroom practice.

We believe the only way to completely support a student is to have as much information as possible from parents, previous schools and other professionals.

With this information, we create personal learning and support plans (PLaSP's) for students with medical and learning needs. This is achieved in conjunction with the student and members of our staff in a collaborative process in order to maximize the support offered to these students in their learning environments.

**Tolerance
Integrity
Excellence**

HOW CAN WE HELP?

- Special provisions for assessments and examinations.
- Writing Personalised learning & Support Plans for students with disabilities / additional learning needs.
- Academic / literacy / numeracy testing
- Timetabling SLSO's
- Writing Access Requests
- Student profiling
- Coordination and support of Life Skills students in mainstream classes.
- Learning Support transition from primary to high school or behaviour schools.
- Assisting Year Advisors with class placement for students with disabilities or additional learning needs.
- Behaviour assessments
- Acting upon Learning Support referrals.
- Assisting with counsellor assessments and completing assessments for counsellors
- Providing feedback and advice for other schools when our students transfer (written and verbal).
- Providing strategies, support materials and modelling classroom management skills for staff of students with additional learning needs.
- Providing TPL for staff on disabilities, learning difficulties, classroom management, behaviour, literacy and numeracy strategies.
- Working with senior students on study skills.

HOW CAN WE HELP?

(Continued)

- Working with the beginning teachers and practicum students on learning support and disabilities in mainstream schooling.
- Working with students, in mainstream schooling, who have disabilities / additional learning needs and require partial attendance programs or transition programs.
- Liaising with behaviour schools to transition students into mainstream schooling.
- Liaising with medical professionals and district personnel to assist with getting the best support for students in mainstream schooling who have additional learning needs (including disabilities, learning difficulties, behaviour concerns, mental health and autism).
- Liaising with and being the contact for parents of students with additional learning needs.
- Providing feedback for medical professionals for medical assessments.
- Maintaining a database of students receiving support: Students with Additional Learning Needs table.



We're fundraising with *entertainment*[™]
and here's what's in it for you...

Still just
\$65
giving you over
\$20,000
of value!

"I love this Book! I'm discovering
places I have never been before."



The *entertainment* Book

OR

"I have the Entertainment!™ Digital 'Book'
on my smartphone and I love it!"



The *entertainment* Digital Membership

Enjoy thousands of up to 50% off and 2-for-1 offers
from the best restaurants, hotels, activities, travel and more...

185+ Contemporary Dining Offers!	 \$40 value	 \$45 value	 \$40 value	 \$40 value	 \$50 value	 \$50 value <i>and many more...</i>
380+ Casual Dining Offers!	 \$25 value	 2 for 1	 \$45 value	 \$25 value	 \$50 value	 \$30 value <i>and many more...</i>
215+ Takeaway and Attraction Offers!	 2 for 1	 2 for 1	 2 for 1	 2 for 1	 25% off	 <i>and many more...</i>
2,000+ Retail and Travel Offers!	 Up to 50% off Retail, Travel, Leisure and Accommodation	 Up to 50% off Retail, Travel, Leisure and Accommodation	 Up to 50% off Retail, Travel, Leisure and Accommodation	 Up to 50% off Retail, Travel, Leisure and Accommodation	 Up to 50% off Retail, Travel, Leisure and Accommodation	 Up to 50% off Retail, Travel, Leisure and Accommodation <i>and many more...</i>

Ingleburn High School

Contact: Sue Roberts Phone: 0438982930 Email: jeffr4@bigpond.com.au

To order your Book or your Digital Membership securely online visit:

www.entbook.com.au/218i366

20% from every membership
sold contributes to supporting
our School

Alternatively, please complete your details below and return to school:

Child's Name: _____ Rm/ Yr: _____

Name: _____ Phone: _____ Email: _____

Sydney and Surrounds \$70 incl. GST: # _____ Book(s) # _____ Digital Membership(s) \$ _____ [] Post my book/s \$12

Sydney Greater West \$65 incl. GST: # _____ Book(s) # _____ Digital Membership(s) \$ _____ TOTAL ENCLOSED \$ _____

Payment type: [] Cash [] Visa [] Mastercard [] Cheque NOTE: Cheques Payable to: Ingleburn High School

Credit Card number: _____ / _____ / _____ / _____ Expiry date: _____ / _____ CVV*: _____
(Credit Card payments will incur a 1.25% processing fee) *CVV is the 3 digits on the back of your credit card

Cardholder's name: _____ Signature: _____

Pre-Purchase before the 3rd April 2017 to receive Early Bird Bonus Offers you can use straight away! (Subject to availability)

All Sydney Greater West City Paper 2017-2018

Copyright © 2017 Entertainment Publications of Australia Pty Ltd. All rights reserved. ACN 095 011 903. and *entertainment* are registered Australian trade marks of Entertainment Publications of Australia Pty Ltd.

