



From the Principal's desk



From the Principal's desk

Hello All,

It has been great to see some rain over the past months, and this has had the added bonus of ensuring that all of our new gardens are kept watered and growing. The grounds are looking great, and to top this off, several of the areas where construction has been occurring are either completed or nearing completion. Our mail room staff have finally moved into their space and the demountable will be removed shortly. The old kitchen space has been stripped and painted, and is being refurbished as a common area.

Some of the old tech spaces are being completely renovated, including new benches and sinks, to create usable spaces for our CAPA and TAS

students for sewing, painting, drawing, clay works, screen printing and all the other hands-on activities that these subjects cover. It will be great to see students accessing these spaces.

The majority of our staff have returned to site fulltime and Hubs are operational again. This is a great move forward for the students, providing every opportunity to experience a full range of learning opportunities. Please take advantage of the resources available to you.

I would like to remind everyone again that the expected rate of return of learning materials is one title page per week for each subject studied. If you are currently behind, please try to make up the difference. Talk to your teachers, who can help you with a study plan and time management.

Parents and carers, if you have any issues with your child's current learning plan, please contact the office to make an appointment to speak with a teacher or executive member of staff.

Yours in education,
Danny Henman



Opportunity * Wellbeing * Engagement

Old demountable mail room – packing up



On the move:



New mailroom with most of the furniture – still to be unpacked/arranged



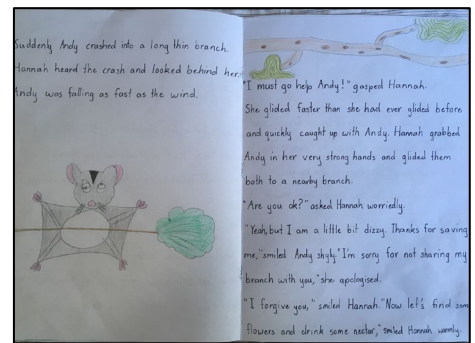
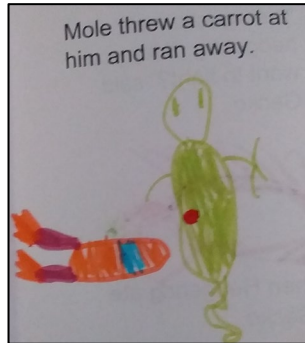
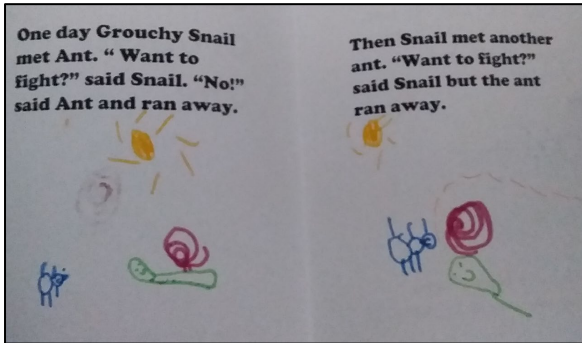
New mailroom all set up:



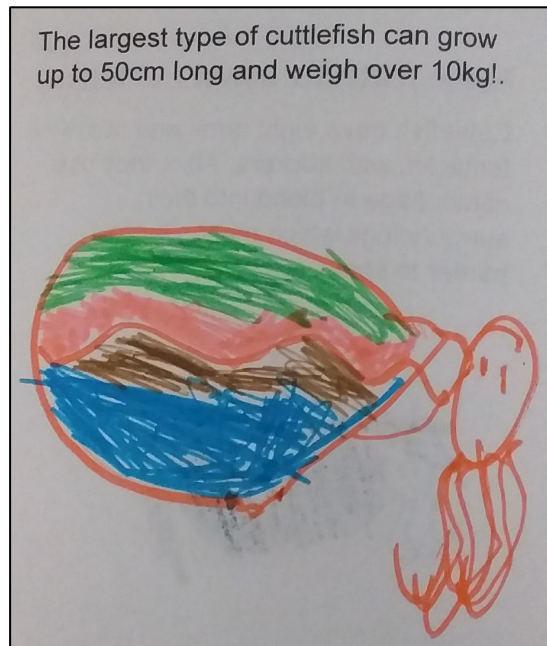
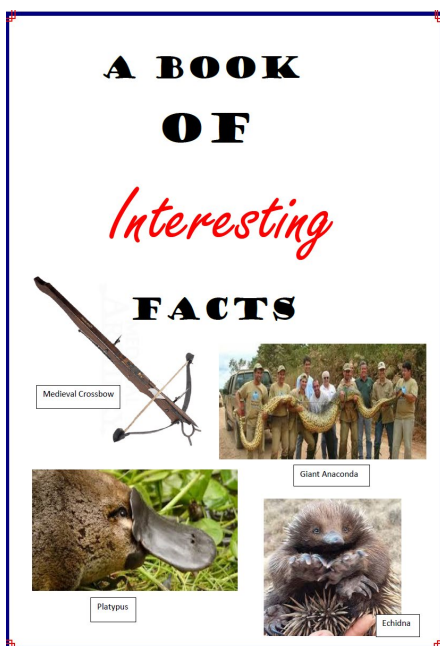
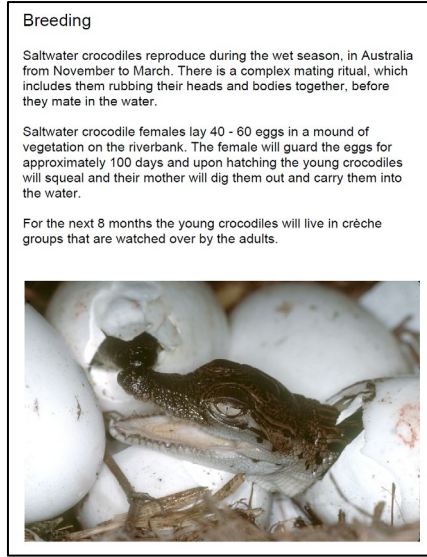
Primary News

Primary students have been exploring the world of living things this term, sharing their learning through the creation of colourful books and innovative texts. Here are some snippets from their amazing learning.

Stage 1 wrote innovations on "The Grouchy Ladybug", by Eric Carle.



Stage 2 wrote information books for Atto the Alien, to tell him about an Australian animal.



Stage 3 invented their own animals with adaptations to suit their environments.

Sky stinger

The sky stinger is a dragon genetically altered with genes from velociraptor, scorpion and bat to evolve into a monstrous killing machine. The sky stinger can fly, paralyse and run at up to 600kph. It is extremely dangerous to approach as it all ways hunts it packs of up to one hundred individuals.

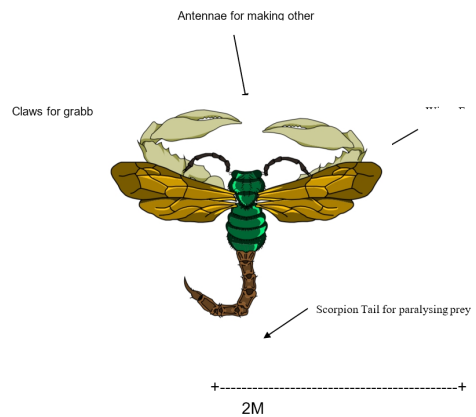
The sky stinger is part of a family that includes speed stinger, the velociraptor and vampire bat. It can paralyse a human with a single strike from its tail and can vaporize steel with single oxide oxygen or "plasma blast". Also killing with a single bite from its venomous teeth. Because it can travel at high speeds the sky stinger has thicker skin than other relatives to protect it from the friction it creates when running at speeds faster than a formula one racing car. The extra thickness makes its skin bulletproof but light weight.

The sky stinger is a pack hunter that hunts in packs of up to one hundred individuals. There is a clear difference between male and female colouration with the male being black with red spots, the female is white with red spots. The females and the males both hunt as a unified pack lead by a titan sky stinger that is an extra half meter longer at 2.5 meters long. The titan sky stinger is red with black spots that is distinctive to the family.

If you see sky stinger then make your way to the sky stinger protector bunker immediately as a sky stinger pack will be hunting at night and will seek shadows in the day light to hide from predators such as bears, snakes and other large animals. As they live in forests and lake basins when they live in cities they have no natural predators and they thrive day and night.

In conclusion if you or any one you know find a sky stinger than slowly and calmly leave the area and report the sighting to local authority.]

Scorwaspian labled chart



THE RUM-BULL-BEAR

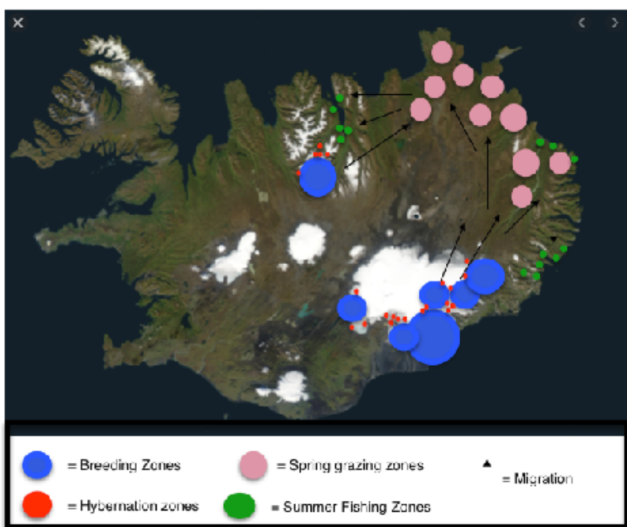
The Rumbullbear can be found breeding and hibernating in the south eastern regions of the high snowy mountain rangers of Iceland. Some small groups of related cousins can be found in more northern areas of the snowy mountain rangers.

During the end of winter and into the spring time the Rumbullbear migrates to the north east grassy planes to graze on fresh spring shoots and prepare to give birth on the planes.

When the weather gets warmer the Rumbullbear migrates toward the eastern coast with its new foals to hunt and eat fish. The Rumbullbear can be found in the eastern coast throughout the autumn season before it takes it journey back to the mountain ranges for breeding and the start of there hibernation throughout the winter.

Some small groups of related cousins can be found migrating to the north west into the high mountain rangers of that area for breeding and hibernation throughout the winter.

See map below for locations.



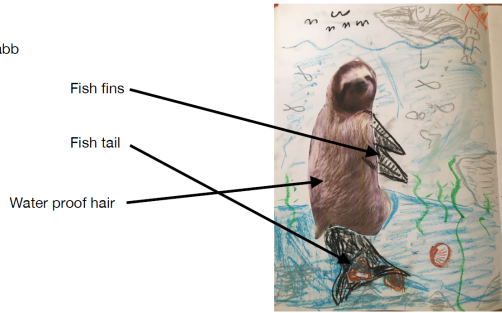
Sloth-Fish

The Sloth-Fish lives in the ocean. They feed off algae that grows on the ocean floor and seaweed. Instead of having long arms like the land sloth, the sloth-fish has fins like a fish which makes it easy for them to move through the water at a quick pace. The sloth-fish is around 1m in height and usually weigh about 60kg. The sloth-fish has water proof hair, that keeps it warm in colder water and doesn't absorb into the skin and weigh them down. You might find the sloth-fish in the Pacific Ocean closer to the Great Barrier Reef. The sloth-fish is similar to a mermaid, it's fins have a special glue that helps it to climb up on the reefs and sand islands to laze about and sleep. They love to sleep and can sleep for up to 20 hours per day, only waking to find food. Their fish tail and fish fins helps them to swim fast to get away from sharks and whales who love to try and eat them. Their hair is a sandy colour so they can also hide from their predators on the ocean floor. The sloth-fish is not a fish eater, so no other fish or ocean creature is scared of it.

My Art

I created my art, The Sloth-Fish, this week by cutting out a picture of a sloth and using oil pastels to add fish like features to create a mythical creature that I like to call, The Sloth-Fish. It combines my two favourite animals, the sloth and the fish.

The Sloth-Fish
By Ngandu Slabb



Cervo Vogel Lupus

Cervolu

Jazmine Coulter

2020/29/5

It bares its teeth aggressively! Big bright green eyes shine. The wind gently blows over its fur and its large, black, feathered wings move slightly. Its ears are pointing towards its long black tail that looks like its wings. It Crouches close to the ground.

This is what you would see if you encountered a Cervo Vogel Lupus or Cervolu. They are quite aggressive animals, so if you encountered one, they would most likely get ready to attack you. In this report, I'm going to tell you about this fascinating creature.

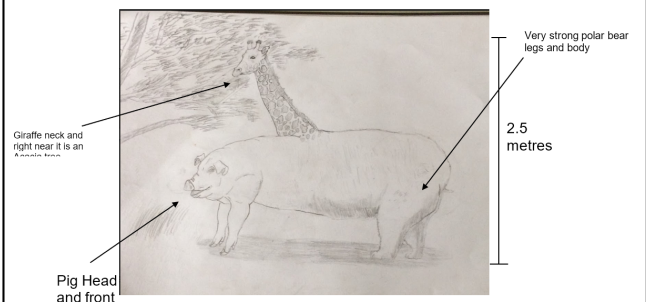


Koalahoo



O Polar-pigraffe

The polar-pigraffe is a unique animal discovered in 1737 on the African plains by an English explorer John Freimer. He quoted "thy was stumbling through the African desert, south-east from here, when I saw a creature with a giraffe head, pig head and a fury polar bear backside. The strange body seemed to be, for me and ingenious design. The giraffe eats the tall Acacia trees, the pig eats low lying shrubs and the hindlegs and back, being polar bear are remarkably strong. I was fortunate to witness a demonstration of this. As I scampered through the bushes the creature kicked down a tiger which approached in stealth from behind it. I was baffled at how it could see the tiger, until I noticed that the giraffe head was spun at 270 degrees. I thought there could be nothing more surprising than that but out of the bush came another Polar-Pigraffe and it stood up on it's back legs, making it 6 metres tall."



Secondary News - Aboriginal and Alternate Learning Faculty



We would like to acknowledge the Bundjalung people who are the traditional custodians of this land. We would also like to pay respect to Elders both past and present of the Bundjalung nation and extend that respect to other Aboriginal people.

"Acknowledgement of Country" is a way that all people can show respect for Aboriginal cultures and heritage and the ongoing relationship the traditional custodians have with the land. At the commencement of an event, such as this newsletter, we begin by acknowledging that it is taking place on the country of the traditional custodians.

Jing gii wa laa widja bayan
(how are you going today?)

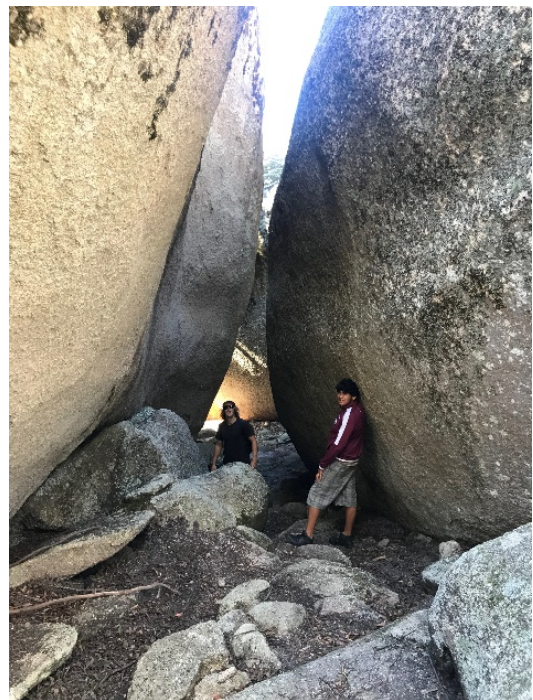
Aboriginal and Alternate Learning Faculty are pleased to present this week's newsletter items covering all the great things happening in our area.

Bald Rock National Park adventure

Students visited the amazing 'Bald Rock National Park' near Tenterfield as part of their coursework for Sport, Lifestyle and Recreation Outdoor Education module and PDHPE. The trip also formed part of their Aboriginal Cultural experiences and an opportunity for 'Connecting to Country'.

Bald Rock is the largest exposed granite natural structure in Australia. It is 750 metres long, 500 metres wide and 260 metres above the surrounding bushland.

Once the students finished exploring the rock with its many archways, boulders, ravines and a pile of enormous smooth granite stones balancing strangely across each other, they completed the 2.5km climb to the top and were rewarded with an expansive view of the New England Region.



Minjungbal girls' group



Happy Birthday!

The Girls group at Minjungbal Learning Hub, Tweed Heads, decided to celebrate student Kiala Pearce's birthday by making her a special cake after completing their school work. Congratulations to Kiala and to all of the girls who are committing to their studies and making the centre a fun and accepting place of learning.



Kiala Pearce and Stella Wolfe-Wright cooking at Tweed.

CANVAS courses online

Students from the Ballina Central Learning Hub have started accessing their learning materials on the school CANVAS platform. Subjects that are now online include: English Studies, Sport, Lifestyle and Recreation (SLR), Driver Education and Maths. Well done to students Kyle Hamilton, Marley Kapeen, Issac Duroux and Isaac Archie for taking on this new mode of delivery and at the same time, increasing their technology skills for life beyond school.

Question 9

4 pts

Danger increases with speed

High vehicle speeds greatly increase the risk of injury and death to pedestrians. The speed at which a vehicle is travelling when it hits a pedestrian (the impact speed) determines the severity of the injury and the chances of survival. Drivers need to slow down and prepare to stop for pedestrians.

Drivers need extra time to spot in wet conditions. To reduce the impact speed the driver must take into account the environmental conditions and drive safely to avoid any potential dangers.

How long it takes to stop (driving an average family car)

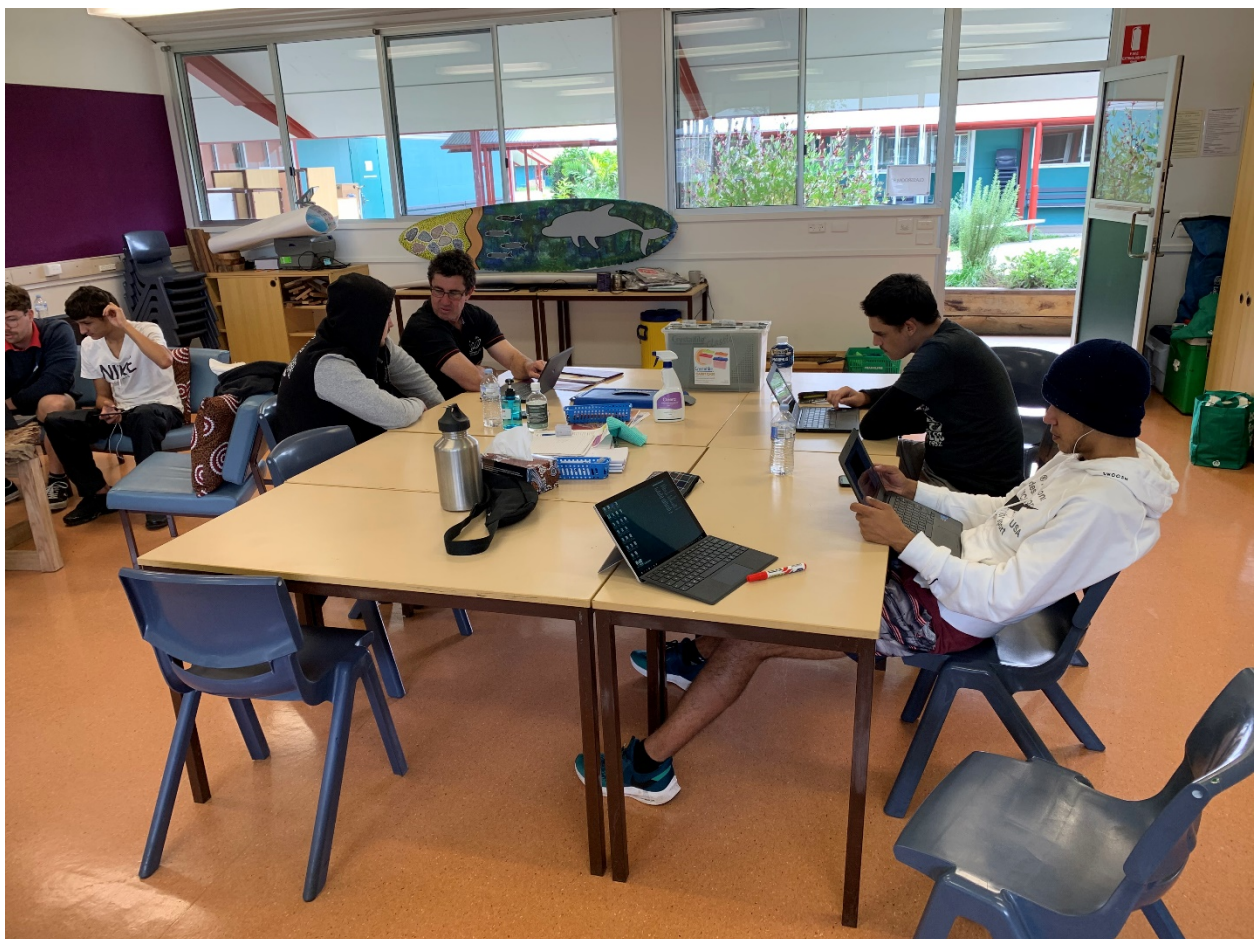
Speed	Reaction distance (Metres)	Braking distance dry road (Metres)	Braking distance wet road (Metres)	Stopping distance
40km/h	17+	9	26m	35m
50km/h	21+	14	35m	49m
60km/h	25+	20	45m	65m
70km/h	29+	27	56m	85m
80km/h	33+	36	69m	102m
90km/h	38+	45	83m	121m
100km/h	42+	54	98m	140m
110km/h	46+	67	113m	159m

The formula for working out the estimated dry road stopping distance is
 +

The formula for working out the estimated wet road stopping distance is
 +

Why do drivers need extra time to stop in wet conditions?

Ballina boys group



Ballina boys group

The Ballina boys' group have been training in the new school gym every Wednesday and Friday. The boys have been training regularly at Surfite Gym in Lennox Head for a few years now. The new school gym has allowed the boys to continue with their training programs and experience using new and different equipment. Issac is pictured doing a nice seated row.



Table tennis tournament Ngulingah boys Learning Hub

Ngulingah Boys Learning Hub students have not let restrictions placed on sports participation in the past months stop them from initiating an ongoing Table Tennis Competition. Games are held during breaks in their learning activities, but they also use it for their *Physical Activity Diary* in PDHPE and for designing a *Sports Event Project* in SLR. Matches are intense!

Students are throwing down the challenge for Mr Henman to donate a trophy and prizemoney for the ultimate winner.



Student centred learning at Ngulingah



Malik Roberts, James Smith and Tyrell Williams (from left to right)

Malik explaining to James and Tyrell the importance of practicing the Driver Knowledge Test as many times as you possibly can. He discussed his experiences, and how the questions aim to test your reading and comprehension skills.

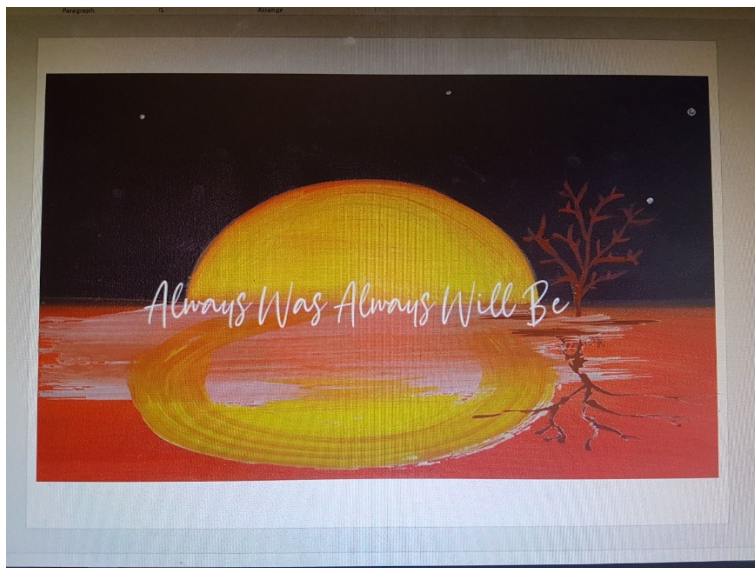
Student boxing at Ngulingah



Aubrey Roberts, James Smith and Jerahkye Williams all participating in the fitness program at Ngulingah.

Art, photography and cookery - Girls' Ngulingah Learning Hub

Here are some examples of artwork and photography pieces from the Girls' Ngulingah Learning Hub. Their talents are highlighted in the subjects of Art, Photography and Food Technology. The students have also been invited to participate in a Community Project on *Street Art* and their work will be showcased upon completion of the project. We appreciate their artistic abilities and value their contribution to their school and community.





Traineeship

Welcome to our newest member of staff in the Aboriginal and Alternate Learning faculty, Natalie Gollidge, who was successful in obtaining a full-time traineeship in Educational Support.

Natalie graduated from Ballina Coast High School in 2019, having started the HSC at Southern Cross School of Distance Education in Term 1. She has been supporting students in their educational pathway at the Ballina Girls Group and Ngulingah. Natalie is also studying the Certificate III in Education Support, online through Wollongbar TAFE. At the completion of the 12-month traineeship, Natalie will be qualified to apply for Student Learning and Support officer roles at other schools. She is a valuable member of our team and working very hard, helping our students to excel.

If you are looking to leave school, contact your Student Adviser who can provide information on how to apply for Traineeships in your chosen career.



School Based Traineeship

Congratulations to student Cyril Bolt who has successfully gained a School Based Traineeship with Southern Cross Public School in Education Support. This School Based Traineeship Program (SBAT) means Cyril still attends school and will receive his HSC. He also completes paid employment for another day and studies a TAFE course. This is a two-year position; at the end of Year 12, Cyril will not only have his HSC but a Certificate III in Education Support and be qualified to work as a Student Learning and Support Officer in schools.

Cyril is here helping infant students with their practical PE lessons in tennis.

If you are already working in a casual position, or are keen to work in a particular career or industry, speak to your Student Adviser about how to organise something similar, or look at the School Careers website, or drop into the Careers Hub at the Student Learning centre at Ballina.





Applications are being called for in the following roles:

Who can apply? Year 10 students of Aboriginal and Torres Strait Islander descent.

School Based Traineeship in Certificate II Business Services

Job role – Provide administrative support in a primary school office. Tasks may include handling mail, producing word documents, creating and using spreadsheets and data entry.

The successful applicant will:

- Have an interest in working in an administrative environment
- Have good communication and organisational skills

School Based Traineeship in Certificate III Early Childhood Education and Care

Job role: Provide assistance and support to teachers and staff in a pre-school.

The successful applicant will:

- Have an interest in working with children in a pre-school setting
- Have an interest in exploring early childhood education as a career pathway

School Based Traineeship in Certificate III Education Support

Job role: Provide assistance and support to teachers in a primary school.

The successful applicant will:

- Have an interest in working with children in a school setting
- Have an interest in exploring education as a career pathway

School Based Traineeship in Certificate II in Agriculture

Job role: work with the farm manager of a high school to assist in caring for livestock etc.

The successful applicant will:

- Have an interest in working with animals or plants
- Have an interest in exploring agriculture as a career pathway

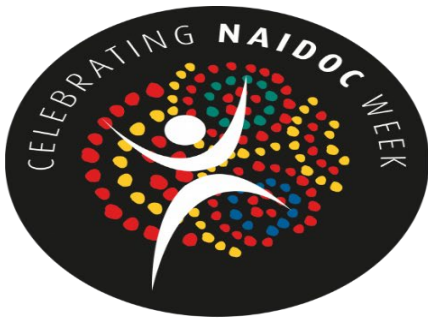
SBAT Requirements and Outcomes

- Complete 100 days of paid work in a host high school starting Term 4, Year 10.
- Attend training in a Certificate II or III course in selected field
- Gain units of credit towards the HSC (some courses may contribute towards an ATAR)
- On successful completion, receive an HSC, a nationally recognised qualification in Certificate II or III in chosen field, and a Certificate of Proficiency

How to Apply

- Talk to your Student Adviser or Aboriginal Programs SBAT Officer (Kim Morris)
- Complete an application form available from school
- If you are selected, you will be required to attend an interview
- Applications close: Friday 31st July 2020 (Week 2, Term 3)

Funded by the Elsa Dixon Aboriginal Employment Grant



Always Was, Always Will Be.

5-12 JULY 2020

“Always Was, Always Will Be recognises that First Nations people have occupied and cared for this continent for over 65,000 years.

Aboriginal and Torres Strait Islander people were Australia’s first explorers, first navigators, first engineers, first farmers, first botanists, first scientists, first astronomers and first artists.

NAIDOC Week 2020 acknowledges and celebrates that our nation’s story didn’t begin with documented European contact, but rather 65,000+ years of history, and invites all Australians to embrace the true history of this country.

We want all Australians to celebrate that we have the oldest continuing cultures on the planet and to recognise that our sovereignty was never ceded.”

<https://www.naidoc.org.au/get-involved/2020-theme>



Teachers: Tiffany Sales, Gary Kay, Nancy McAndrew, Drew Isaac, Raf Browne modelling their NAIDOC shirts.



Aboriginal Education and Communities

The Aboriginal and Alternate Learning Faculty would like to extend a welcome to Mr Glen Cook, the Language and Cultural Adviser from the Department of Education's Aboriginal Education and Community Engagement services. His role is to work collaboratively with school staff, local Aboriginal language speakers and Aboriginal community members across the Aboriginal Language and Culture Nest to assist in the development of quality Aboriginal language programs for all students. The faculty is developing our Curriculum to imbed local Aboriginal content, as well as the Bundjalung language, to a wide range of courses we have on offer. Glen will be working on site in a support role for our programming and writing projects.



The role of the Anti-Racism Contact Officer

The NSW Department of Education rejects all forms of racism and is committed to the elimination of racial discrimination.

As part of the department's commitment to anti-racism each school has an Anti-Racism Contact Officer (ARCO).

1. receive the complaint or allegation regarding racism
2. assist the complainant to write the complaint, if required
3. advise the complainant of their rights and the process to be followed in lodging a complaint
4. refer the complaint to a member of the school executive who will be responsible for resolving the complaint.



Further information: Anti-racism contact officer,

Kim Morris

Telephone: 6681 0345

kim.morris19@det.nsw.edu.au

Speak out
against racism
Tell your **ARCO**

Work it out – A work ready Workbook’

Aboriginal and Alternate Learning faculty have purchased a student workbook to assist students in navigating their personal journey from school to work. Students work through self-directed activities to identify their skills, attitudes, interests and values to discover pathways to their specific career choice. Students learn how to present themselves to employers, create a resume and portfolio and job interview tricks.



Southern Cross School of Distance Education submitted a successful grant application to **The Healing Foundation** and their schools resource kit to help young people better understand the history of **Stolen Generation** survivors and the impact of **intergenerational trauma**. The school has received a \$500 grant for the delivery of the project, plus \$200 worth of library books to achieve the following:

Development of online learning activities

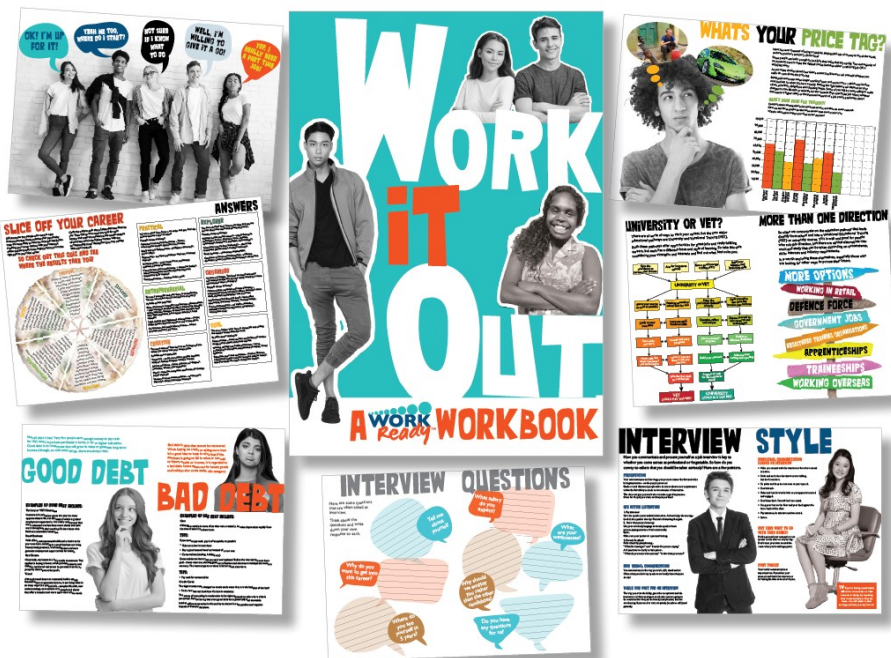
- production of reading, writing and viewing educational materials surrounding Stolen Generations for the school online learning platform (Canvas)

Recording of local Aboriginal peoples stories of survival

- direct involvement with the local Aboriginal community; sharing their knowledge, advice and permissions to record their stories

Sustainable Project

- use of these recordings as permanent teaching resources that can be added to in the future
- use at future NAIDOC and other celebrations
- production of student projects based on their understanding and reactions to these stories, giving them a voice and a platform for expression, using slam poetry, rap music videos, artwork and dance, reflecting Creative Arts, History and English curriculum





Dear parents, guardians and carers

Re: 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 about the NCCD, please contact the school.

Kind regards

Principal



NSW Department of Education

Calendar 2020



January							February							March							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4			3	4	5	6	7	8	1	2	3	4	5	6	7
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12	13	14	15	16	17	18	16	17	18	19	20	21	22	15	16	17	18	19	20	21	
19	20	21	22	23	24	25	23	24	25	26	27	28	29	22	23	24	25	26	27	28	
26	27	28	29	30	31									29	30	31					

April							May							June						
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			1	2	3	4	31					1	2	1	2	3	4	5	6	7
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				

July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	4	30	31				1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			

October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

Key dates

- **Term start and end dates***
 - Term 1 – 28 Jan to 9 Apr 2020
 - Term 2 – 27 Apr to 3 Jul 2020
 - Term 3 – 20 Jul to 25 Sept 2020
 - Term 4 – 12 Oct to 18 Dec 2020
- **Western division – Term 1** – 4 Feb to 9 Apr 2020
- **School development days***
 - Eastern division – 28 Jan 2020
 - Western division – 4 Feb 2020
 - All schools – 27 Apr, 20 Jul, 17 Dec, 18 Dec 2020
- **School vacation dates 2020**
 - Summer – 23 Dec 2019 to 27 Jan 2020
 - Western division – Summer – 23 Dec 2019 to 3 Feb 2020
 - Autumn – 13 Apr to 24 Apr 2020
 - Winter – 6 Jul to 17 Jul 2020
 - Spring – 28 Sept to 9 Oct 2020
 - Summer – 21 Dec 2020 to 26 Jan 2021
 - Western division – Summer – 21 Dec 2020 to 2 Feb 2021
- **Education Week**
 - 3 Aug to 7 Aug 2020
- **Exam dates**
 - Selective high school placement test – 12 Mar 2020
 - NAPLAN paper test – 12 to 14 May 2020
 - NAPLAN online test window – 12 to 22 May 2020
 - Opportunity class placement test – 29 Jul 2020
 - HSC written examinations – 15 Oct to 6 Nov 2020
- **Public holidays**



School zone speed limits apply on all school days, including school development days.

*Check with your local school as some dates may change.

Get connected

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Visit education.nsw.gov.au/calendars for more details.

ACCEPT RESPONSIBILITY
for your actions.

BE ACCOUNTABLE
for your results.

TAKE OWNERSHIP
of your mistakes.

Opportunity * Wellbeing * Engagement