



Tower Talk

Tower Street Public School
74 Tower Street, Panania NSW 2213
Phone: 9773 6017 Fax: 9792 3905
Email: towerst-p.school@det.nsw.edu.au
Web: towerst-p.schools.nsw.edu.au



TowerStreetPS



School Enews app

Coming Events

- 21st August
District Athletics Carnival
- 29th August
Book Parade/ Book Fair
- 30th August
Lunchtime Zumba begins
- 8th September
K-6 Assembly
- 12th September
District Public Speaking
- 7pm 13th September
P&C Online Meeting

Principals Message

Public Speaking Representatives

Congratulations to our Public Speaking Representatives who will present their prepared and impromptu speeches at the District Public Speaking Final at Revesby Public School on Tuesday 12 September.

Congratulations Angus, Isaac, Miryam & Almass!

Well done to all our students who participated in our school Public Speaking Competition this term. Thank you to Miss Lamb and Mrs Johnston for coordinating our public speaking program.



Installation of AED

Have you noticed our bright yellow Automated External Defibrillator (AED) on the Tower Street fence? The installation of the AED device is part of an initiative called 'The Heart of The Nation' established by the original Yellow Wiggle Greg Page. Greg Page made it his mission to educate all Australians on how to perform CPR and the importance of AEDs being more available in public places after an AED saved his life during a cardiac arrest.

The AED was funded by the Revesby Workers Club to ensure AEDs were installed around the local community available to be accessed in an emergency by members of the public.

Tower Street PS is proud to be one of the first four venues to volunteer to house an AED to service our local community.



The school only accepts **LOOP** orders on-line

SCHOLASTIC
Book Club LOOP
for Parents

Current Book Club orders due:

Term Dates

- 22nd September
Last day of Term 3
- 9th October
First day of Term 4
- 15th December
Last day of Term 4

Awards

Silver

Sofia
Bianca
Ria
Anthony C
Ellie

Lunar
Carter
Kaia
Ella
Elizabeth

Cameron
Neveaha
Tia
Levon

Gold

Neveaha
Hussein

Platinum

Austin D

PBL

Each fortnight we have a whole school PBL focus that we address and work on across the school. Classes complete lessons based on the PBL focus and practice the skills in the classroom, playground and at home. We include the fortnightly focus in each edition of Tower Talk so parents and carers can be included in the learning happening at school. Our whole school PBL focus for the fortnight is:

'We are respectful and fair when playing games and sport.'



Personal Space tool – We are safe and careful when playing games so nobody gets hurt.

Breathing tool - We take time to calm down when we start to feel angry.

- Playing safely without hurting others
- Calming down when starting to feel angry
- Following the rules of the game
- Speaking to each other respectfully
- Accepting when you get out during a game
- Being respectful when you lose and gracious when you win

Captain Tower is our PBL mascot and he is here to help parents / carers be involved with our PBL focus.

Here are some questions you could ask your child to help them learn and practice our PBL focus this fortnight at home and school.



How did you demonstrate the PBL focus during sport?

How do you show respect to coaches & umpires during weekend sport?

**How can you be gracious when you win a game?
What does that look like?**

SUPER SKILLS!

Introducing SUPER SKILLS! Each month, we will be focusing on life skills that need to be practised at home. Rewards will be given to those who can demonstrate the super skill focus at school.

This month's Super Skill is cleaning up after ourselves. This includes:

- ✨ putting rubbish in the bin
- ✨ looking after our belongings (not misplacing them)
- ✨ packing/unpacking school bags

You can show your teacher these skills at school, such as cleaning up inside/outside the classroom or demonstrating responsible ownership of your belongings (labelled items with names).



Book Week

You are invited to come and celebrate Book Week at Tower Street Public School, on **Tuesday the 29th of August**.

Students are encouraged to come dressed as their favourite character from any work of fiction or non-fiction...anything goes! The theme for Book Week this year is Read, grow, inspire.

We will be holding a **Book Fair in the library, which will open at 8:30am**. Students and their families will have the opportunity to purchase books for

themselves or for donation to the school library. EFTPOS will be available. Tower Street Public School students love reading! The Book Fair is an exciting event that engages children and promotes literacy. There will be books to suit every reading level and interest and it's a fun opportunity for children to see, touch and connect with books they want to read. Every book sold at the Book Fair helps to earn free books for our school.



District Athletics Team

Congratulations to our District Athletics Team who will be representing our school at the East Hills District Athletics Carnival today. We know that you will represent our school with pride. Thank you to Mrs Probert & Mr McCrae for supporting our team at the carnival.

Good luck to all the Tower Street competitors!

National Day of Action Against Bullying

Friday 18 August was the National Day of Action Against Bullying and Violence.

During the week, Year 3-6 students joined 120 schools across Australia and participated in a 'Be an e-Safe Kid: Take Action Against Online Bullying' webinar, which was delivered by the e-Safety Commissioner.

Year 5 & 6 students engaged in in-depth discussions about ways to be a good friend in person and online. They also studied: the Fabulous Friend Machine' by Nick Bland and used robotics to track the emotions of a character who made friends with strangers on a social media platform.



It's important that schools and families work together on ensuring safe online practices for children. The eSafety Commissioner has provided the following information for parents of children aged between 5-12 to help support safe online activity. Further information can be found on the eSafety Commissioner website: <https://www.esafety.gov.au/parents>

Kids 5-12

As children start to navigate the online world and interact with others more independently, they are more likely to be exposed to risks of bullying or unwanted contact, accidentally coming across inappropriate content or racking up bills through in-app purchases.

Your guidance can help them be aware of the risks and understand what is expected of them. Let them know you are always there to support them.

Advice for parents and carers

- Keep the computer or device in an area of your home that can be supervised. And check in regularly with your child to see what they are viewing.
- Stay engaged with their online activity. If they agree, consider setting up your own accounts with the sites they use most so you can see how they work and understand the risks.
- Explore the online world with them to help establish that this is not just a solitary activity. Play games with them. Do a creative project together.
- Think about social media readiness. Most social media sites require users to be at least 13 years of age before they can register, although some sites are created especially for children under 13. See [are they old enough?](#)

- Encourage respect and empathy. Teach them to avoid sharing or posting things that may upset others. See [good habits start young](#).
- Start building resilience. Teach your child that there are ways they can deal with material that worries or frightens them. This includes immediately telling you or another trusted adult of any concerns or uncomfortable material. See [good habits start young](#).
- Encourage them to learn about online safety by exploring the [kids](#) section of this site.

Review your rules as your child grows older

- Be clear about how much time they can spend online, the apps they can use, the websites they can visit and what they can share or post online.

Refer to our advice about [screen time](#) and [online gaming](#) if these are of concern.

Technology tips for parents of kids 5 to 12

- Ensure your own devices are protected by a password or pin, so your child cannot accidentally come across inappropriate content.
- If you are thinking about giving them their own tablet or smartphone, check out [are they old enough?](#)
- Use parental control tools appropriate for the age and experience of your child. Be upfront and get your child on board. Let them know that these can be reviewed and changed as they get older and they continue to demonstrate responsible behaviour. Consider installing a 'child-friendly' search engine that will allow them to explore a limited number of sites. See [parental controls](#).
- Check out [Raising Children Network](#)'s healthy screen time and quality media choices: 6-11 years.



Students Supervision – Student Safety

A friendly reminder that our morning supervision for students does not begin until **8.30am**. **The safety of our students is our priority, so we ask that students do not arrive at school prior to this time.**

If you require your child to be supervised prior to 8.30am we encourage you to enrol your child at our Before and After school care provider, 'OSH Club'. This service operates daily onsite and begins at 7.00am. If you would like further information, feel free to contact OSH Club at towerstreet@oshclub.com.au

P&C NEWS

Next P&C Meeting will be held at 7pm Wednesday 13 September. This meeting will be held online via Teams. All are welcome to attend the online meeting.

Future of our P&C

In the coming months we will be farewelling a number of members of our P&C who are vital to its continued operation, including the uniform shop coordinator by the end of August. This is a common occurrence as families change work/life balance and children also move into high school.

We are seeking to urgently fill the P&C positions of **Treasurer, Uniform Shop Coordinator and Secretary.**

We are also seeking someone with accounting experience within our community, who may be able to audit the P&C accounts once a year.

If we are unable to fill these roles, we will no longer be able to operate a P&C.

Facts & Questions

I only have limited time, how can I help?

Small contributions can make a big difference.

I would like to help but I don't want to be a member.

You don't have to be a member to attend meetings or participate. However, only members can vote on motions at meetings.

I am new to this and don't know anybody.

P & Cs are one of the best places to meet other parents. We are an open and inclusive environment and no one will be harassed into volunteering.

Can I bring my kids to the meetings?

Absolutely. Most meetings are online on Teams making them much easier to schedule.

I don't want to turn up and then be stuck doing everything.

There is no pressure on members/ attendees to take on duties, it is solely on a volunteer basis.

Who can join the P&C?

Membership of the P&C is open to all members of the school community: parents, teachers and citizens.

Why join the P & C?

- Meet other parents and community minded people
- Stay informed on what's happening within the school
- Learn new skills & share a laugh
- Support fundraising events and investment in our school
- Be part of the school's decision making process

Contact us

Facebook page: *Tower Street Public School P & C*
(For all who are interested, not just paying members)

Email: *towerstpandc@gmail.com*

Or **reach out** to us in the playground for more

Student Parliament News

5/6 Scarlet Winners!

Congratulations to 5/6 Scarlet for being the winning class in the 'Feed Elmo and Cookie Monster Competition'. We hope you enjoyed your lolly bag, hot chocolate and tech afternoon prize.

Information, Technology and Research Committee



Zumba Class Memberships for Sale Now!



Tower Street students are invited to participate in a fun, energetic 4-Week Zumba program. Zumba classes will be delivered by members of the Sport Committee on Wednesdays, at lunch time beginning Week 7. Zumba Memberships cost \$2.00 per student. Sport Ministers are currently collecting payment and issuing Zumba membership cards before school.

Sports Committee

Look At Our New Gardens

We have worked hard to freshen up some Tower Street gardens by planting 100 seedlings, which were donated by Canterbury Bankstown Council. We can't wait to look after the baby plants and watch them grow.

The Environment Committee and SRC members





Year 6 Cake Stall

We were very happy with the success of the Cake Stall that we held on Friday 18th August. We hope you enjoyed the yummy cakes, slices, jellies and cookies we had for sale. Profit made from the Cake Stall will support us to purchase a parting Year 6 gift for Tower Street, at the end of the year.

Executive Committee



1ST CLASS - WEDNESDAY WEEK 7

ZUMBA CLASS

**\$2 MEMBERSHIP
4 SESSIONS**

Pay and collect your membership card
before school

Sport Committee

Fun Food Friday

'New Menu'

Year 6 will be selling freshly baked, thick, sprinkle-coated slices of fairy bread, at the canteen each Friday for the rest of the term.

Fairy Bread Friday

\$1.00 per slice- Recess-Friday Week 6-10

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*.



This week we officially launch Year 6's
newest fundraiser
'THE BIRTHDAY BUCKET!!'

Fundraising that helps Year 6 students and you!

BIRTHDAY BUCKETS!

1x Quelch ice
block for
everyone in
your class.

A birthday
card from
your teacher
and
classmates.



\$20

A Happy
Birthday
balloon and
sticker for
you to keep.

A special
birthday song
and dance for
you, performed
by Year 6

Place your **order at the front office or online a week prior** to your child's birthday for an exciting delivery of a Birthday Bucket to your child's classroom so he/she can celebrate with classmates.

NOTE: Advance booking is required- last minute orders will not be accepted.

Birthday Bucket Order

Name: _____ Class: _____

Date of Birthday Bucket Delivery: _____

\$20 cash is enclosed

\$20 payment has been paid online. Receipt Number: _____

Signed: _____ Date: _____