

# MOWBRAY NEWS

Term 3 Week 10  
23 September 2020

## PRINCIPAL'S REPORT

### Inclusive Education Statement for Students with Disability

The Department of Education is committed to improve learning and wellbeing for students with a disability in every public school. The disability strategy was released in February 2019 and it explained the plan for providing children and young people with a disability, their families and the broader community with an education system that meets the needs of all learners.

On 25 August 2020, the Department of Education has released an *Inclusive Education Statement for Students with Disability*. The Statement has been included in this newsletter.

The Statement sets out principles of inclusive practice for students with disability to guide how the Department continues to improve practice in our schools.

1. Student agency and self-determination
2. Parent and carer inclusion
3. Social and cultural inclusion
4. Curriculum inclusion
5. Workforce capability for inclusion
6. System inclusion

The *Inclusive Education Statement for Students with Disability* is the next step in our journey to continually improve our education system so it meets the needs of our students with disability. The statement has been included in this newsletter.

The Department is keen to work with staff, students and parents. If you would like to find out how you can be involved in this work or share feedback please email [disability.strategy@det.nsw.edu.au](mailto:disability.strategy@det.nsw.edu.au)

### When Issues Arise Between Students

If there is an issue between your child and another student that your child has reported to you, it is **NEVER** acceptable for a parent/carer to confront an individual student or group of students at **ANY** time. *Even if you perceive it to be a 'polite/friendly' discussion about how to solve the issue.*

All our students should feel safe on their way to and from, as well as at, school and a parent confronting a child about an issue, makes the child feel unsafe. If you have been alerted to a student confrontation or ongoing student issue, your first step is to contact your child's teacher. If you have continuing concerns, please contact the appropriate assistant principal.

Early Stage 1 (Kindergarten) - Kirsty Eccles

Stage 1 (Year 1) - Mandy Ryan

Stage 2 (Year 3 & 4) - Jessica Van Amersfort

Stage 1 (Year 2) - Jennifer Flynn

Stage 3 (Year 5 & 6) - Sarah Kay

If the issue still continues, please contact our Deputy Principal Mandy Ryan or myself.

## PRINCIPAL'S REPORT

### Well Wishes

As a school community we wish good luck to Mr McElhenny and his wife who will welcome their second child, as well as Mrs Taouk and her husband who welcome their third child, these holidays. We also wish good luck to Mrs Condon and Mrs Lockwood who will be having their first babies and look forward to their return after maternity leave.

### School security

Having an 'open' school allows the community to make use of our school grounds outside hours. Having our school community using the site, helps keep our school secure. If you see anything going on outside of school hours please do not hesitate to contact the local police 9414 8499 or School Security 1300 880 021 (this phone number also appears on the outdoor sign).

### End of Term

I would like to say thank you to all our families for being so supportive this term. It has been an unprecedented year, but Term 3 has been significantly more 'normal'.

The Department of Education is reviewing their COVID safety measures every six weeks and it is hoped by all staff that our traditional Term 4 activities can continue. As information is released I will be sending it via School Stream to the community.

I hope you all have a safe and enjoyable holiday and we look forward to welcoming all students back for Term 4 on **MONDAY 12 October**.

The last day for students for 2020 is Wednesday 16 December.

**CAROLINE ALFORD**  
**PRINCIPAL**

## PRINCIPAL'S REPORT

**CONGRATULATIONS** to the following students who will receive the following Awards:

### **GOLD AWARDS – K-2**

KL	Bryan H, Melis K
KC	Nora H
1L	Ben A
1M	Mwai N, Barin E
1B	Christopher E, Alisa DC
1HL	Olivia S
2B	Ofri Z
2S	Shahan N

### **GOLD AWARDS – 3-6**

3E	Sophie T, Jay F
3M	Noah I, Ara K
3V	Max EB, Eva P, Olivia R
3/4H	Hriday S
4F	Natasha Z
5C	Neema N, Jake S
5CF	Naomi IJ, Zahra W
6WV	Jessica A

## OFFICE NEWS

**Term Accounts** – Thank you to all the families that have paid their term accounts. There are still a few accounts outstanding and reminders have been sent home. Please pay these accounts promptly. If you have not received your term account please let the office know and we can forward your statement of account.

**Contact Details** – Please ensure that the school office has your up to date contact details, especially mobile number and email address.

If your address changes you will need to supply the office with proof of address, eg Lease agreement, utility bill or rates notice for our records.

**Kindergarten 2021** – If any family has a child starting in kindergarten next year, please enrol them as soon as possible. Forms can be collected from the office or on the school website. Details for the Orientation Program in October will be given on receipt of enrolment forms.

**Office Hours** – The School Office remains open during this time. You may contact us between 8.30am and 3.30pm. Please adhere to the new sign – **One family in the Office at any one time.**

**SUE LEECE**  
**ADMIN MANAGER**



Please note that from Term 4 all Book Club orders should be placed online through Book Club Loop. The Office will no longer be handling any cash orders. Instructions on how to register are in a flyer below.



## SCHOOL NEWS

### Debating

Congratulations to the **Megaminds** and **Masterminds** debating teams who did a fantastic job in the Premier's Debating Challenge this term!

Both teams participated in three debates against Lane Cove Public School, Boronia Park Public School via Zoom, then against each other.

With minimal time for training and preparation, they still managed to win almost all of their debates against other schools!

Miss Simionato and Mrs Franta (Debating coaches) are extremely proud of their efforts and achievements.



### September 2020

The Mowbray Staff 2020 Steptember team have stepped up to the challenge to walk, swim, ride, wheel or spin our way to 10,000 steps per day for 28 days this September. Steptember has been a wonderful way to get active, stay connected and foster teamwork across our staff here at Mowbray.



Whether it's through early diagnosis and treatment, providing therapy and equipment or researching a cure, our stepping and fundraising efforts can go a long way in improving the lives of children and adults living with cerebral palsy.

To donate, please go to <https://www.steptember.org.au/fundraisers/mowbraystaff2020> or, <https://www.steptember.org.au/> and select our organisation page 'Mowbray Staff 2020'.

Thank you,

Tara





## SCHOOL NEWS

MPS TERM 3 SRC  
FUNDRAISING EVENT

# MPS Pyjama Day

Let's get comfy! Wear  
your PYJAMAS to school!

**WHEN: Thurs 24th (week 10)**

**COST: gold coin**

Please wear sensible  
footwear



RAISING MONEY FOR  
THE SALVATION ARMY

## SCHOOL NEWS



**MOWBRAY PUBLIC SCHOOL**

# COVID-19 PROTOCOLS



If your child is displaying one or more of these symptoms of COVID-19:

- fever (37.5°C or higher)
- cough
- sore throat
- shortness of breath
- loss of taste
- loss of smell

your child will need to stay at home and have a COVID-19 test.



When your child is absent from school, please notify the school immediately via SchoolStream or email the class teacher.

Your child must not attend school while you are waiting for a COVID-19 test result.



If the test result is negative, your child must be symptom free before returning to school. If symptoms persist after ten days you should arrange to see your doctor.

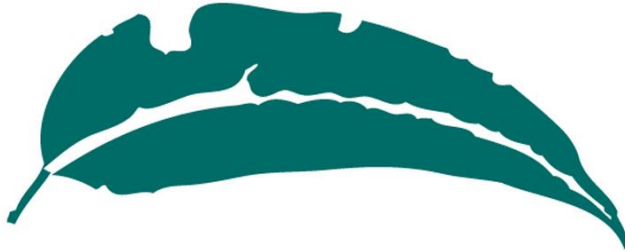


Email the results to school including a screenshot. Once the school receives your child's negative result they may attend school as usual.

Mowbray Public School

Email: [mowbray-p.school@det.nsw.edu.au](mailto:mowbray-p.school@det.nsw.edu.au) - Phone: 9428 3200

## ENVIRONMENTAL NEWS



# Bushcare

## @Mowbray

Become a Bushcare volunteer right here at school!

When: Friday 2 October  
\*Followed by the first Friday of every month  
Where: Basketball Courts  
Time: 3:15pm  
**EVERYONE WELCOME**

Tools provided. BYO gloves.

For more information contact Willoughby Council's Bushcare Coordinator on 9777 7875.



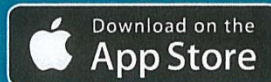
# Book Club LOOP

**LOOP** is the Scholastic Book Club  
**Linked Online Ordering & Payment** platform.

It's easy to order and pay online for your child's Book Club order using your credit card. If your school is not yet in the **LOOP**, speak with your school's Book Club Organiser.

Head to **[scholastic.com.au/LOOP](https://scholastic.com.au/LOOP)**

or



Follow these **easy** steps!

**1** Simply grab your child's Book Club catalogue and either **SIGN-IN** or **REGISTER** your account.

**2** Add your child's first name and last initial (so the school knows who the book is for), then select your **SCHOOL** and your **CHILD'S CLASS**.

**Note:** You can order for multiple children at once if they attend the same school.

Looking for **MORE** product information? Additional content such as videos and downloads are available for select titles. Select your issue and enter the item number to view information on titles and some great resources, such as videos and reviews.

[HOME](#) | [ABOUT](#) | [REGISTER](#) | [HELP](#)



LOOKING FOR MORE PRODUCT INFORMATION?

7

Item No.

**FIND**

**3** Click on **ORDER** and enter the item number from the Book Club catalogue.

**4** All orders are linked directly to the school for submission to Scholastic. Books will still be delivered to your child's classroom if you order by the close date.

*That's it!* There's no need to return paper order forms or payment receipt details to your school.





MOWBRAY P&C

**2ND HAND  
UNIFORMS  
ONLINE TRIAL**

*Limited  
Stock*

Term 3  
**THIS WEEK ONLY**  
via Facebook Mowbray Families and Friends GROUP

Donate any good, clean uniforms at the Office. It's a very useful service and benefits the whole school.  
Sales are final. Items sold in 'as is' condition.

Sz 4



| NSW Department of Education

# Disability Strategy Overview

Improving outcomes for children and young people, and their families



## Our Vision

We aspire to build an education system in which children with disability thrive academically, develop good physical, mental and emotional health, and gain the skills to live a fulfilling, independent life post-school.

Specifically, we want to ensure that all children and young people attending NSW schools are known, valued and cared for and that they:

- **Are welcomed and included in their local school community**
- **Enjoy a wide range of experiences**
- **Learn to their fullest capability, achieving demonstrable learning, wellbeing and independence outcomes, in a safe, supportive and healthy environment**
- **Receive an excellent education, with expertise available to support access to the full curriculum in a way that is relevant to them**
- **Build friendships, interact with other students, and feel a sense of belonging**



Join us as we improve education for all:  
[education.nsw.gov.au/disability-strategy](https://education.nsw.gov.au/disability-strategy)



NSW Department of Education

## Our Plan

The department, in consultation with teachers, families, carers, other education experts and stakeholders, identified four areas crucial to reform.

- 1. Strengthen support**  
Investing in teachers and other support staff.
- 2. Increase resources & flexibility**  
Enabling schools to operate with more flexibility.
- 3. Improve the family experience**  
Making experiences better and easier.
- 4. Track outcomes**  
Building an evidence base to measure progress.

## What Success Looks Like

Children and young people with disability are the main focus of our strategy, yet they are not the only ones who stand to benefit from our proposals.

In moving to a more inclusive system with support that better reflects the changing needs of children we will improve the experience of teachers, families and other students.



### Students will

- Feel welcomed into their local school community
- Experience more responsiveness to changes in their needs
- Have more involvement in decisions about their education
- Experience smoother transitions between schools and settings
- Receive a clearer demonstration of learning outcomes from teachers



### Families will

- Be treated as partners and recognised as experts of their child
- Receive earlier identification and support for their children
- Find it easier to connect with other families with similar needs
- Have better and easier experiences with our system (including complaints)
- Be provided with more consistent information from schools, NDIS providers and health services



### Schools will

- Have more resources, and those resources will be more flexible
- Find it easier to find and use evidence-based professional learning and tools
- Be able to access specialist teachers and other experts
- Experience more celebration and sharing of what schools are doing well
- Be supported by facilities that are progressively designed and built to cater better to all students needs

Join us as we improve education for all:  
[education.nsw.gov.au/disability-strategy](https://education.nsw.gov.au/disability-strategy)

NSW Department of Education

# Inclusive Education Statement for students with disability



## Purpose

The NSW Department of Education is committed to building a more inclusive education system. An education system where every student is known, valued and cared for and all students are learning to their fullest capability. This Statement marks the next stage of our work to further embed inclusive practice in NSW public schools, including NSW Government preschools. It is part of the commitment to the pursuit of excellence and the provision of high quality educational opportunities for every child, across all of NSW public schools.

## What we mean by inclusive education

In NSW, the [Disability Strategy 2019](#) outlines the vision for building a better education system for students with disability in NSW public schools. We worked closely with teachers, disability and education experts, families, carers, and other stakeholders to develop priority focus areas and a definition of inclusive education.

Under the Strategy, **inclusive education in NSW** is defined as *all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.*

Inclusion means education environments that adapt the design and physical structures, teaching methods, and curriculum as well as the culture, policy and practice of education environments so that they are accessible to all students without discrimination.<sup>1</sup>

This Inclusive Education Statement is informed by the United Nations Convention on the Rights of People with Disability, in particular Article 24 on Education. The Australian and NSW Governments have a comprehensive legal and policy framework in place that supports the principles within the United Nations Convention on the Rights of People with Disability.

By ratifying in 2008 the United Nations Convention on the Rights of Persons with Disabilities, Australia joined other countries in a global effort to promote the equal and active participation of all people with disability. The National Disability Strategy 2010 – 2020 focuses our efforts towards achieving a society that is inclusive and enabling, providing equality and the opportunity for each person to fulfil their potential.<sup>2</sup>

In NSW, we strive to embed inclusive education across all of our public schools.

We remain committed to providing students with an education that best meets their individual needs and supports them with learning to their fullest capability. We also acknowledge the importance of parental choice regarding the type of education provided to their child.

<sup>1</sup> UNICEF, Inclusive Education: Understanding Article 24 of the Convention on the Rights of Persons with Disabilities. [Page 3](#).

<sup>2</sup> Commonwealth of Australia, 2011, National Disability Strategy 2010 – 2020. [Page 3](#).



## Principles of Inclusive Practice for Students with Disability

### Our ongoing commitment to inclusive education

This Statement focuses on the **principles of inclusive practice** for students with disability, whilst recognising that improving inclusive practice benefits all students. There are many other aspects of inclusion that the Department addresses, including through our Aboriginal education policy, multicultural education policy and anti-racism policy.

We are focussed on achieving and maintaining consistent inclusive practice and high standards across our education system.

Inclusive education in NSW public schools is an ongoing process of reflection, evaluation and reform at all levels across the Department: in classrooms, schools, and networks, and in policy, practice, projects and culture.

We are committed to growing inclusive practice, sharing knowledge across the system, and building the capacity of our NSW public schools to meet the needs of their local students in an inclusive school culture.

We have high expectations of all students. We will continue to work with parents/carers and disability and education experts to personalise support so that every student is engaged and learning to their fullest capability.

For most students, this means attending their local school with individualised support, noting that more than 80% of students with disability currently learn in mainstream classrooms in mainstream public schools. For some students, it may also mean attending more than one learning environment during their education. For example, attending a school for specific purposes, or a support class in a primary or secondary school. All education programs in place for a student with disability need to be regularly reviewed with the student and their parents/carers to determine its ongoing appropriateness.

We will focus on continuing to build inclusive practice across all our schools: identifying where effective practice and high standards are already occurring and where there is further support and development needed along the inclusion journey. For all students the paramount focus is the best education and wellbeing outcomes for the student.

## Principles of inclusive practice

Our continuing journey towards embedding inclusive practice across the education system will be guided by the following principles.



### 1. Student agency and self-determination

- Students have a voice, and are supported to express their views. The capacity of students to solve problems, set goals, make decisions and self-advocate is valued and developed.
- Students are involved in decisions that affect them.
- Students will be supported to achieve the best learning and wellbeing outcomes possible with the most appropriate learning program that suits their needs.
- Parents/carers are engaged as partners in supporting student voice and participation.
- We use feedback from students to drive continuous improvement in schools and across the system.
- Teachers and school leaders develop individualised learning goals that set high aspirations for students, with ongoing review.
- Students and their parents/carers are supported to prepare for and navigate key transitions from starting school, transitioning from year six to seven, and transitioning to post-school life.



### 2. Parent and carer inclusion

- Teachers and schools work in partnership with the student's parents/carers and support people to achieve the best outcomes for their child's education.
- Teachers and schools will use collaborative approaches to plan and achieve agreed and measurable outcomes for every student.
- Teachers and schools will continue to seek the views of parents/carers to determine the most appropriate education program for students to ensure it continues to achieve the best learning and wellbeing outcomes possible.
- Teachers and schools will work in partnership with families and carers to prepare students for key transitions.
- Families have access to information about the support that is available for their child.
- Students, and their families and carers receive effective communications and resources.







### 3. Social and cultural inclusion

- All students are welcomed and supported to build relationships with their peers.
- The school community embraces all learners, has respect for, and values diversity.
- Leaders in schools and those supporting schools model inclusion in all aspects of their work.
- Students are supported to develop their social and emotional skills to create a positive school environment.
- Learning environments are welcoming and accessible for students, families and the wider school community.



### 4. Curriculum inclusion

- Students with disability are supported to access the same curriculum and syllabus outcomes as their peers, in developmentally appropriate ways. Critical to this is student-centred education planning, reasonable adjustments and differentiated teaching, learning and assessment activities.
- Teachers use evidence-based practices that address the diverse needs of students in their classes.
- Teachers and school leaders work in partnership with a range of services to provide personalised support. This includes allied health workers, other government agencies, specialists and the community to meet the needs of students at school.
- School staff use resources flexibly and adjust the use of resources to reflect changing student needs.
- Teachers and school leaders monitor the progress of individual students against their learning goals, focus on strengths and address areas for improvement where needed.



### 5. Workforce capability for inclusion

- Students with disability have equitable access to quality teaching that meets individual needs, delivers excellent educational outcomes and empowers students and their families with agency and choice to improve their school experience.

- Teachers, school staff, and school leaders are supported to strengthen inclusive practice and personalised planning to meet individual student needs. Support includes evidence-based resources, professional learning, mentoring and supervision.
- Teachers are supported to provide adjustments and differentiate their teaching for the diversity of students in their class.
- Teachers are supported to assess and monitor the progress of students with disability. We will develop the evidence of the effectiveness of available tools.



### 6. System inclusion

- Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices in NSW public schools. Inclusive practice is evident in classrooms, schools, school leadership, and across all staff who support schools.
- Leaders in schools and those supporting schools model inclusive practices in all aspects of their work.
- Leaders are champions of change and actively promote inclusive practice.
- We will continue to build the capability of all NSW public schools to meet the needs of their local students.
- We support building the evidence base of what works to improve outcomes for students with disability.
- We will adopt a whole school, whole system approach to measure progress to drive ongoing improvements in learning outcomes for students with disability.
- We support students and their parents/carers to prepare for and navigate key transitions from early childhood to starting school, transitioning from year six to seven, and transitioning to post-school life.
- We use feedback from students, parents/carers and school staff to drive continuous improvement in schools and across the system. We will incorporate best practice infrastructure design in how we build and modify our schools to ensure that learning environments promote inclusion.

By building a more inclusive education system we will actively contribute to the NSW Department of Education's strategic vision to be the best education system in Australia and one of the finest in the world.



## DOUBLE PARKING

Do not double park at any time. Double parking is illegal and dangerous especially around schools. It reduces visibility and blocks the road for other motorists.



## U TURNS

- Performing U turns or 3 point turns in school zones is extremely dangerous.
- Performing U turns across unbroken centre lines is illegal and is particularly dangerous around schools.



## PARKING / STOPPING NEAR INTERSECTIONS

It is illegal to park or stop less than 10 metres from an intersection with no traffic lights as this blocks visibility for turning drivers and creates a hazard for all motorists.



## PEDESTRIAN CROSSINGS AND CHILDREN'S CROSSINGS

- Slow down as you approach pedestrian crossings and children's crossings.
- Do not proceed if the road beyond the crossing is blocked.
- Do not stop or park in the No Stopping zones on either side of the crossing as this blocks visibility.
- At a children's crossing you must stop at or before the stop line if there is a pedestrian about to cross or already on the crossing.
- Do not proceed through a children's crossing until all pedestrians have completely cleared the crossing.



## HOLDING HANDS IN TRAFFIC

- Children need assistance in the traffic environment until at least the age of 10. They are not equipped physically or developmentally to make the crucial decisions to keep themselves safe.
- All children need to be actively supervised in and around moving vehicles, footpaths, shared paths, driveways, car parks, at traffic lights, pedestrian crossings, on quiet streets and busy roads.
- Make sure you always set a good example around traffic and talk to your children about why you are stopping at the kerb and what you are watching and listening for. Explain where and when it is safe to cross and why.
- Hold hands with your children around traffic. If your hands are full, make sure your child holds onto your bag, pram or even your arm or sleeve.



## CONTACT DETAILS

A community road safety resource created and shared by Lane Cove Council.



*These fines and demerit points apply in school zones and are current at time of printing September 2020. Different penalties apply in other locations.*

# PARKING SAFELY IN SCHOOL ZONES

## Road Rule Reminders



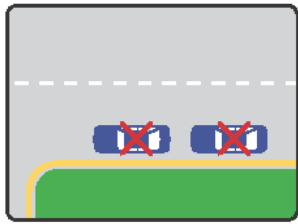
*The fines and demerit points in this brochure apply in school zones.*

## NO STOPPING ZONES

No Stopping signs mean you must not stop here at any time. If times of operation are shown on the sign, the restriction applies only at those times.

An unbroken yellow kerb line is a no stopping line. You must not stop for any reason.

**FINE EXCEEDS \$349**  
**+ 2 DEMERIT POINTS**



## BUS ZONE SIGNS

A Bus Zone is a No Stopping zone for vehicles other than buses. If times of operation are shown on the sign, the restriction applies only at those times.

You must not park your vehicle less than 20 metres before or 10 metres after a bus stop.

**FINE EXCEEDS \$349**  
**+ 2 DEMERIT POINTS**



## NO PARKING SIGNS

You can only stop in a No Parking zone while picking up or setting down passengers or goods. You have a **maximum of 2 minutes** from the time you stop and must **stay within 3 metres** of your vehicle at all times.

If times of operation are shown on the sign, the restriction applies only at those times. This is not a waiting zone.

**FINE EXCEEDS \$194**  
**+ 2 DEMERIT POINTS**



## TIME RESTRICTED PARKING

Parking signs with specified time limits allow drivers to park their vehicle for a maximum period of time, e.g. 5 minutes, 1 hour etc.

If times of operation are shown on the sign, the restriction applies only at those times.

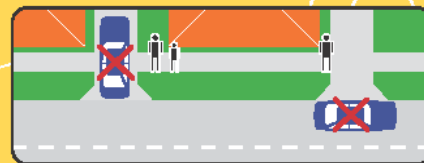
**FINE EXCEEDS \$116**



## DRIVEWAYS AND FOOTPATHS

- When exiting or entering a driveway a vehicle must give way to pedestrians on the footpath.
- Driveways are not playgrounds. Be aware that children can go unnoticed in front and behind your vehicle. Do not solely rely on reverse sensors or cameras in your vehicle.
- Always supervise and hold a child's hand near/crossing driveways.
- It is illegal to park in or across any driveway or to block a footpath at any time.

**FINE EXCEEDS \$349**  
**+ 2 DEMERIT POINTS**



## USING MOBILE PHONES

- It is illegal to make or receive a call on your mobile phone while you are driving unless your phone is secured in a fixed mounting or does not require you to touch or manipulate the phone in any way.
- It is illegal to use the other features of a mobile phone such as texting, emailing etc unless your car is legally parked and the ignition is switched off.
- Using mobile phones is a major distraction for drivers and incurs higher fines and demerit points in school zones.

**FINE EXCEEDS \$464**  
**+ 5 DEMERIT POINTS**







# BEST SUMMER EVER!

# LEARN TO SAIL

@ Greenwich Flying Squadron  
Bay St, Greenwich  
Sundays from 17 October

[www.juniors.gfs.org.au](http://www.juniors.gfs.org.au)  
[juniorsailing@gfs.org.au](mailto:juniorsailing@gfs.org.au)

