FROM THE PRINCIPAL

School Fees

Earlier in the year, all parents and carers were sent an invoice detailing the fees owed by each student. This included the voluntary contribution, together with the specialist and/or elective fees for subjects students would be undertaking throughout the year. There are still a significant number of fees which are yet to be paid. These fees are used by our school to support the wide curriculum we offer and the vast array of resources required to ensure students maximise their outcomes and enjoyment whilst undertaking practical subjects.

These fees DO NOT cover the cost of each student’s course. They do, however, ensure we are able to provide the educational experience each student who attends Tumbarumba High School deserves.

Through the school and the P&C, a large proportion of the activities undertaken by our students is heavily subsidised to ensure affordability for all our students. The School to Work events currently being held are a perfect example of this. If students were to seek this specialised attention and industry expertise external to the school, it would cost them in excess of $300 each.

School fees are an exceptionally important source of income for us that allow us to maximise opportunities for all our students.

If you are yet to make any payments off your child’s school fees, we are always happy to have them paid in instalments, if this is of assistance.

Nationally Consistent Collection of Data – School Students with a Disability

This year, Tumbarumba High School is taking part in a new national data collection on school students with disability.

The data collection is being introduced in stages over three years, and started in 2013. From 2015, this information will be collected in every school across Australia, every year.

WHAT IS THE BENEFIT FOR MY CHILD?

All Australian governments agree that every child in an Australian school should have a high quality education. It shouldn’t matter what the individual child’s circumstances are – every child should have the same opportunity to succeed at school.

The aim of this new data collection is to have better information about school students with disability in Australia.
Better information about school students with disability will help teachers, principals and education authorities to support students with disability to take part in school on the same basis as students without disability.

**WHY IS THIS DATA BEING COLLECTED?**
There is nothing new about schools collecting information about students with disability – in fact, schools have had to do this by law for some time. But the type of information currently collected varies between each state and territory. With the new data collection, every school in Australia will use the same method to collect this information – that is, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through this new national data collection will enable all Australian governments to better target support and resources to benefit students with disability. It will help to put the right supports in place for students with disability so that they have the same opportunities for a high quality education as students without a disability.

**WHAT ARE SCHOOLS REQUIRED TO DO?**
Every school in Australia is likely to have a student with disability at some point. Schools need to be able to support students with disability by removing any obstacles for them to participate in their education.

By law, schools are required to make reasonable adjustments where needed to assist students with disability. These responsibilities are outlined in the *Disability Discrimination Act* 1992 and the Disability Standards for Education 2005. This means that schools need to talk to the student and/or their parent/carer about reasonable adjustments. These are things the schools do now and this won’t change.

The new data collection will record students who have been identified by a school team as meeting the definition of disability under the *Disability Discrimination Act* 1992 and provided with an adjustment.

**WHAT IS AN ADJUSTMENT?**
An adjustment is a measure or action taken to help a student with disability participate in education on the same basis as other students. Adjustments can be made across the whole school setting (like ramps into classrooms), in the classroom and at an individual student level (like extra tuition for a student with a learning difficulty).

**What information will be collected?**
Your child’s school will collect and report information every year about:

- the level of adjustment provided
- the number of students who receive each level of adjustment
- where known, the student’s broad type of disability.

Some students who are not provided with an adjustment at the time of the collection will meet the definition of disability under the *Disability Discrimination Act* 1992 and will be eligible to be included in the data collection.

**Who will collect your child’s information?**
Teachers and other school staff from your child’s school will collect the above information based on:

- consultation with parents/carers
- the school team’s observations and professional judgements
- any medical diagnosis
- other relevant information.

School principals are responsible for making sure that the information collected about each student is accurate.

**How will your child’s privacy be protected?**
Protecting the privacy and confidentiality of all children and their families is very important. With the new data collection, this will be done in the following ways:

- Personal or confidential information will not be given to anyone not authorised to see it.
When the information is sent by your child’s school to the local or federal education authority for combination with information from other schools, it will be by school only – student names will not be recorded as part of the data collection.

When the information is reported from 2016 onwards, it will be by school only – student names will not be recorded as part of the data collection.

**WHEN AND WHERE WILL THE DATA BE AVAILABLE?**

- When all Australian schools are taking part in the new data collection, the information will be reported on the My School website from 2016 onwards. It will be by school only – no student names are recorded as part of the data collection.

**CAN I DECIDE WHETHER MY CHILD’S INFORMATION IS INCLUDED IN THE NATIONAL DATA COLLECTION?**

- It’s your decision about whether you want your child’s information to be included in the national reporting or not.

- Including every school child who is being provided with an adjustment because of disability in this new national data collection each year will help schools, education authorities and governments to better meet students’ needs.

- Your school will tell you what you need to do if you don’t want to have your child’s information included in the national data collection.

- Even if your child’s information is not included in the national data collection, your school is still required to provide support to your child with disability and any adjustments that may be needed to help him/her participate at school.

**FURTHER INFORMATION**

Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability and how it may affect your child.


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**LIBRARY**

The Premier’s Reading Challenge (PRC), is well underway again. Students in Stage 4 (Yrs 7 & 8) have been entered. This is a very pleasurable way to read lots of books & also be rewarded with a certificate & “fun” day at the end of the year.

Twenty books need to be read before 22 August 2014. Five of these can be of the student’s free choice. The other 15 must come from the PRC lists. These lists are available online in the PRC site. Books in our Library have a PRC sticker on their spine.

Novels, non fiction, poetry, graphic novels and picture books are all included. Students can choose from 5-7 and 7-9 levels. Please keep encouraging your boys & girls to participate. They benefit enormously from all this reading. So far fifteen students have completed the challenge and are continuing to read other novels.

**EXPLORING EMPLOYMENT**

**Year 10 Career Education Program**

**Mock Interviews**

6 June 2014 at the Community Church

Please be there at 8.45am dressed in formal interview attire with your resume.

Morning tea and lunch are provided.

**Charles Sturt University Open Days**

University open days are a wonderful way for Year 12 students to gain insight into what
courses are on offer at the university. I strongly suggest that students contemplating going to university attend at least one open day in their field of interest. If interested please get a registration form from Miss Pholi.

MyDay Teaching and Education in Wagga
Wagga on Thursday 12 June 2014
10.00am-2.00pm
Courses to be showcased: Bachelor of Education
(Early Childhood & Primary)
Bachelor of Education (K-12)
Bachelor of Education (Technology & Applied Studies)

Charles Sturt University Tertiary Awareness Day

Tuesday 17 June 2014
Charles Sturt University is hosting a Tertiary Awareness Day for all students in Year 10, 11 and 12 and all parents or caregivers. This is an opportunity to talk to many university, TAFE and private college representatives about possible career paths. The expo runs from 9am-2pm and the cost is $2.00. Students and parents have the opportunity to tour the accommodation blocks and attend university admission workshops.

R Pholi
### Stage 4

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<thead>
<tr>
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<th>Teacher</th>
<th>Details of Assessment/Homework Task</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>All</td>
<td>Topic test at the end of each topic</td>
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### Stage 5

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<tr>
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<td>Topic test at the completion of each topic</td>
<td>As appropriate</td>
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<tr>
<td>Geography</td>
<td>Ms Hill</td>
<td>Natural Hazards</td>
<td>26 May</td>
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<td>Geography</td>
<td>D Smith</td>
<td>Natural Hazards task</td>
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### Year 11

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<td>11 General Maths 1</td>
<td>D Smith</td>
<td>In class task</td>
<td>Week 5, Term 2</td>
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<tr>
<td>General Maths 2</td>
<td>S Cattle</td>
<td>In class test</td>
<td>30/5/14</td>
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### Year 12

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<tr>
<td>IT - Timber</td>
<td>Mr Powell</td>
<td>Major project and folio</td>
<td>7/8/14</td>
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<tr>
<td>IT – Timber</td>
<td>Mr Powell</td>
<td>Communication assessment task (compressed curriculum)</td>
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<td>General Maths 1</td>
<td>D Smith</td>
<td>In class task</td>
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<td>Standard English</td>
<td>Mr Blenkins</td>
<td>Module A – in class essay – “Life &amp; Crimes of Harry Lavender” 15%</td>
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<td>BEC English</td>
<td>Ms Grimm</td>
<td>Writing Folder – 30%</td>
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<td>Music</td>
<td>Mrs Beattie</td>
<td>Elective 2</td>
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<tr>
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<td>S Cattle</td>
<td>In class test</td>
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