



# Swallowcliffe P-6

Be Safe, Be Kind, Work Hard



## Welcome to our Newsletter

Term 2, Week 3 2026



### Diary Dates

#### TERM 2

##### Week 4

Tuesday 19/5/26

Pupil Free Day

##### Week 7

Monday 8/6/26

King's Birthday Public Holiday

##### Week 9

Monday 22/6/26 –

Friday 26/6/26

Swimming Week



##### Week 10

Friday 3/7/26

Last Day of Term 2

2:00pm Early Dismissal

**Reminder:**  
Tuesday 19th  
May is a  
Pupil Free Day

### Principal's Message

#### Welcome to Week 3 Term 2

We have had a positive start to Term 2. Our students have embraced the new term striving to participate in learning and follow community agreements.

#### Year 7 High School Application

Emails have gone out to parents/caregivers of Year 6 families to start the process of enrolling your child into high school. For those who do not have an email or have difficulty you can receive a hard copy via the front office. Please see Susan at the front office if you have difficulties.

#### SRC

Mrs Arscott and Miss Penny were thrilled to present SRC members with their badges last week. These students represent student voice in our school.

- |  |                             |  |
|--|-----------------------------|--|
| 1. BIR1 - <i>Maybe Mid year</i>  | 7. BIR7 - Allyssa Herraman  | 16. B4R4 - Adaugo Odimegwu                 |
| 2. BIR2 - Monica Dhieu   | 8. B3R1 - Gwyneth Aghnia    | 17. B4R5 - Paige Hage                      |
| 3. BIR3 - Daniel Kell  | 9. B3R2 - Cain Jensen       | 18. B4R6 - <i>Maybe Mid year</i>           |
| 4. BIR4 - Morris Bushiri<br>(potentially Science or D&T<br>Tuesday)      | 10. B3R3 - Naura Wibowo     | 19. B4R7 - <i>Maybe Mid year</i>           |
| 5. MIR5 - Johara<br>Abdurrokhman (potentially<br>Science or D&T Tuesday) | 11. B3R4 - Lydia Williams   | 20. B6R1 - Zahlee<br>Newcombe-halls        |
| 6. BIR6 - Mila Brady   | 12. B3R5 - Brock Goodrich   | 21. B7R1 - Davina Kalizeti                 |
|  | 13. B4R1 - Layvah Cole      | 22. B7R2 - Imogen Taylor<br>(in PE Monday) |
|  | 14. B4R2 - Percy Shangalume |  |
|  | 15. B4R3 - Dahlia Manu      |  |

#### Swimming

Swimming notes will be coming out soon. Please keep your eye out for them!!

#### Pupil Free Day for the School – Tuesday 19th May

The school's Pupil Free Day will focus on "Real Schools" with our continued focus on affective language and restorative conversations.

**Penny Sweeney**  
Principal

*Pictured above: BIR7 – Maths Focus Fabulous Fractions (see article on the next page)*

**Swallowcliffe P-6 is committed to providing Quality Education.**

**Our Mission: To empower students to recognise and optimise their full learning potential through explicit teaching of;**

- ✓ High Expectations
- ✓ Positive & Growth Mindset
- ✓ Relationships with Others



Government of South Australia  
Department for Education

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## Nationally Consistent Data Collection (NCCD)

Each year, Swallowcliffe School takes part in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). This process helps schools across Australia understand how many students are receiving additional support and what types of adjustments are being made to help them access learning on the same basis as their peers. These adjustments might include changes to teaching strategies, additional support in the classroom, or modifications to the school environment. The information collected helps schools, education authorities and governments plan and provide the right support for students who need it. A detailed fact sheet has been uploaded to Seesaw for families who would like further information. *(Also see a copy included on pages 4-6 of this newsletter)*



The NCCD also supports schools to reflect on and improve the way they meet the needs of all learners. Families play a vital role in this process, and schools work closely with parents, carers, and professionals to ensure appropriate support is in place. It is important to note that all data collected is confidential – no personal student information is shared outside the school. If you have any questions about the NCCD or how your child is supported, please do not hesitate to contact the school.

**Lisa McMahon, Assistant Principal (Inclusion)**

## B1R7 – Maths Focus Fabulous Fractions

This term, B1R7 are diving deep into fractions! Students are moving beyond basics to explore equivalent fractions, finding common denominators and adding/subtracting fractions with related denominators,

Have fun learning at home when cooking – ask your child to help halve or double a recipe *(for example, doubling  $1/2$  cup or halving  $2/3$  cup)*.

Fractions are real and a part of our everyday life!!



## B1R3 – Science lesson with Ms Suada

In our Science lesson, we enjoyed learning about insects and what makes them unique. After researching their characteristics, we created our own insect models using play dough.



## Preschool News

Dear Preschool families,

We have been very busy at Swallowcliffe Preschool. Our "Kids in the Kitchen" program is well underway, and this week the children enjoyed making fairy bread. They engaged with the recipe, explored the ingredients, participated in the making process, and then tasted their creations.

Our program continues to focus on co-regulation and building social connections. These themes are being embedded in our daily play experiences, including dramatic play, working with dolls, building activities, sandpit play, and more. We are also deepening our work with responsive relationship practices, supporting children's emotional wellbeing and sense of belonging.

Thank you to those families who have encouraged their child to seek out an educator in the morning as part of our responsive relationship's pedagogy. This routine helps create a safe and predictable start to the day, supporting each child's sense of security and setting them up for success. If you would like more information about having your child placed with an educator each morning to support their regulation, please feel free to speak to one of our staff members.

Thank you for your ongoing support.

Kind regards,

**The Swallowcliffe Preschool Team**





## 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*.





# ANDREWS FARM SOCCER & COMMUNITY CLUB INC

## ALL-ABILITIES

## DEVELOPMENT SQUAD

Kalara Reserve, Davoren Park



Every Thursday, starting  
from the 28th May 2026  
6pm - 6:45pm



\$100 for the season

- For all children aged 3-6
- Fun filled 16 week program
- For more information about how to enrol your child, contact our Registrar, Kia at the club



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