

The BUSY Schools Southport Girls+ Campus: Newsletter

Term 3, Week 2

Friday 21st July, 2023

In this issue:

- Message from Principal
- Social & Community Studies
- Essential English
- Essential Mathematics
- Electives and Pathways to Employment
- Wellbeing and Support

A note from the Campus Principal

Dear BUSY Schools family/carers and community,

Welcome back to term 3. Our Employment Pathways Officer, Mary and I were able to visit Officeworks in Loganholme and view the presentation of a cheque for \$57,178.03 to The BUSY Schools. Thank you to Officeworks Make a Difference Appeal and customers for their generosity in raising money and for their willingness to support all our students across The BUSY Schools.

We have hit the ground running, with programs taking place with community connections. Savvy Styling program, learning how to establish your own brand, styling from the inside out has begun this week and will continue every Tuesday and Thursday for the next five weeks. Makers Empire is a (Science, Technology, Engineering and Mathematics) STEM program and using 3D printing, working with industry to solve design problems. Students are beginning to interview with businesses and are starting their certificate modules and training.

I encourage all our students to continue to attend school each day. If for any reason you are going to be absent, please notify the Administration Officer (Brooke). As always, thank you to families/carers for supporting students on their journey.

Kind regards,

Ulla Hansson
Campus Principal

Social & Community Studies

We are off to an exciting start this term as we look at the Arts and its impact on the community. We have been exploring ways in which arts contribute and demonstrate culture and ways in which art can change perceptions. Students have looked at some amazing artworks and installations and have explored photography, stories and digital art.

Essential English

'The best thing about the future is that it comes one day at a time.' (Abraham Lincoln).

We have started the new term with looking at inspirational people and life-changing events, in preparation for writing our own autobiographical chapters. We have begun reading The Duke of Sussex's/Prince Harry's autobiography, *Spare*, and are enjoying exploring the history of the British monarchy whilst learning about the features of an autobiography. Next week we are starting *My Dream Time* by a truly inspirational female athlete and proud member of the Ngarigo people, Ash Barty.

Essential Mathematics

Term 3 is well and truly underway, this term is all about managing our money, looking into the various ways we receive income including the effect of taxes and deductions. Students have come ready to learn and have been doing well in class. After we have studied various types of incomes students will be looking at how to budget effectively.

Electives and Pathways to Employment

Welcome back to term 3 I hope you all had a restful school holiday. The students and I have been busy with finalising traineeships and Certificates to study in the coming months, updating resumes and having Mock interviews ready for the real deal.



Congratulations to Zaida who has secured a traineeship with Kool Beanz SUNS doing a Certificate III in Early Childhood Education. Part of finding the right fit is by having work experience – Sommer had a shift with Ripleys at Surfers Paradise – a busy interactive museum where she was able to see how this great tourism attraction was operated.



Ulla and I attended a thank you afternoon tea provided by Office Works in Loganholme where the entire month had been fund raising for the BUSY School group – the teams at Office Works managed to raise of \$57,000 to be shared with our other 6 campuses – a great effort in a time of rising costs of living.



Week 2 saw a visit from Mark F from CEA to talk about engineering in the aviation industry – he has had an interesting career pathway and the girls enjoyed him talking about his military service as a combat medic/paramedic/nurse and trainer.

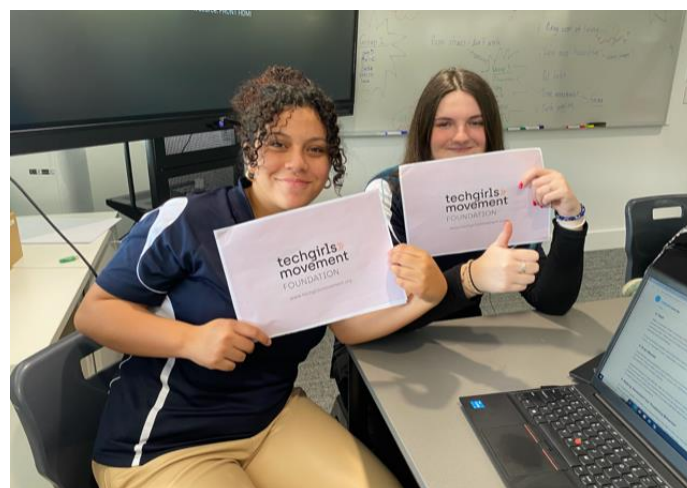
Wednesday saw Groove return with John Tavae – exercise is not only good for your emotional health but getting the students fitter to be ready to work on your feet.

Please don't forget to return the permission slips for the Barista/RSA/Food Safety classes to be held in a couple of weeks.



Tech Girls Movement

Last week we had the wonderful people from Tech Girls Movement run the students through an immersive workshop where we learnt how to identify a problem in society and how to create an app to solve that problem. The students were amazing at coming up with creative solutions and the presenters were blown away by some of the creative solutions suggested by the students. The students were asked to work in teams and design a logo and draft out a 'wire frame' or detailed plan of the pages consumers would interact with in their app then they needed to present this to class which they did with creativity and flare.



Wellbeing and Support

We have had a busy start to term 3 with lots of visitors coming in during our elective time to talk to the girls. Last week we had Fire and Rescue come in and talk to the girls about Road Safety and the impacts unsafe driving has on our roads. They also discussed what to do if you find yourself in a situation where you are a passenger in a car with an unsafe driver. The girls thoroughly enjoyed this presentation and walked away with a lot more strategies.

We also had Kate from QPS come in and talk to the girls. Kate will be our Police Liaison Officer for our school and will be popping in regularly. She did a Q & A with the girls and spoke about what it's like in the Police Force.



Lastly, we had headspace come in this week and speak to the girls about their services and how to access them at their Southport office. They can help with loads of stuff like mental health, physical health, sexual health, alcohol and other drugs, work, school and study. And it's all FREE. They also run social groups and a Youth Advisory Council if any Young Person is interested in signing up and attending. Below are the details and how to get in touch with headspace. Anyone can self-refer to headspace by giving them a call and booking an appointment.



groups

social group
12 - 25 yo
Wednesday
4 - 5pm



Dialectical Behaviour Therapy skills
16 - 25 yo
Tuesday
3:30pm - 5pm

for more info on how to join:
groups@headspacesouthport.org.au
07 5509 5900



YOUTH ADVISORY COUNCIL

YOUNG PEOPLE BEING HEARD



Why join?

- You are a motivated young person aged 15 - 25
- Make new friends & work on fun projects
- Learn new things & grow your skillset
- Make a difference to other young people who are going through a tough time



We need help with:

- Organising events
- Designing & delivering activities for young people
- Marketing & social media
- Sitting on headspace interview panels
- Public speaking at schools & in the community

APPLY TODAY!



Scan the QR Code or request an application pack by contacting community@headspacesouthport.org.au





2023 Non-Government Schools Census collection notice

The Australian Government Department of Education (the department) would like to advise all staff, parents and guardians that it will collect certain information about your school, its staff and student body as part of the 2023 Non-Government School Census collection (the Census).|

How and what information is collected for the Census?

Census information is provided to the department by your school legal entity (the approved authority) via the [SchoolsHUB website](#).

The Census provides information about your school and the number and characteristics of the school's staff and student body during a specific reference period. Characteristics collected through the Census include:

- teaching and non-teaching staff
- students' year level and workload
- students' gender and age (as on 1 July 2023)
- Aboriginal and Torres Strait Islander staff and students
- students with disability
- students receiving distance education
- boarding and overseas students.

The names of students and staff are not collected, apart from the name, position and contact details of the staff member nominated as the primary contact for the Census.

Census special circumstances applications

Census special circumstances applications may also be made by schools to include a student/s who did not attend during the Census reference period but otherwise meets Census eligibility requirements. Schools will provide the department with information and documents about the student demonstrating their eligibility. The department does not require personal information about a student and asks schools to de-identify any documents before providing them.

Purpose of the Census collection

The information provided during the Census is collected by the department in accordance with the *Australian Education Act 2013* (the Act) and the *Australian Education Regulation 2013* (the Regulation). The Act and the Regulation require the legal entity responsible for the administration of the school (the approved authority) to provide this information to the department to:

- Ensure the provision of Australian Government funding to schools is properly calculated and appropriately managed.
- Conduct research, statistical analysis and develop school education policy for the Australian Government.
- Meet national and international reporting obligations on school students in Australia.
- Publish and provide information about schools to the public.

Use and disclosure of personal information

Your personal information is protected by law under the *Privacy Act 1988* (Cth) (Privacy Act).

Personal information is information or an opinion about an identified individual or an individual who is reasonably identifiable.

Any use or disclosure of your personal information must occur in accordance with the Privacy Act, the Act and Regulation and any other applicable laws.

Your personal information provided to the department through the Census may be:

- Used or disclosed by the department for the purposes outlined above under the heading Purposes of the Census collection.
- Disclosed to the Australian Curriculum Assessment and Reporting Authority (ACARA) to publish on the [My School](#) website and include as high-level data for ACARA's National Report on Schooling in Australia.
- Disclosed to state and territory government departments and authorities in accordance with the Act and Regulation.
- Disclosed to Australian Government departments and authorities in accordance with the Act and Regulation.
- Disclosed to non-government school representative bodies in accordance with the Act and Regulation.
- Disclosed to a contracted auditor where the department decides to audit or verify the information provided by an approved authority about a school. The contracted auditor may use previously collected information or request access to individual student records for comparison purposes. The contractors may pass this information onto officers within the department, if there is a discrepancy in the data provided by the school and the school's records and further investigation is required. The contracted auditor must handle personal information in accordance with the Privacy Act.
- Disclosed to its service providers for the purposes of the provision of information and communications technology support services to the department.
- Used to validate data from other collections undertaken by the department.
- Used or disclosed where it is otherwise required or authorised by law including under the Act or Regulation, or otherwise permitted under the Privacy Act.



Other than in exceptional circumstances (for example, investigation of fraud relating to overseas students), the department does not disclose any of the personal information collected to overseas recipients.

You can find the department's privacy policy on the [Department of Education](#) website or request a copy from the department at privacy@education.gov.au. The privacy policy includes information about how to access or correct personal information held about you or your child, how to make a complaint about a breach of the Australian Privacy Principles and how the department will deal with such a complaint.

What do you need to do?

You are not required to do anything. The approved authority of the school is responsible for providing the information to the department.

Contacts for further information

Your school can provide information about data provided for you or your child for the purposes of the Census. To find out more about the Census collection and reporting, visit [SchoolsHUB](#).

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*.

Feedback Process

At The BUSY Schools we want everyone to have a voice! We want to hear any compliments and/or concerns. The best way for feedback to be effective is to pass it through the most relevant channels. If you have anything you need to express, you could:

- Approach the relevant people directly and have a respectful conversation to resolve the incident.
- Approach Ulla Hansson to discuss the issue.

Report the feedback on the BUSY Schools Website: <https://www.busyschools.qld.edu.au/busy-schools-feedback/>



Connect with us



/busyschools



/busyschools



www.busyschools.qld.edu.au

Have you noticed a positive change in your teen since they started attending The BUSY Schools? Would you like to share this with others?

Please leave us a review on our Google page to help others decide if The BUSY Schools is the perfect solution for their teen.

To leave a review, visit https://g.page/r/CfTeEoa7rKA_EBM/review.

