



Cnr Oatley Ave & Hurstville Rd  
 Oatley NSW 2223  
 Subscribe: <https://grcoatley.schoolzineplus.com/subscribe>

Email: [oatleysnr-h.school@det.nsw.edu.au](mailto:oatleysnr-h.school@det.nsw.edu.au)  
 Phone: 02 8567 3700  
 Fax: 02 9570 3622



29 June 2022

## Principal's Report



### NSW Training Awards

The NSW Training Awards are conducted annually by Training Services NSW within the NSW Department of Education to recognise outstanding achievement in the vocational education and training sector. The Awards honour and reward the achievements of students, Trainers/

Teachers, Registered Training Organisations, large and medium Employers.

One of the main aims of the program is to discover Vocational Education and Training Ambassadors. During the regional phase applicants that are outstanding in their industry are shortlisted and interviewed. The state phase will evaluate the regional winners and look for character values and virtues that will contribute to the qualities that are required to become an individual Ambassador.

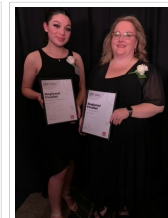
Congratulations to Ms Rebecca Jamieson and Year 12 student Samantha Murray for being named regional finalists at this year's awards ceremony.

### Samantha Murray – Finalist 2022 School Based Apprentice/Trainee of the Year

Samantha is a school-based trainee with City Beach. She was nominated by her employer and the training provider. The fast-paced world of retail has been an ideal learning environment for Samantha to display her determination, desire, and willingness to learn all aspects of her employer's business as well as study at school to complete her HSC. Samantha's flexibility, adaptability and commitment have allowed her to gain personal and professional experience and make the most of her SBAT pathway. Samantha will graduate from Year 12 with a HSC credential, a Certificate III in Retail and secure career pathway.

### Rebecca Jamieson – Finalist 2022 VET Teacher/Trainer of the Year

Rebecca is Head Teacher VET at Oatley Senior Campus supervising 8 VET subjects and 13 teachers. 47% of the Year 11 and 12 student cohort are undertaking a VET course requiring almost 20,000 hours of work placement every year. Her passion for teaching and learning, industry knowledge, and experience in the delivery of RTO training requirements has assisted students to gain the HSC and additional qualifications to support future career prospects. Her strengths lie in her ability to exceed standards required by NESA, the DoE and the RTO and her unwavering support for students. Rebecca is a leader of the school, her collegial network and the RTO.



### Annual School Report

Our Annual School Report will be available to all parents and community members via our school website in Term 3. It is an informative document that contains worthwhile information about the school's academic performance, sporting performance, extra-curricular activities and outstanding achievements over the 2021 calendar year. A big thank you to the staff who contributed to the Annual School Report.

### Parent Teacher Night Year 11

It was wonderful to see so many parents attend our Year 11 Parent Teacher Night. It is well established that the more interested and involved a family is in the educational experience of their child, the better the outcome for the child. Therefore, we value the role of informed parent participation in our school community. Open parent communication is absolutely vital to ensure a quality education for your child. When respectful, proactive communication is established between home and

school a child will truly be supported in reaching their learning potential.

As I spoke with parents and carers throughout the afternoon, their feedback was very positive – complementing our staff on the way in which they educate their children. It is always great to receive positive feedback and it is a testament to the work that our teachers do and the productive partnerships with our community.

## Subject Information Nights / Curriculum Expo

This term we opened our doors to both students and parents from our GRC middle campuses and from other public and private schools. There was a positive vibe from our visitors as we embarked on the important process of Year 10 Subject Selections for Year 11 next year.

I would like to thank head teachers and teachers of each of the faculties for the information they provided to parents as we prepare to transition GRC Year 10 students into our senior campus.

We would love feedback on any aspect and want the opportunity to clarify or assist, so please do not hesitate to contact us if there are any queries that haven't been addressed at our forums.

Year 11 2023 enrolments are now open. Please tell neighbours or family who are seeking enrolment to get their applications in as soon as possible.



## Industrial Action

Earlier this week, the NSW Teachers Federation announced there will be a 24 hour strike on Thursday 30 June. As a result, the school will only be able to provide minimal student supervision on this day.

## P&C Meetings

Our Parents and Citizens' Association (P&C) is made up of parents and carers, teachers and community members. The P&C meets on the last Monday of every month in the Horseshoe Theatre to contribute to decision-making, developing policies and management plans as well as fundraising.

Term 3 dates are as follows:

Monday 25th July

Monday 29th August

## Facebook and Instagram

A reminder to follow us on social media. Please like both our Facebook and Instagram pages.

Links are below.

<https://www.facebook.com/grcoatleyseniorcampus/>

<https://www.instagram.com/grcoatleysenior/>

## School Website

Last year we also launched our new website. Please take them time to look at the information available to parents.

<https://oatleysnr-h.schools.nsw.gov.au/>

## Happy Holidays

As this will be the last newsletter for the term, I would like to wish the entire community a safe and restful holiday period. A reminder, the holidays will commence at 2.00pm on Friday 1 July and continue until Tuesday 19 July, when all students will return to school. On 18 July, staff will return for a school development day. This is a student free day and parents need to ensure supervision arrangements are in place for their children on this day. For some of our senior students, there will be an opportunity to come in to school over the holidays to spend valuable time working on their project based subjects. A big thank you to the dedicated staff who support our students during the break.

**Anna Girginis**  
**Principal**

## SRC .... In the Spotlight

### SCHOOL CAPTAIN – Chloe Tzanis



#### Q1. Why did you want to be in the SRC?

I believe that student voice is vital to the school environment. It is what drives changes and the school atmosphere. I also am passionate about leadership and advocacy which are very valuable to bringing different voices and opinions to be heard. The SRC is also a fun environment that allows you to meet students from different year groups or people that are not in your classes.

#### Q2. If you had to choose only 3 objectives to describe yourself, which would you choose?

Passionate, hard-working and understanding

#### Q3. Knowing what you know now, what advice would you give to your 13-year-old self

Read more and write more. These are the best ways to learn about yourself, people you love and the world around you.

#### Q4. What is your favourite quote? Why?

"The point of diving in a lake is not immediately to swim to the shore; it's to be in the lake, to luxuriate in the sensation of water." - John Keats

I think it's important that we should enjoy the simple things and not get focused on trying to work everything out. Rather, enjoy what comes as it comes.

## Futures Day

On the 27th of May Year 12 attended Futures Day. Futures Day was designed by the GRC Oatley Teaching and Learning

team to prepare and support senior students as they build the functional knowledge and skills for life post-school across a range of areas.

During the Futures Day Conference, students attended presentations and workshops on a range of issues including goal setting, resilience, study skills and financial literacy. One of the students favourite workshops was the Game of Life session run by Ms. La Motte. This session enabled students to interact with a variety of life situations and respond accordingly, especially when confronted with changing scenarios presented by the "Dice of Doom"! In a post-Futures Day survey, 89% of respondents stated they found the day valuable and stated it gave them workable skills for life after school. We look forward to continuing to support our students as they move towards the HSC.



**Alexandra Harris**  
**Head Teacher Teaching and Learning**

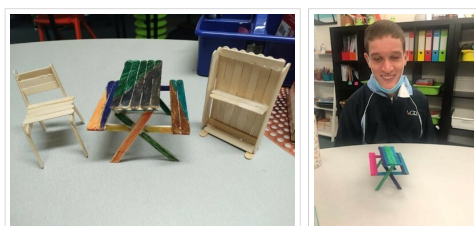
## TAS Faculty

Over the past few weeks in Term 2, students from the Learning Support Unit have been working on small DIY projects as part of the TAS subject Design & Technology.

The theme of the lessons is recycling. We have been investigating how recycling is important as part of our study of 'Technology in Society'.

The students have built mini paddle-pop stick chairs, tables, shelves and hedgehogs. These have been assembled using hot glue guns. The lessons were popular with students in understanding the importance of recycling and reusing materials whilst developing their fine motor skills. It has also helped with experiencing the impact of technology in everyday life.

The student's achievement and application to the lessons is to be commended as they have been working hard in demonstrating huge amounts of patience and focus to assemble the paddle-pop stick projects with the assistance of their subject teacher and Learning Support staff.



## Science Faculty

### Titration competition 2022

Each year schools across NSW compete in the National Titration competition. Students are assessed on their ability to perform chemical laboratory techniques with precision and to make calculations accurately. This year, on Friday 17th June, four GRC Oatley teams travelled to the University of Sydney to participate.

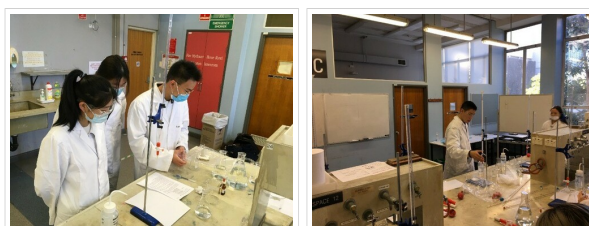
The competition encourages students who enjoy chemistry to work as part of a team to solve a scientific problem at a local university. Teams of three students are required to use an analytical technique to accurately determine the unknown concentration of a weak acid in 90 minutes. The team's score is determined by the accuracy of the work of its members.

Many of our Oatley students have shown an amazing dedication to preparing well and performing at their best in the lead up to the competition. They have practiced diligently in their lunch times and study periods over the last few weeks to hone their skills. Unfortunately, the competition rules limited the number of students who could participate to 12.

These students were: Jessica Gurung Tamang, Leah Yuting Zhang, Shixian Silky Liang, Ying Jacinta Yao, Yan Liao, Guocheng Huang, Leon Jin, Sabrina Jin, Oka Hayashi, Ishneha Gurung, Michelle Lee, Yiling Wang.

Even though our teams did not finish among the placegetters this year, the students enjoyed the challenge of competing at the University of Sydney and appreciated the opportunity build important laboratory skills. We are looking forward to competing again next year.

### **Irlanda Price (Titration Competition Coordinator)**



## HSIE Faculty

This term our Year 11 Aboriginal Studies class participated in Learning from Country on a visit to the Sydney CBD. The first tour they took was of Barangaroo Reserve with Sophie, an Aboriginal guide. Students explored the site's rich Aboriginal history and cultural significance; connecting with the world's oldest living culture and discovering the practices that enabled Australia's First Peoples to live in harmony with the land. Barangaroo Reserve is an award winning harbourside reserve considered a 'must see' cultural destination for locals and tourists. The site is rich in Aboriginal history and is a re-imagined vision of what the original Sydney Harbour headland would have looked like prior to European colonisation.

The second tour took place in The Rocks with Aboriginal guide Amanda. The students learned about Aboriginal people's origin history through the Dreamtime eyes, heard about Dreamtime

characters from our ancient past (sun, moon, water, lands) in creation stories, and role models during the English contact period: Patyegarang, Bungaree, Colebee, Arabanoo, Pemulwuy Bennolong and their roles. Students also explored the science in shapes of boomerangs and other tools, music clap sticks, fishing equipment, shells, seasonal calendar of native plants, rubbish and caring for mother earth.

The class has also been learning about the history and revitalisation of Aboriginal languages, watching the award-winning documentary Buckskin and exploring the 50 Words Project website to learn words in different languages. As part of this learning, they created a poster display highlighting some of the words they learned!

## Special Education Faculty

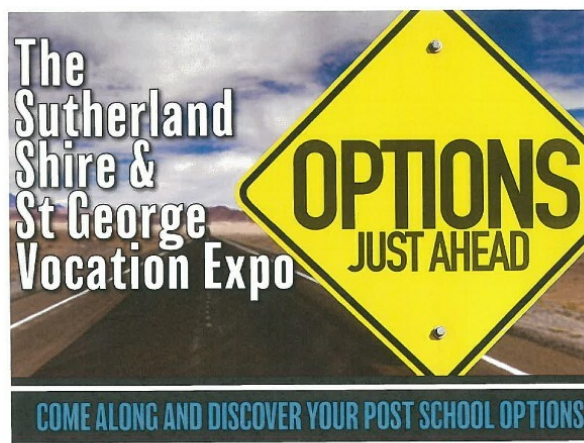
### I'm a school leaver with a disability – what next?

On Wednesday 22nd of June, we hosted an information session for families across the college. The session was aimed at families from years 9-12 who have a young person with a disability. Planning for post school starts early for our students, we like families to be educated on post school options so they have time to investigate the options in conjunction with their young person. The priorities include NDIS funding, as post school pathways are supported with NDIS funding. If you have an NDIS meeting, please inform your young person's teacher so they can supply supporting documentation. A reminder that NDIS requires paperwork to support what services you are asking to be included in your plan. If you have an OT, speech therapist, psychologist etc.... ask them for supporting documentation to support your young person's application. The NDIS is about setting goals for your young person. In year 12, one of those goals could be about finding and keeping a job.

In term 3, we are organised a connection desk at the school for families who need assistance with the NDIS. More details to come.

Please contact the school if you need assistance with the post-school planning for your young person with a disability or information about the NDIS.

**Thanks**  
**Priscilla Wille**  
**Head Teacher**  
**Special Education**



**27TH JULY 2022 10AM - 2PM**

**Tradies Gymea - Elouera Room - 57 Manchester Road, Gymea**

**FREE ENTR**

The Sutherland Shire and St George Vocation Expo is designed for Year 9 - 12 high school students with disability, their carers and families to explore and understand their post school options with local service providers. Come along and find out more about:

- NDIS
- School Leaver Employment Supports (SLES)
- Disability Employment Services (DES)
- Australian Disability Enterprises (ADE)
- TAFE
- Capacity Building

If you would like more information please contact Karmen Courtney via email at [karmencourtney@del.nsw.edu.au](mailto:karmencourtney@del.nsw.edu.au) or call her on 9521 5049. For more information on these services click on the logos below.



### Leaving School - What are my options?

Level of Support	Post School Option	Additional Information
Low support 	<ul style="list-style-type: none"> <li>• University</li> <li>• Tafe</li> </ul>	<ul style="list-style-type: none"> <li>• Go to Uni Open Days to explore courses and meet Disability Consultants.</li> <li>• Educational Access Scheme (EAS) Apply via UAC. EAS recognises disability &amp; medical conditions as long term educational disadvantage. Use a copy of any documentation to apply for support at uni.</li> <li>• Arrange to meet a TAFE Teacher/Consultants (TC). TAFE NSW has specialist Teacher/Consultants to ensure people with disability have equal access on campus. Make an appointment to find out what assistance is available and <b>arrange an access interview</b>.</li> <li>• Ask about fee free options for a student with a disability</li> </ul>
	<ul style="list-style-type: none"> <li>• Open Employment</li> <li>• Disability Employment Service (DES)</li> </ul>	<ul style="list-style-type: none"> <li>• JobAccess/Jobactive is an information and advice service funded by the Australian Government to offer help and workplace solutions for people with disability and their employers.</li> <li>• Workplace Modifications or purchase of special equipment can also be provided.</li> <li>• Students can access Disability Employment Services (DES) - in the last 6 months of school. DESs can help to find work &amp; apprenticeships/ traineeships</li> <li>• A DES can also be accessed via Centrelink. They can arrange for an Employment Service Assessment to determine the type and level of employment service assistance a student may require when he or she leaves school.</li> </ul>

## Leaving School - What are my options?

<p>Early Intervention</p> <p style="text-align: center;">↓</p> <p>Moderate Support</p> <p style="text-align: center;">↓</p> <p>High Support</p>	<ul style="list-style-type: none"> <li>School Leaver Employment Service (SLES)</li> </ul>	<p><b>NDIS Funded – do your homework</b></p> <ul style="list-style-type: none"> <li>Work readiness program</li> <li>Up to 2 years of supports, 3 days per week, or equivalent</li> <li>An expectation of <b>moving into open employment</b> after the period of support</li> <li>Accessed via a service provider. <b>Must be included in your NDIS plan prior to leaving school</b></li> </ul>
	<ul style="list-style-type: none"> <li>Australian Disability Enterprises (ADE) – Supported Employment</li> </ul>	<p><b>NDIS Funded - do your homework</b></p> <ul style="list-style-type: none"> <li>A fully supported workplace</li> <li>Unlikely to enter open employment</li> <li>Commercial businesses providing a variety of tasks e.g. packaging, production, assembly, work crews</li> <li>Can combine with SLES or CP</li> <li>Accessed via a service provider who will do a job trial and follow with an offer of employment if suitable.</li> <li>May be a work experience opportunity</li> </ul>
	<ul style="list-style-type: none"> <li>Community Participation</li> <li>Day Programs</li> </ul>	<p><b>NDIS Funded - do your homework</b></p> <ul style="list-style-type: none"> <li>Largely programs with a recreational and independent living skills focus</li> <li>Funding is based on level of support required, outings attended and transport</li> <li>Can be flexible ie combination of a variety of different programs, 1:1 support worker etc</li> <li>Centre based or community based</li> </ul>

## Stage Band Report

When asked about our favourite memories from the trip, everybody agreed, that the trip itself was grateful, and memorable to say the least. Trying to narrow it down was torture, so we picked three memories to share.

1. “It was awesome to experience Blast with so many amazing people. The music was new with old favourites and the bands were impeccable.” – Zoe (Trombonist)
2. “The epic sax battle” – Sami (Saxophonist)
3. “Ed Wilson performing” – Andrew (Pianist)

The big trip began early Friday morning, we arrived at school before 8:15, then packed and boarded the bus- beginning the eternal 5-hour bus trip. Some slept, some watched movies, some listened to music and then slept again. We arrived, we put our bags down and then Ms Pryce told us that they had a mini-golf course. Naturally, we had an epic game of mini-golf, with Aaron and Kayley (our Drummer and Baritone Saxophonist) coming in equal first place. Then we headed to the Panthers Club, where we had dinner before the Blast-off concert. The cheesy garlic bread was a staple across the band.

The concert included some incredible musicians from the Jazz Music Institute (JMI), the Sydney Conservatorium of Music (the Con.), Anita Thompson, Ed Wilson, and the organisers of Blast, John Morrison and Jacki Cooper. Ms Pryce, our teacher and Band director performed as part of the Directors Band. As a pianist, often the music spans across many pages, however for one song, she unfolded the pages, and it was almost as tall as her! We retired to the holiday park, tired and ready for bed.

Saturday morning began early for two members of our Blast trip, Sami, our 2nd Tenor Saxophonist, and our supervising teacher Mr K, who supposedly got up before 6 and did a workout. The rest of us, once awake, had breakfast and

headed for Ms Pryce’s cabin for our rehearsal. Gathered on her small porch, we sang through our set, and honestly, our little acapella group wasn’t too bad. Then we hurried back to our cabins, collected our instruments and equipment needed for the day, got on the bus and headed for the club again.

Saturday was a busy day, first, the band attended the Ed Wilson Big Band workshop where students got together under the direction of Mr Wilson to play through some of his charts. Each student had to decide if they considered themselves to be at a beginner-intermediate or intermediate-advanced level for improvisation. In the advanced improvisation workshop, led by Dan Quigley and the JMI students, he explained the multi-layered approach to improvisation, emphasising that Rhythm + Harmony = Melody. At the beginner level workshop, they worked on playing by ear, melodically and rhythmically, then put it together, all improvising at once. After improvisation, we went to watch Swing Factor, a band we met and jammed with, last year on our 2021 Central West tour. They played awesomely.

It was time for our turn. Joined by a couple of JMI students, we performed 4 pieces: Hard to Handle, Front Burner, Soul in the City and Walking on Sunshine. For lots of the band, this was their first performance, and they smashed it. We then headed to Woolworths for a brief shop – for our celebratory, and customary barbeque dinner. Back at the holiday park, the band played many highly competitive games of UNO, whilst devouring many, many sausages (cooked by our lovely bus driver Ken and Mr K), much of the band bonded over the love for coleslaw, or rather someone’s love for coleslaw. Our ‘final’ round was interrupted by the alarms- for us to go back to the club and watch the Australian Army Band. Their rendition of "Don't you worry 'bout a thing" was absolutely phenomenal. Tired, but excited after such an amazing concert we all gathered to play more rounds of UNO, eat pizza and drink hot chocolate.

After an intense night of UNO, many tired musicians woke up early on Sunday- had breakfast, packed all their things, and hopped on the bus, back to the club for one last hurrah. We ‘paraded’ around the auditorium due to the bad weather but still had many laughs and lots of fun, as everyone showed up in their silly hats. Then, before heading home, we attended our last two workshops, the Army Band workshop and an instrument masterclass. Very tired but grateful for the advice, experience and memories from the trip, the band slowly nodded off.

We want to thank our wonderful teachers, Mr K who gave up his weekend, and Ms Pryce for all her hours in getting the band ready for the trip, and all our other performances. A huge thank you to Ken our bus driver, and Noah our stand in Bassist. Finally, a huge thanks to our parents and the school for allowing us to attend the Big Band Blast. We can't wait for our return next year!



## NAIDOC Week

NAIDOC Week is an Australian observance lasting from the first Sunday in July until the following Sunday. The acronym NAIDOC stands for National Aborigines and Islanders Day Observance Committee. It has its roots in the 1938 Day of Mourning, becoming a week-long event in 1975.



This year the theme of NAIDOC is Get up! Stand up! Show up!

We will be observing NAIDOC week during Week 1 of Term 3. More information will be provided through announcements during the week.

Other events are occurring around Sydney during the first week of the school holidays. Some have been listed below:

### Community Fun Day

3pm – 6.30pm Friday 8th July at PCYC Eastern Suburbs Arts & Craft, Boxing showcase and fun games. All Free!!!  
26A Bunnerong Rd Daceyville

### Souths Cares NAIDOC Festival

11am – 3pm Wednesday 6th July at Heffron Park, Maroubra  
Performances, footy clinics, BBQ lunch and a meet and greet with the Rabbitohs.  
Corner of Bunnerong Road and Jersey Road

### MYRC NAIDOC Community BBQ

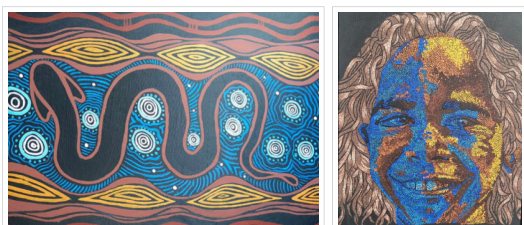
12 – 4pm Thursday 7th July at Marrickville Entertainment and Food Provided  
Marrickville Youth Resource Centre  
23 Yabsley Ave, Marrickville

### NAIDOC Week Youth and Family Day

10am – 4pm Wednesday 6th July at Penshurst Park  
Oztag competition, face painting and performances.  
643 King Georges Rd Penshurst

Other events can be found here:

<https://www.naidoc.org.au/local-events/local-naidoc-week-events>



Artwork by Siena Bhuiyan Year 11

## NCCD

### 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.

### 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.

### 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, nonidentifying 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.

## 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.

If you have any more questions please contact Ms Peta La Motte.

***Peta La Motte***  
***Head Teacher Learning Support (Acting).***