



ST JOHN'S NEWS

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PRINCIPAL NEWS

Dear Parents,

Each family is receiving a mail out with the newsletter today to explain the latest Commonwealth Government arrangements in relation to children who are identified at school as having a broad disability. The National Consistent Collection of Data for Children with a Disability (NCCD) requires all schools, nationwide, to provide de-identified data to the Commonwealth Government for the purposes of gaining a better understanding about children's learning needs, how to address and support them and how to support systems in funding the support needed to do this. Current requirements have to be implemented from January 2019.

What does this look like at St John's?



Teachers collect information on each child in relation to their learning, their behaviour and the way they are coping with life and learning at school. This information is used to make decisions about learning and it may point to the need for adjustments to the learning environment. It may also point to the presence of a broad disability to do with cognitive needs (how we learn); medical needs (physical matters); mental health (the way our state of mind impacts on learning) or behavioural (ability to self-regulate and manage behaviour for learning). The information collected can be supported by assessment data administered by the teacher, our Learning Support Teacher and/or a professional, for example, a speech pathologist, an occupational therapist, other medical professionals or a psychologist. Assessment data such as this can provide important insight into strategies teachers can use to support children with their learning.

Teachers, along with support from the Catholic Schools Office, are required under the legislation to identify children with a broad disability and report the data (not the child's personal details) .

Along the way, parents of children who have been identified will be consulted about adjustments being put in place in the classroom or about interventions that are taking place at school. At our recent three way interviews, teachers discussed the adjustments they are putting in place with parents and parents were asked to sign off that the consultation took place. Our Learning Support Teacher may also ask for a meeting with parents and/or the teacher to discuss a child's needs and what we can put in place to support them.

Identified children are then monitored, parents are informed of changes to adjustments along the way and information is shared with the next teacher.

The NCCD can be a fairly challenging process for parents to understand so I am providing you an attachment to today's newsletter as a reference point to the information. The attachment will also be placed on our 'Notes' tab on the school web page for future reference.

In other news, we have our annual Mother's Day celebration tomorrow afternoon beginning at 1:30 pm in the Church. This is a time to celebrate those special women in our lives and show our appreciation for the love that they show us. It is also a time for many of us who have lost our mums to remember them in a special way and to give thanks for our time with them and our memories of them. From a Catholic perspective, our spiritual mother, Mary, provides each of us inspiration as we reflect on the commitment and trust that she had in her son, Jesus, and his mission. She also provides incredible hope through her ever present care and intervention on our behalf.

A reminder that everyone is invited to Mass this Saturday evening at 5 pm. This is our opportunity as a school community to gather together to celebrate the Eucharist as we enter the 4th Sunday of Easter. Year 5 and Kindergarten will be hosting our celebration.

Sincere best wishes for a happy Mother's Day.

Mark Bateman – Principal

What support resources are available at St John's?

We have a **psychologist** available three days a week. Ms Belinda Nixon has just begun at St John's and will work directly with children and parents to provide professional support following parent referrals. Ms Nixon provides counselling services for children, working with parents and links to resources through the Catholic Schools Office and the community.

We have a **Learning Support Teacher**, Mrs Eirene Vidler, who works with teachers, parents and children providing learning interventions strategies with children and for teachers. Mrs Vidler also works closely with parents of children receiving support. She is an important part of our NCCD processes (explained in Mr Bateman's piece above). Mrs Vidler is supported by Mrs Lauren Richardson our **Learning Support Assistant** who works with children under Mrs Vidler's direction.

St John's has a part time **Family Liaison Officer**, Mrs Jeanie McDonnell, who is there to support parents in times of need or through those challenging moment we all experience. She offers parent education opportunities, phone support and is particularly helpful with establishing relationships with our new families.

Our families have on site access to a **Speech Pathologist** and an **Occupational Therapist**. These services are provided at parent cost and may be subject to health insurance rebates depending on your fund.

These resources and services can be accessed by contacting our school office.

DIARY

Week 3 Term 3 Mon 13 May	Week 3 Term 3 Tues 14 May	Week 3 Term 3 Wed 15 May	Week 3 Term 3 Thurs 16 May	Week 3 Term 3 Fri 17 May	Week 3 Term 3 Sat/Sun 18/19
<i>Prayer Assembly Year 1</i>	<i>Naplan - Writing</i>	<i>Naplan – Reading & Language Conventions</i>	<i>Naplan – Numeracy Confirmation Enrolment 7pm Dee Why</i>		
Week 4 Term 3 Mon 20 May	Week 4 Term 3 Tues 21 May	Week 4 Term 3 Wed 22 May	Week 4 Term 3 Thurs 23 May	Week 4 Term 3 Fri 24 May	Week 4 Term 3 Sat/Sun 25/26
<i>Prayer Assembly 3B & 3/4W</i>			<i>Class Mass Yr 6 & Yr 1 10:05am</i>		

IMPORTANT DATES FOR THE DIARY

Mon 27th May

Prayer Assembly Year 2

Tues 28th May

Broken Bay Cross Country

Sat 1st June

School Parish Mass Yr 2, 3 & 4 hosting

Wed 29th – 31st May

Stage 3 Camp – Collaroy

Sat 1st June

Yr 2, 3 & 4 School Parish Mass 5pm

Mon 3rd June

Prayer Assembly Kindergarten

Thurs 6th June

Class Mass Yr 5, Yr 2 & K 10:05am

Mon 10th June

Queen's B'day – **NO School**

Fri 14th June

Polding Cross Country

Mon 17th June

Prayer Assembly Year 5

Sat 22nd June

Confirmation – Dee Why 11am

Mon 24th June

Prayer Assembly Year 6

Sat 29th June

Confirmation – St Johns 11am

Monday 1st July

Core Values Awards 8:45 in the church

MOTHER'S DAY LITURGY – FRIDAY 10TH MAY

Our Mother's Day celebration will begin with a **liturgy in the church**. The church will be open at 1:30 and there will be "ushers" to advise the mums, grandmothers and special friends where to sit. The children will come up to the church with their classes.

Following the liturgy, the mums will have **afternoon tea** (see the P&F section for information.)

The children have special gifts they have prepared and once afternoon tea is finished everyone will be invited back to the classrooms to collect their treasures.



PROJECT COMPASSION

Wow! Thank you to all those families who took part in our Project Compassion collection as part of their Lenten journey. I'm proud to announce that we raised \$964 that has already been sent to Caritas and will make a difference for families and children who need our support. What a wonderful way to celebrate the hope that is Easter!



We heard lots of stories from children about ways they raised the money to give to Project Compassion and I'd like to share just one story with you.



Zali T (2B) woke up one morning and told her mum that she wanted to create an art project that would raise money she could donate. Zali planned everything – even the maths behind raising her required goal. She designed and made gorgeous key rings and sold every one of them within two days to raise an incredible \$150.

Congratulations Zali, and all the other children who really went out of their way to make a difference, for making our world a more just place!

KINDERGARTEN & YEAR 5 PARISH FAMILY MASS

This Saturday, Kindergarten and Year 5 will be hosting our Parish Family Mass at 5pm. Everyone is welcome to join us for Mass and a sausage sizzle.

If you are not a Kindergarten or Year 5 family but you would like to join us for the sausage sizzle, fill in this google form <https://forms.gle/Np4Btccjkz4DtDE99> to let us know the number of sausages sandwiches you would like.

SACRAMENT OF CONFIRMATION

Children in Year 2 and over are eligible to receive this sacrament if they have been baptised. The **Information/Commitment Evening** will take place NEXT **Thursday 16 May** (St Kevin's Church) 7pm.

If you have any questions, or would like to be a group leader, please don't hesitate to contact contact Mary Baldwin (Parish Sacramental Co-ordinator) on baldwin.mary.50@gmail.com or on 0421904114.

Full details of the dates for Confirmation can be found on our [Weebly Faith page](#)

NB: There was an incorrect date for the Sacrament of Confirmation in last week's Dates for the Diary. The correct dates are Saturday 22 and 29 July.



WINTER UNIFORM CHANGEOVER

The children will change to [winter uniform](#) by **Monday, May 28 (Week 4)**. Parents may choose for their children to wear either FULL summer or FULL winter uniform until the changeover date to accommodate the changeable weather.

A reminder that the uniform requirement is for predominantly white sport shoes for our sports uniform.

SCHOOL MUSICAL

A KIDSUMMER NIGHT'S DREAM



A Musical Fantasy

This year the children of St John's will be taking part in a whole school musical – **A Kidsummer Night's Dream**. Based upon William Shakespeare's *A Midsummer Night's Dream*, our show is a musical fantasy involving dukes, queens, fairies, workers, a play within a play, and true love winning in the end!

Make sure to keep the following performance date – **Thursday 5th September** - free as it's a one night only performance! Each class has begun practising their song for the show and our Year 6 class have commenced rehearsal for all of the acting parts. It promises to be a wonderful night of singing, dancing and acting!

HOCKEY POLDING TRIALS



Tahlia, Ella and Pip (left to right) travelled to Tamworth recently to represent St John's and Broken Bay at the Polding Sport Trials for Hockey. Tahlia was successful in gaining selection to the Polding Team (one of two NSW Catholic Representative Teams). She will compete in the PSSA carnival in Newcastle in June. Well done girls, we are very proud of you, and good luck to Tahlia!

CROSS COUNTRY

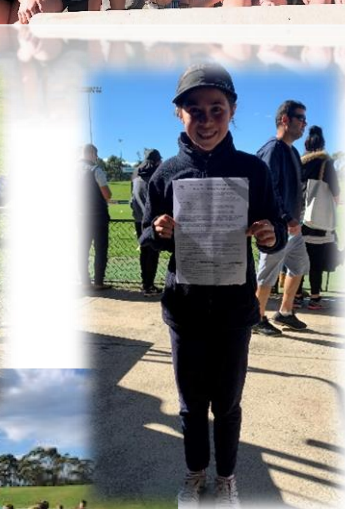
St John's Cross Country reps did really well and had great fun at the Northern Beaches Cross Country yesterday.

Thanks to Mrs Lewis and all the parents who looked after the children in the stand and especially Mrs Blyth, Mrs Spiteri, Mrs Chandler, Mrs Tszintios, Mrs Bryant and Mrs Brock who volunteered to man a checkpoint on the course.

We are very proud of all the competitors. Well done!



Breaking News!! 5 of our U11 girls have made it through to the Broken Bay Cross Country!



Congratulations to the following students who will be moving onto the next level.

Charli B, Blake W, Ava H, Gemma T, Indianna V, Charlie B, Oscar H, Christian C, Ella D, Ava R, Andie M, Emma S, Jasmine L, Max K, Tahlia B and Brooke G.

Congratulations to all students who competed in the Northern Beaches Catholic Schools Cross Country yesterday. We were blessed with perfect conditions; blue skies and crisp temperatures. Obviously this suited our 61 competitors with a record 16 making it through to the next carnival! Congratulations to the children who will represent St John's at the Cluster Carnival (comprising North Shore, Central Coast and our own Northern Beaches) on Tuesday, May 28th.

National Walk Safely to School Day

Now in its 20th year, National Walk Safely to School Day (WSTSD) is an annual event when all Primary School children will be encouraged to walk and commute safely to school. It is a Community Event seeking to promote Road Safety, Health, Public Transport and the Environment.

All information can found at: walk.com.au

The event will be held throughout Australia on Friday 17 May 2019



Happy Walking St John's

Save the date

*Year 6 Parent Social night
Thursday 27th June 6pm
Harbord Diggers - 88 Evans St Freshwater
Meet at Main Bar
Looking forward to catching up with you all then!
Class Parents,
Giuseppina, Raffaella, Vanessa & Carol*

A MATHS CHALLENGE FROM YEAR 5

Year 5 have been working on this image in Maths.

Can you work out the colour code?

Why are some numbers broken into parts?

Why are some parts the same colour and some parts a different colour?

Watch this space next week for our explanations to see if you cracked the code!



Credit: mathforlove.com



Mother's Day Afternoon Tea – Friday 10th May at 1:30pm

Looking forward to celebrating all the mums, grandmothers and special women in our lives tomorrow.

1:30pm – Liturgy in the Church

2:00pm onwards – Afternoon tea & classroom visit

Remember to bring a few dollars for raffle tickets, to go into the draw to win that special lady a prize.

Entertainment Book

Looking for a GREAT Mother's Day gift idea?!

The **Entertainment Book** is the gift that keeps on giving. Enjoy a nice meal or night away knowing you've saved money and supported our school.

Purchase your copy or digital membership at
www.entbook.com.au/94u97722



Cross Country Sponsorship Money & Envelopes Due TOMORROW

Just a reminder to return the Cross-Country envelopes by **Friday 10th May**. The first class to return all their envelopes wins free Domino's pizza. You can return the cash in the envelope or pay through Qkr! Envelopes need to be returned even if you pay using Qkr! (If you have lost your yellow envelope just send in an ordinary envelope with your child's name, class, the amount enclosed or the amount paid on Qkr.)

Save the Date - P & F meeting Tuesday 28th May 7pm

Everyone is invited to come along. If you have any items that you would like to place on the agenda, please feel free to chat to any of the current the P&F committee personally, or you can send us an email at stjohnspandfassociation@gmail.com

School Uniform Shop Change in Trading Hours This Week

The school uniform shop will be open this Friday in the morning between 8:30 and 9:00am but will be **closed** in the afternoon as the canteen is being used for the Mother's Day afternoon tea.

Happy Mother's Day!

Bel, Saartje, Matt, Russell, Jo & Gen

FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of adjustment they are receiving to access education on the same basis as other students.

Each of the included students has been identified by a school team as receiving a reasonable adjustment to address a disability under the *Disability Discrimination Act 1992*.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. However, until recently, the type of information collected has varied between each state and territory and across government, Catholic and independent school sectors. The national data collection ensures that, for the first time, information about students with disability is transparent, consistent and reliable at a national level.

A nationally consistent approach to collecting data provides evidence on:

- the number of school students receiving an adjustment due to disability
- the level of adjustment they receive
- the broad type of disability.

From 2018, the student with disability loading provided by the Australian Government is based on the national data collection. Funding is being provided via a loading at different rates based on students' received level of adjustment (supplementary, substantial or extensive). This will enable funding to be better targeted to student need as identified through the collection. Schools will continue to manage their total resources to meet the learning needs of their students based on the educational expertise of their staff.

It is important to note that states and territories are responsible for decisions about the level of funding for government schools; and non-government education systems and approved authorities are responsible for the distribution of the needs-based Commonwealth funding that they receive. While Government funding is calculated with reference to students enrolled at a school, the Government expects schools and school systems to pool their funding from all sources— Australian Government, state/territory and private— and prioritise their spending to meet the educational needs of all of their students. This is because the Government recognises that schools and school systems are best placed to understand the individual needs of students and budget accordingly.

The students with disability loading may be used for broader supports at the classroom, school and sector level, as well as for supports for individual students. Education authorities may, for example, opt to use funding for professional learning and to build capacity and inclusive cultures in schools.

Better information about school students with disability helps parents, carers, teachers, principals, education authorities and government to gain a more complete understanding of students who are receiving adjustments because of disability and how to best support them to take part in schooling on the same basis as other students.

WHAT INFORMATION WILL BE COLLECTED?

Every year, your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's year of schooling
- the student's level of adjustment
- the student's broad type of disability.

If a student has multiple disabilities, the school team, using their professional judgement, selects the broad category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory. The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

HOW WILL THIS DATA BE USED?

In addition to informing funding, the data will inform work at a school and system/sectoral level. It will help to ensure that better support for students who are receiving adjustments because of disability becomes routine in the day-to-day practice of schools through:

- strengthening understanding of schools' legislative obligations and the Disability Standards for Education 2005 in relation to students who are receiving adjustments because of disability
- focusing attention on the individual adjustments required to support students with disability to participate in learning on the same basis as other students, and enabling schools to better reflect on the needs of these students and to support them more effectively
- facilitating a more collaborative and coordinated approach to supporting students who are receiving adjustments because of disability, including through encouraging improvements in documentation at the school level
- strengthening communication between schools, parents/carers and the broader community about the needs of students who are receiving adjustments because of disability.

WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the *Disability Discrimination Act 1992*.

For the purposes of the national data collection, students with learning difficulties (such as dyslexia or auditory processing disorder) or chronic health conditions (like epilepsy or diabetes) that require monitoring and the provision of adjustments by the school may be included.

WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff identify the number of students receiving an adjustment due to disability in their school, the broad type of disability and the level of adjustment provided, based on:

- consultation with parents and carers in the course of determining and providing adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

WHAT ARE THE BENEFITS OF THE NATIONAL DATA COLLECTION FOR MY CHILD?

The aim of the national data collection is to collect quality information about Australian school students receiving adjustments due to disability.

This information will help teachers, principals, education authorities and governments to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for students with disability and all students.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together to ensure students with disability can participate in education.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. For the Disability Standards for Education 2005, an adjustment is reasonable in relation to a student with disability if it balances the interests of all parties affected. Schools are required to make reasonable adjustments for students with disability under the Standards.

WHEN DOES THE COLLECTION TAKE PLACE?

The national data collection is conducted in August each year.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

HOW IS MY CHILD'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Data is collected within each school, and personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available in the [Public information notice](#).

FURTHER INFORMATION

Contact your child's school if you have further questions about the NCCD. You can also visit the [NCCD Portal](#).

An [e-learning resource](#) about the Disability Discrimination Act 1992 and Disability Standards for Education 2005 is freely available for the use of individuals, families and communities.

The document must be attributed as Parent, guardian and carer fact sheet.

NAPLAN Online – information for parents and carers



2019

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are meeting important educational outcomes in literacy and numeracy.

What is assessed?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

In 2019 most students across Australia will sit NAPLAN online.

Feedback in the first year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

NAPLAN Online is not a test of keyboard skills.

There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

To get an idea of what the online assessment looks like, visit the public demonstration site at nap.edu.au

How can I help my child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. Ensuring students are familiar with using devices, typing on them and navigating through programs are a part of student learning and a requirement of the Australian Curriculum from the first year at school.

ACARA does not recommend excessive preparation for NAPLAN or the use of coaching providers. NAPLAN is about assessing learning progress in literacy and numeracy.

Will my child sit NAPLAN on paper or online?

In 2019, your child will sit the NAPLAN online tests. However, children in some other schools across Australia will sit the NAPLAN paper tests this year. Federal, state and territory education ministers have agreed that all schools will move online by 2020. State and territory education authorities will determine when their schools move online.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test online or on paper, results for both formats can be reported on the same NAPLAN assessment scale. To find out more about NAPLAN Online, visit nap.edu.au

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment.

Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should first discuss the use of any disability adjustments for your child with your child's teacher.

A formal exemption may be granted for a student with disability that severely limits their capacity to participate in the assessment, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your local test administration authority can give you more information on NAPLAN Online disability adjustments or the process required to gain a formal exemption.

NAPLAN Online 2019 timetable

The assessment window for NAPLAN Online is extended from three days provided for the paper test to nine days. This is to give schools more flexibility in scheduling and accommodate schools that may have fewer devices. The NAPLAN Online assessment window starts on Tuesday 14 May and finishes on Friday 24 May 2019.

The online tests must be taken in the following order:

Test	Duration	Order	Details
Writing	Year 3: 40 min. Year 5: 40 min. Year 7: 40 min. Year 9: 40 min.	To be completed in the first two days	Year 3 students do a paper-based writing test on day one only
Reading	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the writing test	Students read a range of informative, imaginative and persuasive texts
Conventions of language	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	To be completed after the reading test	This test includes spelling, grammar and punctuation
Numeracy	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the conventions of language test	This test includes number and algebra; measurement and geometry; and statistics and probability

What if my child is absent from school on assessment days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule. Individual students are not permitted to sit NAPLAN online tests after Friday 24 May 2019.

How is my child's performance measured?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

For information about how personal information for NAPLAN is handled by ACARA, visit nap.edu.au/naplanprivacy

The simplest way

... to make vegies easy to eat.

Eating 5 serves of vegetables and 2 serves of fruit each day doesn't need to be a chore.

It's easy to reach these targets if you **spread your fruit and veg out throughout the day.**



Breakfast: Start your vegie intake in the morning with avocado or baked beans or tomato on toast

Morning tea: try some [zucchini slice](#) or wholegrain crackers and hummus.

Lunch: Include some salad with lunch. Try our tasty [salad recipes](#).

Afternoon tea: have your favorite piece of fruit.

Dinner: Try our delicious vegie filled [recipes](#).

Dessert: Berries and yoghurt or [healthy apple crumble](#).