

Padstow North Public School



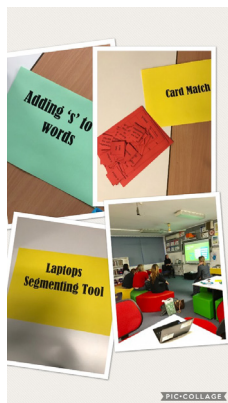
"A Quality Education in a Caring Environment"

Term 2 Week 8

Hello parents, carers, students and friends of Padstow North Public School

Last week our students participated in BookFest as a part of the 2017 Premiers Reading Challenge. During BookFest, which was held from the 6-8 June, some of Australia's Greatest Children's Authors participated in Live Streams – right into our classrooms. Our students were able to meet many different authors during these free broadcasts. Ask your child if they participated, and which authors they met.

Recently a number of parents and caregivers participated in a *Sound Waves* workshop with Assistant Principals Mrs Mackenzie and Mrs Rudder. The workshop was a follow-up to the presentation by Diane Sutherland - Sound Waves Education Consultant about spelling using the Sound Waves whole school phonemic approach, which we have incorporated into K-6 teaching and learning programs at Padstow North PS. Parents and caregivers developed their understanding of how teachers incorporate Sound Waves into teaching and learning programs, and how they can use the program with their child/ren at home. Feedback from participants was positive and included "(B)ecause of them we as parents just realise how fun it could be to learn spelling!"



Reports will be sent home on Friday next week. Please take some time to sit with your child/ren and read through their report. I congratulate all of our students on their efforts and the achievements they made in Semester 1.

Thank you for taking the time to read about what's happening at Padstow North Public School, we are very excited to report what our students have been doing. If you enjoy reading our newsletter and would like to see what's happening around the school more regularly visit the website: www.padstownth-p.schools.nsw.edu.au. For day to day updates and reminders download our Skoolbag School Mobile App for your phone or tablet device. Go to skoolbag.com.au to Get Skoolbag.

Natalie Armstrong
Principal

Gold! Gold! Gold!

Congratulations to the following students who have qualified for Gold and will be awarded their certificates at our Gold assembly on Thursday 29th June

Kindergarten to Year 2

Piero G

Years 3-6

Hayley N

Dean P

Athena S

Catherine N

Sebastian S

Mataea C

Tiffany L

Dates to Remember

20 June

SRC movie day

21 June

Joeys cup challenge

23 June

Reports home

26 June

NAIDOC performance

27 June

Athletics carnival

29 June

Gold assembly

30 June

Last day Term 2

News from the Kindergarten Classrooms

Kindergarten Daydream and Kindergarten Hamilton

Literacy

During literacy lessons, students are continuing to learn about informative texts. We focused on grammar while exploring the texts *Kip* by Christina Booth and *Funny Farm* by Mark Teague. Students practised writing simple and compound sentences using nouns and adjectives to describe farm animals. Students are encouraged to try to spell new words independently by stretching and recording the sounds they hear in their "have a go / try section" of their writing books. As a component of speaking and listening, students are developing their public speaking skills, such as making eye contact and using a clear, audible voice when presenting. Students are developing reading strategies, such as making predictions, recognising familiar words, segmenting the sounds in words and developing their comprehension. Each morning, students love to sing along to the Sound Waves chant.



Science and Geography

During science lessons, students have been about how seasonal changes determine the produce of fruit and vegetables. We explored the lifecycle of an apple and discussed how it gets from the farm to the shops. They were very interested in learning about which fruits are in season during the year. During geography lessons, students have been reflecting on the special events which they celebrate with their family or with other groups. They shared these experiences with the class during Chatterbox.

1/2/3 Daintree



This term our class has been busy working in all our subjects. We had fun showing number patterns on a hundreds chart. We were explaining why we like Superman or Batman better in our writing. We have been learning about where we are on a map from our local area to where we are in Australia. We tried using "Stop Look Listen Think" to cross our pretend road in the classroom. Our excursion to Warragamba Dam was great we learnt how we collect water before it gets to our house.



Numeracy

During mathematics lessons, Kindergarten have been learning about Addition and Subtraction, and Time. Students have been practising counting forward and back to solve problems, which is reinforced during Targeting Early Numeracy (TEN) lessons. They work in mixed ability and differentiated groups to develop and reinforce new mathematical concepts, such as using a number line, instantly recognising dot patterns and using tens frames. In the next few weeks, we will be learning about Patterns and Algebra and Multiplication and Division. In Measurement and Geometry, students are learning about Time. Students have been sequencing events, discussing the duration of events and learning new language associated with time. In the few weeks, students will be learning three-dimensional objects and data.

News from the Stage 1 Classrooms

1 Byron



1 Byron has been learning about the water cycle in science, we know that water evaporates into the sky, condensates and forms clouds and then precipitates which can fall in the form of rain, hail, sleet or snow. We have been learning a song to remember the water cycle which includes actions! In maths we have been learning about skip counting by 2's, 5's and 10's. By looking at a 100's chart, we can identify the patterns to help us skip count. In literacy we have been writing persuasive texts which are used to persuade or convince our audience to think, feel or do something that we believe. We have been enjoying the text 'I will not ever never eat a tomato' and using our OREO writing planner to organise our ideas. It's been a busy couple of weeks and we are looking forward to a well-deserved holiday break! 😊

1/2 Kakadu



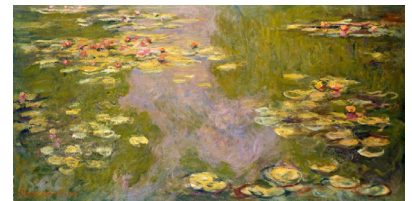
1/2 Kakadu do a lot of cooperative maths learning. First, we talk about what we already know, learn new strategies and practise skills as a whole class. This learning is then continued in small group or pair activities. Everyone is encouraged to jointly try to find the answers and then independently record their own results and answers. We use lots of materials and tools to support this learning such as small white boards, large 100's number charts which we can write on, and counters. Cooperative learning groups are a great way for students to talk about their strategies, cement their understanding, and explain their learning as they help their peers.

2 Uluru

Term 2 has been such an adventure in our room with students engaging in experiments, research tasks and using coding to find position. Our topic for this term has been 'Pure Water' using laptops to access Sound Waves online games during Spelling groups. This has been most valuable working with students between home and school and having 'expert' tech kids to help other students.

Our focus has been working with groups and having leaders. Leaders have been ensuring their group are working effectively. Students have really risen up to the challenge by being leaders.

2Uluru have been looking at the famous French Impressionist Artist Claude Monet. We reproduced his famous artwork 'Water Lilies' using our own water colours. Students enjoyed this and the results were amazing.



2 Fraser

2 Fraser have been very busy this term. We have been developing our persuasive writing by exploring why we should save water. We have been designing posters to promote how precious water is and how important it is to us. Students have directed and starred in their own iMovie or trailer to encourage or convince other people to save water. In geography we have been looking at how people are connected to places. We have explored an Aboriginal story 'Welcome to Country' which explains and identifies how Aboriginal and Torres Strait Islanders feel a special connection to their land. This enabled us to look at our own connection to countries, cities or places and the feelings we may have or how these places make us feel.



News from the Stage 2 Classrooms

Stage 2 Reflections

4 Cronulla

Jannah A - I loved doing Maths because I learnt more things such as using trading in addition and subtraction.

Thomas B - We learnt about why we need built environments and how we use them.

Clara C - I liked rebuilding Playford Park in the app Minecraft.

Gabriel D - I have enjoyed researching Australia's neighbours and about their climate, religion, culture and events.

Stephanie N - I have enjoyed learning about Ken Done because we have learnt how to draw a creative Harbour Bridge by using free hand.

Hayley L - I have enjoyed learning about factors because they are fun to learn.



3/4 Narooma

Harry - I like doing sport with Mrs Gaston

Farrah - One thing I liked doing in 3/4 Narooma was the fun art.

Alyssa - The thing I like doing is art because I learn new art skills.

Isabella - I liked persuasive writing because you learn new things all the time.

Tanush - I enjoyed doing subtraction, addition, abstract art, spelling and literacy because these are the things that I like.

Leila - I enjoyed the NAPLAN test this term because we get to do all my favourite things.

Mrs Gaston - I enjoyed watching Narooma learn new things.

3 Fingal Bay

Neon - I like doing sport in the hall on rainy days.

Sumaya - This year I like doing Jollybops.

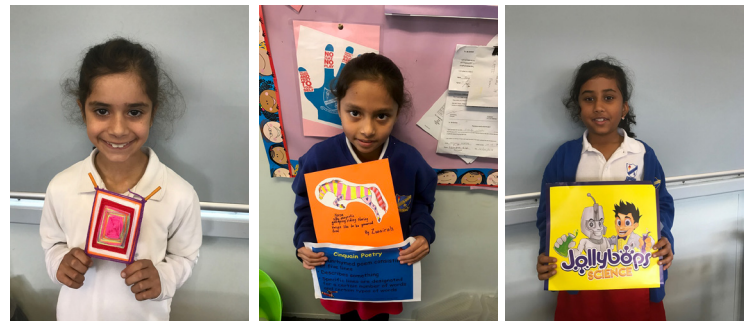
Deweny - I enjoyed doing spelling games and writing. Sound Waves.

Zunairah - I liked doing the cinquain poems.

Deekin - I enjoyed doing the science unit with the class for Built Environment. (Minecraft)

Uday and Oliver - excited to make the PSSA soccer team.

Lucia - I like doing arts and craft.



3 Bondi

Mia M - I enjoyed doing the portraits. They were fun to do and I liked that we got to take a photo so it looked like we were at Bondi Beach.

Andrew P - I enjoyed doing cursive handwriting with Miss Sciacca. I also enjoyed doing both illusionistic artworks and our Ken Done Sydney cityscapes.

Gabi S - I enjoyed doing our illusion artworks with Mrs King and our Ken Done Harbour Bridge art. I also enjoyed our literacy unit 'The ghost of Miss Annabel Spoon'.

Dorian M - I liked how I built Playford Park in Minecraft. I loved it.



News from the Stage 3 Classrooms

Peer Support

During Week 5 of this term, students in Stage 3 enthusiastically participating in the Peer Support training which was facilitated by Ms Savva. The students were involved in a number of activities which consisted of; decision making, problem solving, cooperation and organisation. This year our program is based on 'Optimism', how to live positively. The students enjoyed working together as a team. They look forward to facilitating these lessons to the students in their peer support groups each week.



ICT Tech Spot

'The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognised that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with technology, young people need to be highly skilled in its use.'

Our ICT team have been working this term in a bid to support this research. We have embarked on a program to create 'tech experts' within our classes, who can then assist in teaching their peers specific skills. All Year 2- 6 classes will have five students selected by their teacher to train as their class 'tech expert'. These students are getting specific training from the ICT team in; how to log onto Google drive, create a Google slide and how to share a document for collaborative work. Some 'tech experts' are even being trained in how to design a simple, secure website as a tool for sharing and collaborating on work! Once the 'tech experts' are fully trained and confident, they will be taking their knowledge back into classrooms to help teach their peers.

Library News

A book is a dream that you hold in your hand. Neil Gaiman

The winners of the 2017 NSW Premier's Literary Awards were presented at a ceremony at the State Library of NSW on 22nd May. Congratulations go to Leanne Hall whose novel *Iris and Tiger* won the Patricia Wrightson Prize for Children's Literature, and to author James Roy and co-author Noël Zihabamwe whose novel *One Thousand Hills* won the Ethel Turner Prize for Young People's Literature.

Congratulations to the following students for completing the NSW Premier's Reading Challenge – Nathaniel (K Daydream), Noah (2 Uluru), Raya (2 Fraser), Ryan (2 Fraser) and Joshua (3 Bondi). The Challenge closes on 25th August.

Mrs Harris
Teacher Librarian

Reporting to Parents

Reporting is part of communicating with parents and building the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents, so they understand:

- the learning expectations for the student
- the student's achievement against expected standards
- how well the student is engaging with the expected learning
- how the student may be able to improve

In addition to providing written reports twice a year, we offer parents opportunities to discuss their child's educational performance at the school with their child's teacher(s). At Padstow North Public School, parent/teacher interviews take place in Term 1 and in Term 3 for teacher requested interviews.

The grades summarise your child's achievement and tell you how your child is achieving against the material taught in each subject.

An **'Outstanding'** achievement would be awarded if your child is performing extremely well and is regularly applying their skills, extensive knowledge and deep understanding to new situations.

A **'High'** achievement would be awarded if your child is performing very well and has consistently met the outcomes at a high level. These students will also demonstrate the confidence, skills and understanding that are going to enable them to easily extend their learning in the area.

A **'Sound'** achievement means that your child has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

A **'Basic'** achievement is telling you that your child has achieved some of what he or she was expected to achieve, but that there are some gaps in knowledge and skills. These students are not quite where they "are supposed to be" at this point in time.

A **'personalised'** achievement means the student has learning needs that require access to content and competencies that are at a different level from their age peer group.

Reading your child's report

Reports can mean anxious times for children. Will my parents be disappointed or proud? This is the main concern of most children.

Could try harder . . . always does her best . . . lacks concentration . . . easily distracted . . . a pleasure to teach . . .

Do these comments, taken from a batch of student reports sound familiar?

Student reports bring mixed feelings for parents. Pleasure and pride if they are performing well but considerable angst when children are not progressing as you hoped. Kids of all ages take their cues from their parents, so your reaction to their school report can affect the way they see themselves as learners and as people.

Before you rip open the sealed envelope containing the report do a little self-check to see if you are in the right frame of mind:

Here are some ideas to consider when you open your child's report:

Focus on strengths. Do you look for strengths or weaknesses first? The challenge is to focus on strengths even if they are not in the traditional 3Rs or core subjects.

Take into account your child's effort and attitude to learning.

If the report indicates that effort is below standard, then you have something to work on. If your child is putting in the required effort, then you cannot ask any more than that, regardless of the grading.

Broaden your focus away from academic performance to form a picture of your child's progress as a member of a social setting. How your child gets along with his or her peers will influence his happiness and well-being, as well as give an indicator to his future. The skills of independence and co-operation are highly valued by employers so don't dismiss these as unimportant.

Take note of student self-assessment. Kids are generally very honest and will give a realistic assessment of their progress. They are generally very perceptive so take note of their opinions.

Discuss the report with your son or daughter talking about strengths first before looking at areas that need improvement. Ask for their opinion about how they performed and discuss their concerns.

P&C President's Report

David Coleman, Federal Member for Banks attended our P&C meeting Tuesday 16th May. It was interesting to hear about Federal Grants from the government that we, the P&C, could potentially apply for, the process of applying for them and what sort of community projects that have been approved in the past. We also discussed at length the ongoing school drop off/pick up issues at the three gates of our school and came up with potential solutions which David said he would follow up on. David then stayed on and started the first race of the District Cross Country – a first for him and he expressed interest in returning again in future years.

Thank you to all the volunteers who helped out at the District Cross Country, without your tireless work, it would not have been the success that it was. The volunteers ran a sausage sizzle, sold cakes, cupcakes, drinks, ice creams, popcorn and other sweets – THANK YOU!

Earlier in Term 2, the P&C applied to Bunnings Bankstown Airport for Buddy Benches and a grant to put blinds around the cola at the back of the hall. Upon approval of our request, Bunnings supplied us 2 buddy benches and gift vouchers to buy paint for these benches. We are working out the details of the blinds as we speak. Thank you to Bunnings at Bankstown Airport for their generosity!

We have received feedback from some parents who have purchased white logo shirts from our uniform supplier – Panania Uniforms & Embroidery- that the quality of the new shirts is not the same as the old shirts. After discussions with them, they have agreed to exchange any shirts with the label BIZ on them IF the shirts are fluffing NOT if they are dirty. No exchanges on dirty shirts will be given.

Any families who have not paid their School Activity Statements please do so. If you require payments in instalments, please discuss with the office ladies. We have lots of families who have not paid for excursions and incursions that their children have already attended. This initiative was initiated by the P&C so that parents could see transparently what the cost of their children's education was for the first half year and the school agreed to do so in good faith. Please return this gesture and pay your statements as soon as possible.

For those who use Munch Monitor for lunch orders, please be aware that the cut-off time for online orders will now be 8:45am. It allows our canteen volunteers more time to process orders and prepare the food.

The school canteen operates 3 days (Mon, Weds and Fri) per week and we depend on having volunteers. In term 3, we are looking for more volunteers as a few of our present volunteers can no longer help out. The volunteer would need to be available 8:45 to 11:30am, so if you

can spare those time, please let our canteen manager – Phill Allsop-Guest – know on 0451 522 117. We will give you full on-the-job training and a canteen lunch for your help!

Have a happy and safe winter holiday break and see you all in Term 3!

Jaime Wong
P&C President

PSSA Soccer

Our enthusiastic teams got off to a great start in Season 2 of the PSSA Soccer Competition which began a fortnight ago. Our juniors played first and didn't take long to settle their nerves with all players becoming involved in the game. They moved the ball up through the centre of the field and scored four times. Our seniors also played a great game scoring an impressive six goals. It was great to see all of the players working hard and working together on the field in good team spirit.

Round 2 was washed out due to bad weather.

Mr Grinham



Fun Group Music Keyboard Class At School (Enrolment for Term 2)

GREAT SONGS MUSICAL FUN MUSIC THEORY

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- 🎵 Convenient at-school venue 🎵
- 🎵 Small group - 45 min weekly lesson 🎵
- 🎵 Competitive rate - \$27 per session 🎵
- 🎵 Limited vacancy! 🎵



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NAIDOC WEEK AT OUR HOUSE

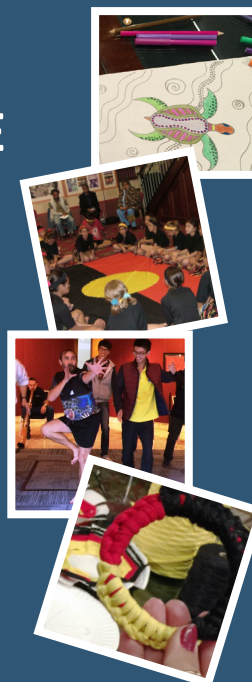
Tuesday July 4, 2017
10 am - 3 pm
Parliament of NSW

FREE FUN ACTIVITIES! ALL WELCOME!

A fun day with activities for the whole family including storytelling, Aboriginal art & crafts, playing didgeridoo and learning Aboriginal dances, as well as Dharawal Language workshops.

Sausage sizzle on the day! (\$3 per sausage sandwich)

Phone: (02) 9230 2047
Email: dps.education@parliament.nsw.gov.au



**Nationally Consistent
Collection of Data**
School Students with Disability

**Education
Council**

Information for parents and carers

WHAT IS THE NATIONAL DATA COLLECTION?

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 reasonable adjustment they are receiving.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability as defined under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect quality information about school students receiving an adjustment due to disability in Australia.

This information will help teachers, principals, education authorities and families 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 their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

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 annual collection aims to, over time, lead to nationally consistent, high quality data that will enable schools, education authorities and

governments to gain a more complete understanding of students who are receiving adjustments because of disability in schools in Australia, and how to best support them.

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 DDA 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 so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

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. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable 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).

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 level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

The information collected by schools will be available to all governments to inform policy and program improvement for students with 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 DDA.

For the purposes of the national data collection, students with learning difficulties, such as dyslexia or auditory processing disorder, as well as 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 count the number of students receiving an adjustment due to disability in their school, and the level of reasonable adjustment they are provided, based on:

- consultation with parents and carers in the course of determining and providing reasonable 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.

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. 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 from www.education.gov.au/notices.

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.

FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.



"BRIANNA AND DEBBIE'S DOUBLE CHOP FOR CHARITY"



My name is Brianna Da Silva and I am a Year 4 student. My brother, Luke, is in the Year 2 support class and we both attend Padstow North Public School.

Late in 2014, my family set up a fundraiser called "Brianna's Chop for Charity" and we raised \$1,846 for the Cancer Council of NSW. I donated my long hair, which was cut off at the school assembly, to the Variety's Princess Charlotte Alopecia Program and it was made into a wig for kids without hair.

At a very young age, my brother and I have seen the effects that a Cancer diagnosis can have on a family when our mum, Debbie, was diagnosed with a very aggressive and unusual (Stage 3) Breast Cancer. At the time, mum donated her hair to the same program before it fell out from chemotherapy.



Mum and I have decided to do a final charity drive at Padstow North. We have both grown our hair long and will have it chopped short at assembly next term to make into more wigs for needy kids. **Please sponsor us by raising funds for our Cancer Council NSW fundraiser with a tax deductible donation to**
<http://nsw.cancercouncilfundraising.org.au/BriannaDeb>

Luke and I saw first hand at the age of 13 months and 3 how Cancer affects families. Please help us to help others and make this world free of Cancer. Thank you.

Cancer Council NSW is the only organisation in Australia that works across every area of every cancer. They work to beat cancer by conducting and funding world-class research, preventing cancer, supporting people affected by cancer and advocating to ensure that governments take action. Cancer Council NSW leads, empowers and mobilises the community and believes that together we can and will beat cancer.



School Calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Sat & Sun
19/6 Joeys MasterChef KATTTTS WEEK 9	20/6 SRC Movie Day	21/6 Joeys Cup Challenge Peer Support	22/6 Assembly	23/6 Reports home PSSA	24-25/6
26/6 KATTTTS NAIDOC Performance WEEK 10	27/6 Athletics Carnival @ The Crest	28/6 Peer Support	29/6 Gold Assembly	30/6 PSSA Last day of Term 2	1-2/7 School holidays start
3/7 10/7	4/7 11/7	5/7 12/7	6/7 13/7	7/7 14/7	8-9/7 15-16/7
17/7 Staff Development Day WEEK 1	18/7 Students return	19/7 Sports in schools	20/7 Assembly	21/7 PSSA	22-23/7
24/7 WEEK 2	25/6	26/6 Sports in schools OC placement test	27/7 Stage 2 excursion Assembly	28/7 PSSA	29-30/7
31/7 EDUCATION WEEK Musica Viva WEEK 3	1/8 Open classrooms Degustation	2/8 Sports in schools	3/8 Sport-a-thon Assembly	4/8 PSSA	5-6/8
7/8 WEEK 4	8/8	9/8 Sports in schools	10/8 Assembly	11/8 PSSA	12-13/8