



WENTWORTHVILLE PUBLIC SCHOOL

Term 2 Week 1 Newsletter 2024

From the Principal - Denise Lockrey

Welcome back to Term 2



A wonderful reminder of positivity - a photo at school on Tuesday 7 May

Welcome back to Term 2 and I trust you and your family had a restful break and time spent well together.

We had a number of new enrolments these past two weeks and I would like to extend a special welcome to all our new families who are joining us at Wentworthville Public School for the first time. We hope that during 2024 you will have the time to join in many of our school activities and partner with us as together we educate your child.



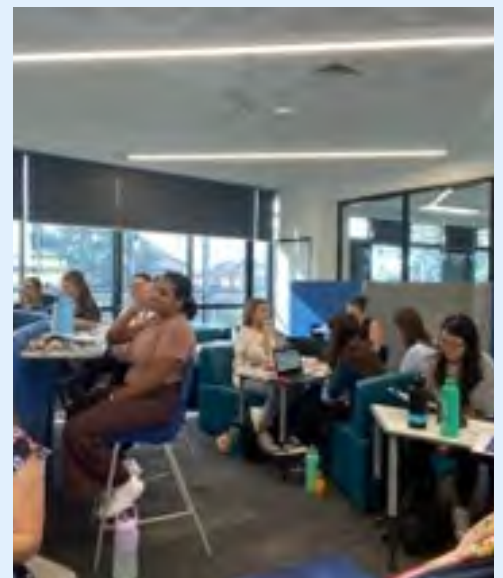
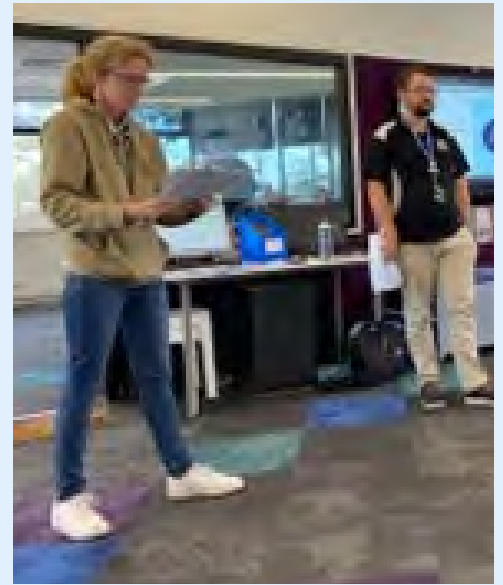
Wonderful happenings at Wenty!

Staff Development Day 29 April

Our focus for the day was dedicated to implementing the new Curriculum. As a school we selected professional learning module sessions from the full professional learning suite most appropriate to our school's needs. The WPS staff engaged with the following sessions and are looking forward to the term ahead on delivering explicit teaching and learning across the curriculum.

Introduction webinar from Murat Dizdar - The introductory session will be backing in our commitment to explicit teaching. We will be sharing important learning to deepen our collective understanding of explicit teaching for NSW public schools.

- Curriculum Session 1 - Supporting Students with Disability in the curriculum
- Curriculum Session 2 - Differentiated learning for different groups -
- EAL/D/NAP staff Adapting a sample unit for EAL/D learners
- K-2 & Support Unit + specialist staff: Introduction to the Literacy and Numeracy Precursors
- 3-6 + specialist staff - Exploring effective pedagogical approaches in English 3-6
- Curriculum Session 3 - Mathematics K-6: Effective teaching Practices
- Team Time Forward Planning



Staffing

New staff have been permanently appointed for Term 2 from the Department. We welcome Ms Shelley Tan – teacher of 5/6N, Mrs Giselle Elrassi- working with our EAL/D team and Ms Ninia Odetti -teacher of 4N. We welcome them all permanently to WPS and look forward to their contributions and impact.



ANZAC ASSEMBLY 2024

Our ANZAC assembly was held in the last week of Term 1 and I was so very proud of the Year 6 student leaders. This was one of their first BIG public speaking events for the year and they conducted themselves in a most professional manner as they presented important input for us all about the meaning of ANZAC Day.

It was great to lay the ANZAC wreaths at our flag area and clearly displayed with our new ANZAC Mural. Thank you to our ANZAC ceremony team, Mrs Eastwood, Mrs Kamoda and Mrs Oommen for supporting the student leaders so well and facilitating our ANZAC assembly.



Term 1 Graduates from Triple P Parenting Course!



It was a pleasure to be part of the Term 1 graduation ceremony with our participants. So much learning was evident, and we value the work that Helen does as our Community Liaison Officer. Please note upcoming opportunities this term to be involved of a Thursday and Friday.



New operating Canteen!

HOORAY!



It is exciting to have our Healthy Canteens organisation operating 5 days a week from the beginning of Term 2 and providing service to our school community. I caught the two Catherine's hard at work preparing yummy lunches for orders placed.

Our student leaders will be assisting students as they get used to the new operations with lining up, waiting to be served and using their best manners in communicating their choices and concluding with THANK YOU!

PRINCIPAL AWARDS



First Name	Roll Class	First Name	Roll Class
Gurtaj	5/6L	Vishrudh	2A
Prasamsa	2A	Prasamsa	2A
Neil	2A	Shaurya	2Z
Vishruth	2F	Abhinav	2S
Anvi	2C	Naitik	5/6W
Gagan	2C	Anika	5/6P
Diljaan Singh	2S	Atharv	5/6L
Sakthika	2A	Aarish	4S

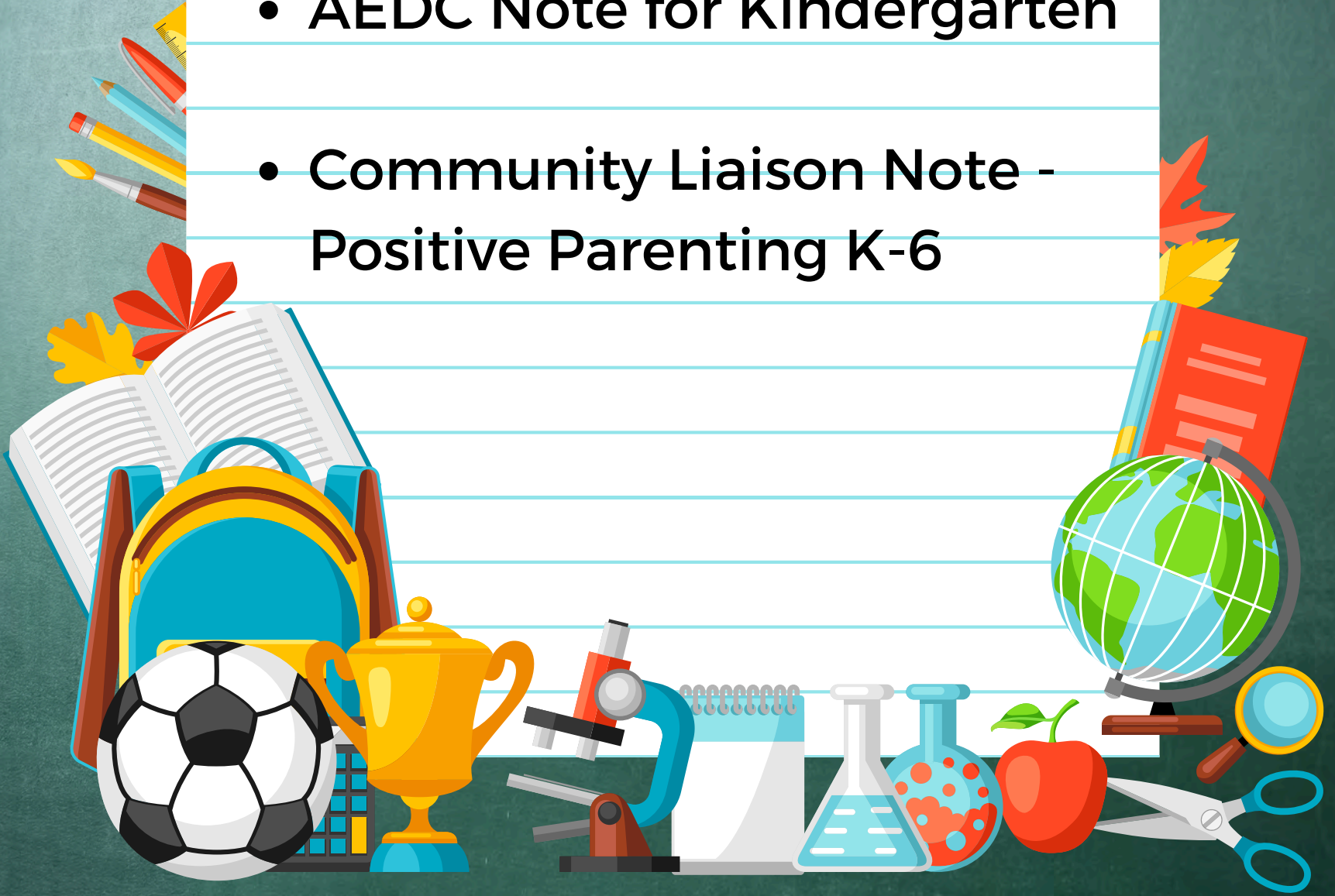


C O N G R A T U L A T I O N S !



NOTES IN BAGS THIS WEEK

- AEDC Note for Kindergarten
- Community Liaison Note -
Positive Parenting K-6



MOTHER'S DAY STALL

LOVE MAKES THE WORLD GO ROUND! ❤️ HELP SPREAD LOVE AND KINDNESS BY SUPPORTING OUR SCHOOL FUNDRAISER. EVERY PURCHASE HELPS US GROW AND LEARN.

THANK YOU FOR YOUR SUPPORT!



PHOTO FRAME WITH MOTHER'S DAY MESSAGE \$5



TEA CUP IN A GIFT BOX \$4



MAKEUP BAG \$5



HEAT CONTROL THERMAL-BEANIES \$10



PEARL HEAD BAND \$4



CLAW CLIPS \$2



CARD \$1



SATIN HAIR SCRUNCHIE \$1



BEAUTY BAG \$5



HAIR BAND \$3



NATURAL HAND MADE BODY SCRUB \$10



NATURAL SOAP \$2



KEY CHAIN \$2-\$5



FAIR SCRUNCHIE \$2

WELLBEING MATTERS!

MR MITCHELL GILSON AP WELLBEING

Assembly Procedures

At Wentworthville we recognise our students twice each term at our recognition assembly. This is an opportunity for students to receive their Principal Awards, Principal Book Awards, Bronze Awards, Silver Awards and Gold Awards.

The assemblies will be held at the following times:

K-2 - Tuesday 2:00 - Week 4 and Week 9

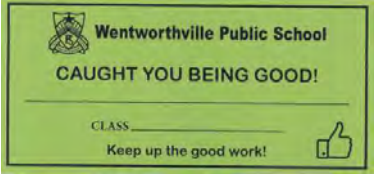



3-6 - Tuesday 2:00 - Week 5 and Week 10

For students to receive their awards, students need to have submitted their awards to the office by the Wednesday of the week before the assembly by close of business. Parents of students who are receiving Principal Awards, Principal Book Awards, Bronze Awards, Silver Awards and Gold Awards will be invited to attend

For Term 2 only the K-2 Assembly for Week 4 has been moved to Week 3 Tuesday 14.5.24, due to a clash with hall bookings.



Positive Behaviour for Learning: Recognition Matrix

Award name	Achievement Criteria	Award	Frequency of Distribution	Presented at/Formal Recognition	Coordinated by
Caught you being good	Following behaviour expectations on the playground or in the classroom.		Free and Frequent	Verbal positive interaction 2 students per grade/stage drawn out for canteen voucher. K-2 Recognition assembly 3-6 Recognition assembly	PBL Team
Yellow Award	Upholding the school expectations in the classroom of being a safe, respectful learner.		Semi-Frequent Teacher determined based on observed positive behaviour.	Verbal positive interaction In class	Classroom teachers/Specialist staff
Blue Award	Five Yellow Awards accumulated. Or Following a specific school value.		Intermittent 1 student per week 1 Student Per class at Recognition assembly	In Class K-2 Recognition assembly 3-6 Recognition assembly	Classroom Teacher
Principal Award	Five Blue Awards accumulated.		Intermittent	K-2 Recognition assembly 3-6 Recognition assembly	Assistant Principals
Principal Book Award	Five Principal Awards accumulated.		Infrequent	K-2 Recognition assembly 3-6 Recognition assembly Book awarded to the individual.	Deputy Principal


Bronze Award	Principal Book Award + 5 Principal Awards	 	Infrequent	K-2 Recognition assembly 3-6 Recognition assembly WPS Pen awarded to the individual	Principal
Silver Award	Bronze Award + 5 Principal Awards	 	Infrequent	K-2 Recognition assembly 3-6 Recognition assembly WPS pennant awarded to the individual	Principal
Gold Award	Silver Award + 5 Principal Awards	 	Infrequent	K-2 Recognition assembly 3-6 Recognition assembly WPS Badge awarded to individual	Principal
Principal Award of Excellence	Gold Award + 5 Principal Awards	 	Infrequent	Presentation Day Assembly at end of Year WPS Medallion awarded to the individual.	Principal

KANGA Kids!



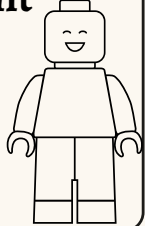
Monday
Free throw competition
Under the COLA

Student Leaders:
Francheska and Satyam



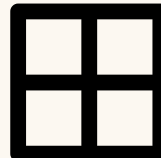
Tuesday
Lego Club - Teacher invite only. In the Support unit classroom

Student Leader:
Amaroo




Wednesday
Handball
Lower Ampetheatre

Student Leaders:
Loukhya and Charith




Thursday
Jumbo Chess
In the Yandina

Student Leaders:
Akshara and Adithya



Friday
Table Tennis
Outside of the Creative Arts room

Student Leaders:
Zara and Moosa



WEEK

2

&

3





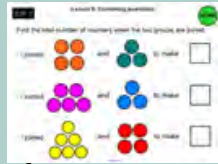
MATHEMATICS

1 2 3 4

In mathematics this term, we will explore:

Combining and separating quantities

- combine 2 or more groups to identify the relationship between the parts and the whole.



- separate and take away part of a group to determine how many.



2D

- develop skills of how new shapes can be made by joining (combining) and breaking apart (partitioning) existing shapes.

Data

- collect, sort and organise data into displays.
- interpret data through posing and responding to questions.
- compare the duration of time and sequence events.
- read hour time on analog and digital clocks.



Fractions

- recognise 2 equal parts as halves of a collection, a measure, a shape or an object.



Mass

- develop an understanding of equal as equivalence through exploring mass.

ENGLISH

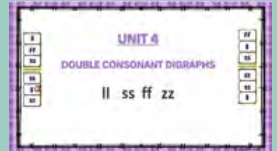
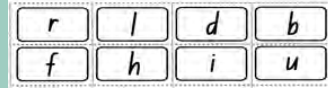
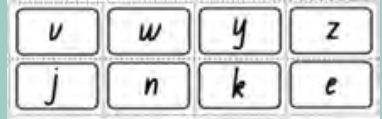
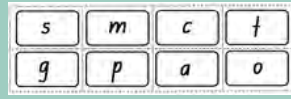
This term, we will be exploring lots of different concepts in our English units including:

- Imagery, Symbol and Connotation
- Perspectives and Argument
- Context, Narrative, Character

We will be using visual prompts and adjectives to describe objects, characters and places. We will write simple sentence using subject-verb-object structure and prepositional phrases.

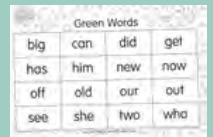
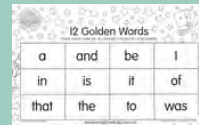
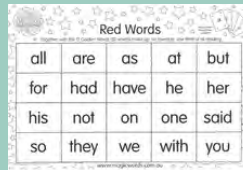
PHONICS

In Term 2 we will be revising Unit 1 and Unit 2 phonemes/sounds. We will also learn Unit 3 and Unit 4 phonemes.



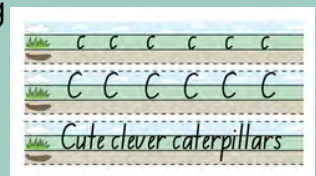
Students will be explicitly taught the phonemes and the decoding skills required to be able to decode words.

We will continue to look at our Magic 100 words! We will be exploring our **golden, red, blue and green words.**



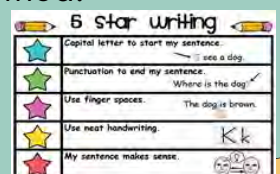
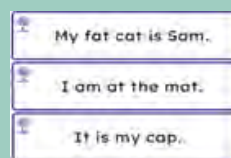
HANDWRITING IN KINDY

Students will continue to engage in daily handwriting practise using Sky, Grass and Ground handwriting prompts.



SENTENCE WRITING

Students will be guided to write simple sentences using their knowledge of Unit 1, Unit 2 and Unit 3 phonemes. They will be taught the key elements of good writing using the 5 Star Writing method.



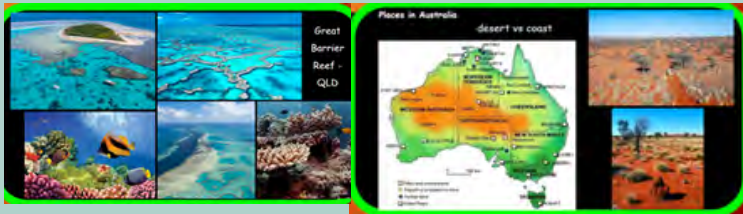


KEY LEARNING AREAS

In Science this term, our topic is 'Earth and Space' and students will engage in a variety of activities that will enhance their knowledge of what weather is, the seasons, the affect of weather on the environment (plants and animals) and people.



In Geography this term, we will continue the unit called 'People live in places' and we will extend our learning to features of the environment, places in Sydney and Australia and the similarities and differences between two places.



In PDHPE this term, Kindergarten will be learning to develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety and wellbeing through our Bounce Back program. Also, students will engage in Road Safety where they will learn strategies on how to be safe as a pedestrian and passenger.



In Creative Arts this term, visual arts and drama will be taught as part of our RFF (Release From Face-to-Face) program.



OTHER KEY EVENTS

School Photo Day - Thursday 2nd May 2024. Please make sure your child wears their full school uniform.

Life Education - will be at different times throughout the term.

IMPORTANT DAYS

Library day for Kindergarten will be:

KA - Tuesday

KAG, KG, KH, KN - Thursday

KP and K/IS - Friday

Sport for Kindergarten will be Thursday.

Don't forget your sports uniform!

Our SiSA sessions will be Wednesday of Weeks 3, 6 and 9.



REMINDERS

Please make sure your child has their school hat and their school jacket/jumper with them every day as the weather gets cooler.



Year One Overview

Term 2-2024

Staff

<u>Classroom Teachers</u>	1O- Mrs Oommen	1L- Ms Lisciotto
	1T Mrs Ting	1W- Mrs Williams
	K/1S- Miss Nguyen	1R- Mrs Rafidi
	1P- Ms Lake	(Assistant Principal)
<u>Specialist Staff</u>	Mrs Kamoda-EAL/D	Ms Hall-Library
	Mrs Ezzy-EAL/D	Ms Brettle-Library
	Mrs Elrassi -EAL/D	Ms Sanchez-RFF
	Mrs Singh-LaST	Ms Sutherland-RFF

Library	Wednesday-1R, 1L, 1P, 1T Thursday-1O, 1W Friday-K/1S
Sport	Tuesday SISA Wednesday (Week 1, 4 and 7)
Creative Arts	Monday-1T Tuesday-1R, 1L Wednesday-1O, 1W Thursday-K/1S, 1P

Telephone: 9631 8529
9631 8492

Fax: 9896 3079

Term 2 Educational Programs Year One

English	Oral language and Communication, Vocabulary, Phonic Knowledge, Reading Fluency, Reading Comprehension, Creating Written Texts, Spelling, Handwriting, Understanding and Responding to Literature (Context, Narrative, Character, Perspective & Argument and Representation)
Mathematics	Number and Algebra, Measurement and Space, Statistics and Probability.
HSIE	Geography-Features of Places (Semester 1)
Science	Earth and Space (Semester 1)
Creative Arts	Drama and Visual Arts (Semester 1)
PD/H/PE	Sport, Fitness, Social and Emotional Learning, SiSA



Year Two Overview

Term 2

Educational Programs

The Year Two teachers work closely together to develop learning programs to cater to all students in the grade. This year in NSW Department of Education schools K-2 will be utilising the new English and Mathematics Syllabus documents. The following will be taught in Term 2 this year:

English	Understanding Texts, Creating Text, Oral language and Communication, Vocabulary, Phonic Knowledge, Reading Fluency, Reading Comprehension, Creating Written Texts, Spelling, Handwriting, Understanding and Responding to Literature.
Mathematics	Representing Whole Numbers, Combining and Separating Quantities, Geometric Measure, 2D Spatial Structure, Non-spatial Measure, Chance.
Geography	Features of Places
Science	Earth and Space
Creative Arts	Visual Arts, Drama
PD/H/PE	Fitness, Social and Emotional Learning, Bounce Back, SiSA, Healthy and Active Lifestyles

STAGE 2

TERM 2 OVERVIEW

ENGLISH AND MATHS OUTCOMES STATED BELOW ARE DIRECTLY FROM THE NSW SYLLABUS

ENGLISH Year 3

- Plan and deliver spoken presentations using language and structure to suit purpose and audience
- Builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words
- Sustains independent reading with accuracy, automaticity, rate and prosody suited to purpose, audience and meaning
- Identify different structures and features of persuasive, informative and imaginative texts
- Understand that literal information can be sourced directly from a text and that inferences can be made by using multiple sources of information
- Identify different types of verbs that control meaning
- Use adverbial phrases or clauses to add information to the verb or verb group of the main or other clauses, to provide reasons for or circumstance
- Use declarative sentences to provide facts or state a viewpoint
- Use imperative sentences to advise, provide instructions, express a request or a command
- Use exclamatory sentences to emphasise a point or express a strong emotion
- Use interrogative sentences to ask a direct question, or for rhetorical effect to engage the reader with a viewpoint
- Experiment with different poetic forms using stanzas
- Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling
- forms legible joined letters to develop handwriting fluency
- uses digital technologies to create texts
- Describe the difference between authorship and authority
- Identify similarities and compare differences within and between texts by making text-to-self, text-to-text and text-to-world connections
- Understand that genre refers to texts that are grouped according to purpose, subject matter, form, structure and language choices, and that a type of text can differ in mode and medium
- Select and use multimodal features to add meaning

- Plan and deliver spoken presentations using language and structure to suit purpose and audience
- Understand that rhetorical questions can be used for intentional effect
- Builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words
- Understand that many words derive from other languages, including Aboriginal and Torres Strait Islander Languages, and that the pronunciation and spelling of words may reflect their etymology
- Use a thesaurus to locate synonyms and antonyms or to clarify dictionary meanings, to expand vocabulary
- Explain how effortless and accurate word reading, at a pace appropriate for text and purpose, can support reading fluency and comprehension
- Locate, select and retrieve relevant information from a print or digital text and consider accuracy of information presented
- Identify different structures and features of persuasive, informative and imaginative texts
- Identify and describe how text structure, features and language work together to achieve a text's purpose
- Identify different types of verbs that control meaning
- Create written texts that argue a viewpoint using rhetorical devices to persuade an audience
- Use declarative sentences to provide facts or state a viewpoint
- Use interrogative sentences to ask a direct question, or for rhetorical effect to engage the reader with a viewpoint
- Understand and use quoted and reported text or speech in own writing
- Experiment with poetry to include innovative use of punctuation to suit purpose and for effect
- Use adjectival clauses with noun groups to add information to subjects and objects
- Reflect on and monitor texts according to given criteria, and respond to feedback from others
- Understand that graphemes can be explained by their etymology
- Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
- Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
- Correctly spell irregular plural words across a range of written contexts
- Describe the difference between authorship and authority
- Identify different text genres when a text is characterised by more than a single genre
- Identify the purpose and structure of Aboriginal and Torres Strait Islander cultural

MATHS Year 3

- Applies an understanding of place value and the role of zero to represent numbers to at least tens of thousands
- Represents and uses the structure of multiplicative relations to 10×10 to solve problems
- Completes number sentences involving multiplication and division by finding missing values
- Selects and uses mental and written strategies for addition and subtraction involving 2- and 3-digit numbers
- Collects discrete data and constructs graphs using a given scale
- Interprets data in tables, dot plots and column graphs
- Represents and compares halves, quarters, thirds and fifths as lengths on a number line and their related fractions formed by halving (eighths, sixths and tenths)
- Uses grid maps and directional language to locate positions and follow routes
- Records and compares the results of chance experiments
- Compares two-dimensional shapes and describes their features
- Makes and sketches models and nets of three-dimensional objects including prisms and pyramids
- Estimates, measures and compares capacities (internal volumes) using litres, millilitres and volumes using cubic centimetres

MATHS Year 4

- Applies an understanding of place value and the role of zero to represent numbers to at least tens of thousands
- Represents and uses the structure of multiplicative relations to 10×10 to solve problems
- Completes number sentences involving multiplication and division by finding missing values
- Collects discrete data and constructs graphs using a given scale
- Interprets data in tables, dot plots and column graphs
- Represents and compares decimals up to 2 decimal places using place value
- Selects and uses mental and written strategies for addition and subtraction involving 2- and 3-digit numbers
- Represents and compares halves, quarters, thirds and fifths as lengths on a number line and their related fractions formed by halving (eighths, sixths and tenths)
- Performs transformations by combining and splitting two-dimensional shapes
- Compares two-dimensional shapes and describes their features
- Makes and sketches models and nets of three-dimensional objects including prisms and pyramids
- Uses grid maps and directional language to locate positions and follow routes
- Records and compares the results of chance experiments
- Estimates, measures and compares capacities using litres, millilitres and volumes using cubic centimetres

SCIENCE

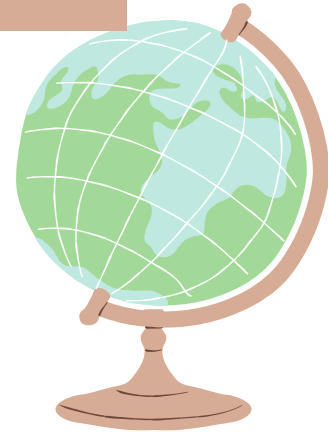
Stage 2 of the Earth and Space strand focuses on the Earth's surface and how it changes over time. Students investigate natural processes and human activity in order to develop a view in relation to sustainable practices. Students explore the effect of the interactions between the Earth and the Sun.

Students will also be participating in STEM sprints and inquiry based learning.



GEOGRAPHY

Students explore the climate, natural vegetation and native animals of places in Australia and Asia. They examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples. Students identify sustainable practices and recognise that there are differing views on how sustainability can be achieved.



CREATIVE ARTS

Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.



Students use movement and voice to build the action and roles of a drama in a variety of situations. They devise and sequence drama to create meaning. Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama.



PDHPE

Students will discuss the skills and strategies they need to be healthy, safe and empowered. They will learn strategies on how to enhance their own and others' health, safety, wellbeing and participation in physical activity.



Students will apply and refine movement skills and movement concepts in a range of physical activity contexts. They create and perform sequences using movement skills and concepts with consistency and control.



Stage 3 Overview - Term 2 2024

KLA	Topics
English	1. Argument and Authority - Text: One Small Island by Alison Lester 2. Imagery, Symbol & Connotation - Text: Spotlight by Solli Raphael
Mathematics	1. Questions can be asked and answered by collecting and interpreting data 2. The number system extends infinitely to very large and very small numbers 3. Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations 4. What needs to be measured determines the unit of measurement 5. Angles are the primary structural component of many shapes
Science	1. Living World: Adapting to Survive 2. STEM: New Sport Applications for 2032 Brisbane Olympic Games
Geography	A Diverse & Connected World
PDHPE	1. Monday SEL: Rock & Water 2. Monday SEL: Healthy Eating 3. Monday SEL: Drug Education SISA (Wednesdays Week 3, 6 & 9) Class Fitness & Sport: Friday mornings
CAPA	In Class: Visual Arts - 5 hours total RFF: Visual Arts & Drama (5 weeks each) - 10 hours total



TERM PLANNER

Support Unit
Wentworthville P.S.

TERM 2

2024

MONDAY

GARDENING UNIT
PDH - BOUNCE BACK

TUESDAY

SCRIPTURE
GEOGRAPHY
LIBRARY - PLEASE BRING IN
LIBRARY BAGS EVERY
TUESDAY

WEDNESDAY

SPORT - WEEK 3, 6 AND 9
PLEASE WEAR SPORTS
UNIFORMS ON THESE DAYS
STEM SPRINTS - HANDS ON
PROBLEM SOLVING AND
ROBOTICS

THURSDAY

COOKING UNIT
DEVELOPMENTAL PLAY UNIT

FRIDAY

SPORTS DAY - EVERY WEEK
PLEASE WEAR SPORTS
UNIFORM ON THIS DAY
CAPA - MUSIC

NOTE:

PLEASE CHECK COMMUNICATION FOLDER OR SENTRAL APP FOR ANY NOTES
OR MESSAGES FROM TEACHERS

CLO UPDATE

Dear Parents/Caregivers,

Welcome to Term 2 of 2024. This will be a wonderful term with many great programs that have been planned for our parents at school.

Upcoming Events

Triple P Positive Parenting Program

Starting from Thursday **23rd May**, we will be running the Triple P Positive Parenting Program. This is a free seven-week program that will run until Thursday 4th July.

Triple P helps parents promote your child's development and communication skills, manage your child's behaviour and emotions, build a good relationship with your child and take care of yourself as a parent. Parents enrolled in Triple P will complete seven multimedia sessions about Positive Parenting, learning strategies to support child development and manage misbehaviour. Parents will receive a folder with a Triple P workbook, a set of tip sheets and learn many different exercises to try at home with their children.

Participants **must attend every week in order to receive the Triple P Level 4 Certificate. As places are limited and this program is very popular, places are allocated on a first-come, first-served basis. If you are interested in attending this program this term, please email Helen at**

huong.huvnh@det.nsw.edu.au

Dates	Venue	Time	Topic
Thursday 23 May	Old Hall, Block A	9.00 am – 11.00 am	Session 1: Positive Parenting 1
Thursday 30 May	Old Hall, Block A	9.00 am – 11.00 am	Session 1: Positive Parenting 2
Thursday 6 June	Old Hall, Block A	9.00 am – 11.00 am	Session 2: Helping Children Develop 1
Thursday 13 June	Old Hall, Block A	9.00 am – 11.00 am	Session 3: Helping Children Develop 2
Thursday 20 June	Old Hall, Block A	9.00 am – 11.00 am	Session 4: Managing Misbehaviour 1
Thursday 27 June	Old Hall, Block A	9.00 am – 11.00 am	Session 5: Managing Misbehaviour 2
Thursday 4 July	Old Hall, Block A	9.00 am – 11.00 am	Session 6: Planning Ahead

Parent Information Sessions

- Building Reading Comprehension Skills

A workshop designed to enhance reading comprehension skills through tailored strategies. This will be conducted by Ms Huynh.

- Helping Your Child with Length and Area

A workshop empowering parents to support their children in mastering length and area concepts through practical exercises. This will be conducted by Ms Huynh.

- Helping Your Child to Prepare for Assessments, Tests and Exams

A workshop equipping parents with effective strategies to assist their children in preparing for assessments, tests and exams with confidence. This will be conducted by Ms Huynh.

- An Overview of English as an Additional Language/Dialect

This will be conducted by Ms Kamoda and Ms Saxena.

Settling In Program – Information from Cumberland City Council

On Friday **24th May 2024**, we will run our first Settling In Program. The purpose of this program is to introduce parents to the many useful and valuable programs in their local area that are available for them to access at any time. Parents will receive lots of information from Cumberland City Council, Cumberland Multicultural Services, TAFE, Boronia Multicultural Services, Immigrant Women’s SpeakingOut, Barnardos Australia, Accessible Diversity Services, OneDoor Mental Health and many other organisations.

Afternoon Catch Up

The Afternoon Catch Up is an informal chat with Helen with no fixed agenda. Tea and coffee will be provided.

The note for all these upcoming events (Triple P, Parent Information Sessions, Settling In Program and Afternoon Catch Up) will be sent home on Wednesday **8th May**. If you are interested in attending any, please return the completed note to the Front Office as soon as possible, or email Helen at huong.huynh@det.nsw.edu.au

PARENT MEETING/WORKSHOP SCHEDULE TERM 2 2024

Dates	Venue	Time	Topic
Friday 24 May	Old Hall Block A	10.00 am – 11.15 am	Settling In Program – Information from Cumberland City Council
		2.25 pm – 2.55 pm	Afternoon Catch Up
Friday 31 May	Old Hall Block A	10.00 am – 11.15 am	Building Reading Comprehension Skills
		2.25 pm – 2.55 pm	Afternoon Catch Up
Friday 7 June	Old Hall Block A	10.00 am – 11.15 am	Helping Your Child with Length and Area
		2.25 pm – 2.55 pm	Afternoon Catch Up
Friday 14 June	Old Hall Block A	10.00 am – 11.15 am	Helping Your Child to Prepare for Assessments, Tests and Exams
		2.25 pm – 2.55 pm	Afternoon Catch Up
Friday 21 June	Old Hall Block A	10.00 am – 11.15 am	An Overview of English as an Additional Language/Dialect
		2.25 pm – 2.55 pm	Afternoon Catch Up
Friday 28 June	Old Hall Block A	10.00 am – 11.15 am	Settling In Program – Information from Cumberland City Council
		2.25 pm – 2.55 pm	Afternoon Catch Up

Zoom Meeting for Working Parents

To accommodate the needs of parents who work and are unable to attend workshops in person, we will run one Zoom meeting on Thursday **13th June** from **5:55pm to 6:35pm**. The topic is Helping Your Child to Prepare for Assessments, Tests and Exams.

Please indicate your interest in this Zoom meeting by sending an email to Helen before Thursday **6th June** and Helen will email you the Zoom link. Helen’s email address is: huong.huynh@det.nsw.edu.au

Helen Huynh

Community Liaison Officer



Telephone: 9631 8529
9631 8492

Fax: 9896 3079



The Australian Early Development Census 2024

Dear Parent/Carer,

May 8, 2024

Re: Consent to Australian Early Development Census (AEDC)

This letter and the attached [Fact Sheet](#) include important information about the Australian Early Development Census (AEDC) and the proposed handling of your child/children's personal information.

Our school will take part in the AEDC between May and July this year. The AEDC is a national census that is conducted every three years by the Australian Government, in partnership with state and territory governments. It measures how children have developed by the time they start their first year of full-time school.

The AEDC is voluntary and it does not measure how well children are doing at school, nor how their school compares to other schools. Instead, it shows how children are growing and progressing in five key areas, what is being done well and what can be improved. AEDC data is used by schools, early childhood organisations, researchers and governments to help plan and improve services and supports for children and families. This is why it is important for all children in their first year of school to be included in the AEDC. You can learn more about the ways AEDC data is used at <https://www.aedc.gov.au/>.

What does this mean for your child?

The AEDC is completed by teachers based on their knowledge of the children. Children do not need to do anything to be included in the census and will attend class as usual while the census is conducted. The census will start on **Monday 20th May 2024**.

Teachers will answer questions about the five key areas of early childhood development, which are: physical health and wellbeing, emotional maturity, social competence, language and cognitive skills (school-based), and communication skills and general knowledge. You can see all the questions at <https://www.aedc.gov.au/avedi>.

You can be confident that your child's privacy will be protected.

We understand how important it is to keep your child's information private. This is why the AEDC uses a secure website to collect and keep their information.

More information about how AEDC data (including your child's information) is collected, protected and used is in the Fact Sheet.

What do parents need to do?

For the purposes of the AEDC, the Australian Government Department of Education seeks your consent to collect personal information about your child from our school. This includes known information about your child's health.

If you consent to the collection of your child's information, you do not need to do anything.

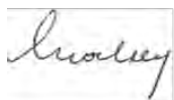
If you do not consent to the collection of your child's information, please contact **Ms Di Chio or Mrs Noshie before Monday 20th May 2024**, and no information about your child will be collected.

You can also withdraw your consent after this time. If you do so, then the Australian Government Department of Education will stop using your child's information and will not provide it to anyone else. However, information that has already been shared, reported or published cannot be removed and may continue to be used (but your child will not be individually identified in that information).

To find out more about the AEDC, please read the frequently asked questions section on the AEDC website at <https://www.aedc.gov.au/parents/faqs> or phone 1800 092 548.

Your child's information will only be used for the purposes described in this letter and in the Fact Sheet. The Privacy Statement contained on the AEDC website provides more detail on how their information will be protected and shared, and can be found at www.aedc.gov.au/parents/privacy-statement.

Thank you for supporting the AEDC.



Denise Lockrey
Principal

FACT SHEET – COLLECTING, PROTECTING AND USING AEDC DATA

What information is collected?

Data collected as part of the AEDC will include personal information about your child, including names, addresses, cultural and linguistic background, and information about their health. This information may be taken from school records, to help teachers complete the AEDC.

When completing the AEDC, teachers may be supported by cultural consultants who are employees or contractors of our school and can help them understand the cultural context of First Nations children.

How is AEDC data managed?

The AEDC is managed in accordance with the Australian Privacy Principles (APPs). The APPs regulate the collection, use, disclosure and storage of personal information by Australian government agencies, and some private sector organisations, and is part of the *Privacy Act 1998* (Cth).

Personal information about your child will be used to link AEDC data with information from other organisations, such as health departments, which will keep it confidential. Your child's AEDC results will be kept separate from their identifying information and no-one will be able to access both at the same time.

AEDC results for individual children are never reported, and all published AEDC data is anonymised, meaning that names, ages, addresses and other identifying information are removed before the data is published.

You can see how data is collected and presented by visiting www.aedc.gov.au/data. Data from the 2024 collection will be presented in a similar way.

Who is AEDC data shared with and how is it shared?

Schools

Eligible schools receive a summary of the AEDC results in the form of school profiles. School profiles do not report any AEDC results about individual children. Schools may share their profiles with other organisations or people in

confidence for purposes like better supporting children, but cannot make the profiles public. To further protect the privacy of children, schools with less than six children participating in the AEDC will not receive a school profile.

Governments and school sector peak bodies

State and Territory government departments and Catholic and Independent schools' peak bodies will receive anonymised information for all children in their school sector.

Integrating authorities and data linkage units

Selected agencies will receive personal information about children participating in the AEDC to link their AEDC results with other data. Depending on the mechanisms used for data linkage, they may also receive anonymised AEDC results. These agencies include Commonwealth agencies, State and Territory governments, universities and research institutes that have demonstrated to have secure enough systems to protect the privacy of children.

Researchers

Researchers can request anonymised AEDC data, and AEDC data that is linked to other data to answer research questions. For examples on how researchers have used AEDC data visit <https://www.aedc.gov.au/snapshots>. Anonymised AEDC data is also shared with research institutes that contribute to the AEDC program. In some cases, anonymised data may be provided to overseas research institutes.

AEDC Data Management Agency

Personal information and anonymised AEDC results are held and managed on behalf of the Australian Government Department of Education by a nominated Data Management Agency. The AEDC Data Management Agency is carefully selected to ensure that AEDC data are managed in accordance with the highest security standards. The current AEDC Data Management Agency is the Social Research Centre.

CHESS!!

Learn to be a chess champion! Coaching for students at Wentworthville Public School is held on Thursdays from 8:00am to 8:55am, starting on 2 May 2024.

Learning and playing chess helps children develop their logical thinking and problem solving skills, improves their concentration and focus, while also being a great source of enjoyment. Activities include group lessons on a demonstration chess board or interactive whiteboard, puzzle solving and fun practice games.

Students earn merit awards by making checkmates, or by displaying skills and positive qualities, which all good chess players strive to develop.

Each student in the Chess program will also receive access to Chess Squad <https://www.chesssquad.com/> which is an online teaching/playing platform.

If your child is interested in taking part in the class, please email office.sydneyacademy@gmail.com for an enrolment form. For all enquiries, please contact Sydney Academy of Chess on (02) 9745 1170.

FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

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

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

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

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.

Managing Fatigue as a Parent

If you're a parent, I can almost guarantee you're tired. Parenthood and fatigue seem inseparable. Infants and toddlers amplify our tiredness, but regardless of their age, raising children is tiring. (The impact of COVID, economic insecurity, and general life stress from recent years exacerbate this feeling).

It's tempting to see our parental exhaustion as a moral failing. We are worse parents when we are tired. We parent better when we feel alive and vital. But life conspires against us.

We'll never beat fatigue completely. The daily grind combines with ageing to ensure we'll be tired every day. It just happens faster with kids than without them! But we misunderstand two things about this exhaustion.

The first is that much of our tiredness is firmly within our control; it comes down to choices (with the exception of parenting young children who genuinely require us at ALL hours and remove a lot of choice for attentive and involved parents).

The second is that we think we have no way around our fatigue, whereas the truth is that we may not have learned better strategies to reduce our exhaustion.

We're also afraid... of change. What if we make a change and we're less tired, but that change requires us to sacrifice something we really like in our lives?

If we do have more control than we realise, and if strategies do exist, then there is value in making the attempt to reduce fatigue. The following three solutions feel kind of sucky because they're so obvious, but they work.

Solution 1

Sleep: The Ultimate Recharge

Sleep is non-negotiable, but so many of us treat it like a luxury item. Get real about sleep (unless you are dealing with a baby or toddler) by:

- Switching off screens (no streaming, no socials, no games) at least 30 minutes before bed.
- Focusing on reading or connecting with your partner before sleep. (Sex is great for enhancing exhaustion. Some people get tired just hearing it's a possibility! Others get tired right after it.)

- Shooting for a solid 7+ hours each night (recognising some people need up to 9).
- Waking up early enough to be tired at night.
- Staying off the coffee, sweets, and alcohol, particularly in the afternoon and evening.

Solution 2

Diet: Fueling the Body

Quick, sugary snacks and convenience foods exacerbate fatigue (and inflammation). It sounds boring, but:

- Minimise drinking anything other than water (and drink plenty of it).
- Increase your vegetable intake for snacks and at meals.
- Grab a handful of nuts rather than sweets when you need a snack.
- Prep well-loved, nutritious meals in batches on the weekend to minimise stress on busy nights.
- Set up a routine where you have the same meals each week or fortnight to minimise cognitive load. Eg: Monday is Mediterranean, Tuesday is Tacos (Mexican), Wednesday is a one-pot solution, Thursday is Pizza, Friday is Fish, Saturday is BBQ, and Sunday is leftovers (or a roast).

Solution 3

Attention Management: Be Present

Multi-tasking is both exhausting and inefficient. Focus on one thing. Do it well. Be present. Engage. When complete, move on.

Your energy flows where your attention goes. Putting attention on too many things pushes energy in too many directions. Be clear on your focus. Direct your energy. Watch your productivity increase while your exhaustion drops.

Parenting requirements shift from moment to moment, day to day, and week to week. But improved sleep habits, better systems, and clearer focus will increase your balance and allow you more time and energy to spend on what (and who) matters most—your family.



AUTHOR

Dr Justin Coulson

Dr Justin Coulson is a dad to 6 daughters and grandfather to 1 granddaughter. He is the parenting expert and co-host of Channel Nine's Parental Guidance, and he and his wife host Australia's #1 podcast for parents and family: The Happy Families Podcast. He has written 9 books about families and parenting. For further details visit happyfamilies.com.au.