



SAMUEL TERRY PUBLIC SCHOOL

Grays Lane, Cranebrook NSW 2749 Ph: 4730 2888
www.samuelterr-p.schools.nsw.edu.au

Monday 25th July, 2022
Week 2, Term 3

Principal Report

Dear Parents and Caregivers,

Welcome back to all students and their families to Term 3. We hope that everyone had a relaxing school holiday and have returned to school refreshed and eager to learn!

Education Week Open Day

We have very recently been advised by the Department of Education to postpone events with large gatherings. In light of this, we have decided to postpone Open Day to Wednesday 21 September. We look forward to seeing all of our parents, caregivers and grandparents for a September picnic!

Assemblies

As a result of the updated COVID recommendations, large indoor assemblies will be postponed to Week 5 of the term. Our upcoming Week 2 assemblies will be held with cohorts being separated. Unfortunately, parents and caregivers will be unable to attend.

P & C Meeting

The Annual General meeting of the Parents and Citizen's Association was held on 21 July. The following executive positions were filled:

President: Lisa Schofield

Vice-President: Kahlie

Treasurer: Helene Affleck

Lisa Schofield will be Acting Secretary until the position is filled. The next P & C general meeting will be held on Thursday, September 1 at 2pm in the school hall.

Thank you to these parents for volunteering to dedicate their time to lead our P & C.

Opportunity Class Test



The Opportunity Class Placement Test will be held at our school on the morning of Thursday 28 July 2022.

Authorised students must arrive at school by 9 am.

For further information, please click the following link:

<https://education.nsw.gov.au/public-schools/selective-high-schools-and-opportunity-classes/year-5>

COVID Situation Update

As we continue to prioritise student and staff learning and wellbeing while at school, our layered COVID-smart measures will continue for Term 3. These 'baseline measures' are aligned to the NSW Government's general community settings and include:

While we continue to face challenges, the wellbeing of our staff and students, and our students' education remains paramount. We will continue to implement our layered COVID-smart measures this term, which are aligned to the NSW Government's general community settings, including:

- staying home and getting tested if unwell, and only attending school when symptom free
- strongly encouraging mask-wearing for all staff and students, particularly in the first 4 weeks of term
- rapid antigen testing for symptomatic students and staff, and close contacts attending school to learn and work
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 - strongly encouraging mask-wearing for all staff and students, particularly in the first 4 weeks of term
 - rapid antigen testing for symptomatic students and staff, and close contacts attending school to learn and work
 - strongly encouraging COVID-19 vaccinations for students, staff and their families, including a booster shot
 - strongly encouraging students, staff and their families to get a flu vaccination
 - good hygiene practices
 - maximising natural ventilation



- boosted cleaning during the day, with particular attention given to high touch surface areas
- responding to local COVID-19 conditions when necessary, by working with the department's Health, Safety and Staff Wellbeing team.
- Continuing these baseline COVID-smart measures allows us to prioritise student and staff wellbeing while giving our learners a consistent and productive learning environment this term.
- good hygiene practices
- maximising natural ventilation
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What's new in Term 3?

- As winter continues, our COVID-smart measures have been updated in consultation with NSW Health to provide appropriate protection to our school community.
- The department has updated its policy regarding COVID-19 vaccination for employees following an independent risk assessment of school (and corporate) settings and consultation with unions and relevant stakeholders. While vaccination will no longer be a requirement for our staff from 1 August 2022, it is pleasing to see that a recent survey highlighted that more than 99% of the department's active school-based workforce have had at least two doses of a COVID-19 vaccine. We will continue to strongly encourage all our staff to keep up to date with their COVID-19 vaccinations as a way of protecting themselves, students, and our school community.
- Boosted day cleaning. The department has made a slight change to its cleaning process. Cleaning of school sites will now be more concentrated during the day, with an increase in cleaning in school hours, and a subsequent reduction out of hours. Boosted day cleaning will continue to focus on high-touch areas and other hard surfaces, door handles, lockers, light switches and handrails in stairways and movement areas.

What's continuing for Term 3?

- **Masks.** Masks are an effective way of minimising the transmission of respiratory viruses and infections, and protecting our community, especially those who are at higher risk of severe illness from COVID-19 and flu. We strongly encourage all students and staff wear a mask for the first 4 weeks of Term 3, particularly in indoor settings or when distancing is not possible. The latest NSW Health advice also recommends wearing a mask for people who have



recovered from COVID-19 and recently completed their 7-day isolation period for an additional 3 days (from days 8 to 10 after receiving a positive COVID-19 result). Additionally, as outlined in the below section on close contacts, mask wearing is mandatory for staff and high school students returning to school as close contacts for 5 school days and strongly recommended for primary school students returning to school as close contacts for 5 school days. Students or staff identified as close contacts who are unable to wear a mask will be supported to learn or work remotely.

- **Rapid antigen tests (RATs).** The department will send another round of RATs to our school early this term, which we will provide to you in the form of 1 multipack of 5 RAT kits per student. These RATs can be used as required for symptomatic testing, such as if your child is displaying even mild symptoms. Beyond this provision, if you require additional RATs let the school know that you need more and we will try and assist. Additionally, our school will be maintaining a reserve stock of RATs onsite to support symptomatic testing in the event of an outbreak in our school community. Please also remember that positive RAT results must be registered with ServiceNSW, and students who test positive to COVID-19 must not attend school until their isolation period ends and they are symptom free.
- **Close contacts.** Students identified as close contacts remain able to attend school providing they are symptom free, notify the school and return a negative COVID-19 test result daily for 5 consecutive school days. Please note that students identified as close contacts are still unable to attend overnight excursions, including camps. Visitors identified as close contacts who are engaging directly with students are required to return a negative COVID-19 test result before attending our school and wear a mask.
- **Responding to our local situation.** We will continue to liaise with NSW Health and the department's Health, Safety and Staff Wellbeing Case Management team to ensure our COVID-smart settings keep up with the latest developments. If local conditions require it, this may mean reintroducing temporary additional COVID-smart measures to act as a 'circuit breaker', including:
 - ⇒ mandating mask wearing for all staff and students in Year 7 and above (high school settings)
 - ⇒ mandating mask wearing for all staff (primary school settings)
 - ⇒ postponing or limiting non-essential activities like excursions, indoor assemblies and visitors to the school
 - ⇒ directing cohorts to learn remotely for short periods of time.

Maximising natural ventilation. The department has reviewed environmental differences across NSW as part of their winter ventilation planning to ensure that local climatic conditions at each school are considered. The department will continue to provide local guidance to schools, including advice on maximising natural ventilation while balancing thermal comfort and the use of indoor and outdoor learning areas for school activities to support schools to adapt to local climate conditions throughout the winter months.

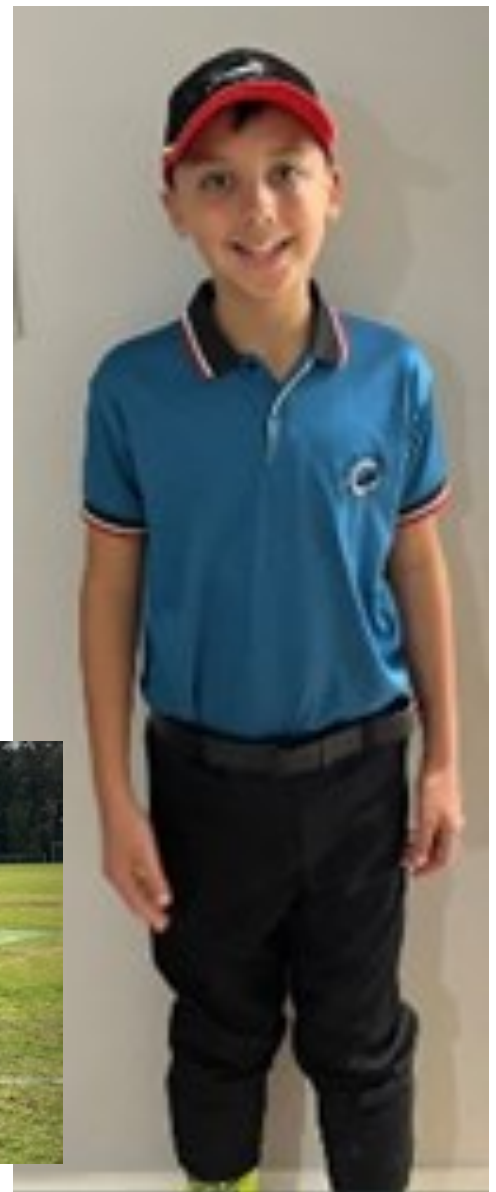


Reducing the risk of illness this winter. Finally, it is important to note NSW Health's advice to reduce our risk of not only COVID-19, but other illnesses that may affect our school at this time of year such as the flu and respiratory syncytial virus, both of which can be serious in younger people

Penrith Zone Softball:

Illidan L was selected to represent our school as part of the Penrith Zone softball team. The competition was held on artificial grounds this week. The team had 2 wins and 2 losses. Congratulations Illidan!

Kind regards,
Mr S.Lockley





Deputy Principal Report

Dear Parents and Carers,

Welcome back to Term 3, trusting that everyone had a lovely winter break and enjoyed some time away from routines. We are all back with energy and motivation. Beginning with a wonderful staff development day last Monday, teachers engaged in some high-quality learning about mathematics and reading.

Attendance

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier, and your child will build and maintain friendships with other children.

Term 2 was a difficult time with an increase in the cases of Influenza, COVID and Respiratory Syncytial Virus (RSV). This has meant that we have had a number of students absent due to illness. If your child has been unwell, it is important that we receive an explanation for the absence within 7 days. We have a number of ways that an absence can be explained. You can phone the office, send in a note or send a message via the Sentral Parent Portal.

Thank you for working with us in prioritising education and our students attending school when they are well.

Nationally Consistent Collection of Data on School Students with Disability

Nationally Consistent Collection of Data (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the Disability Discrimination Act 1992 and the Disability

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Standards for Education 2005, in line with the NCCD guidelines (2019). Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated
- teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the Australian Government's Privacy Policy: (<https://www.dese.gov.au/about-us/resources/department-education-skills-and-employment-complete-privacy-policy-0>). Further information about the NCCD can be found on the NCCD Portal (<https://www.nccd.edu.au>). If you have any questions about NCCD, please contact the school.



Strategic Improvement Plan (SIP)

As part of our SIP, we have a clear focus on reading and numeracy. Our staff are engaging in professional learning in the implementation of synthetic phonics, reading fluency, reading comprehension and using data to inform teaching and learning. There is also a focus on structured numeracy sessions and the explicit teaching of mathematics.

As part of our professional learning funding, our classroom teachers will be observing best practice, team teaching, receiving feedback and engaging in professional learning. This quality teaching approach ensures that we aim to have high expectations for our staff in continuous improvement as life long learners.

Warm regards,

Mrs Greentee

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. This can include payment of professional learning for staff and building inclusive cultures in schools.

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*.



eSafetyparents

Screen time for your child – 7 tips

There is a lot of conflicting advice and emerging research around screen time. But, the right amount of screen time can depend on a range of factors like your child’s age and maturity, the kind of content they are consuming, their learning needs and your family routine. It can be easy to focus only on the clock and how long your child is spending in front of the screen, but the quality and nature of what they are doing online, and your involvement are just as important.

Consider your child’s screen use in the context of their overall health and wellbeing – for example, is online time getting in the way of their sleep and exercise? Is it impacting on their face-to-face connections with family and friends? The answers to these questions will guide you and help strike the right balance of online and offline activities for your child.



1. Be involved

Sharing screen time and online activities like gaming with your child helps you gauge the appropriateness of what they are doing and manage potential risks. It’s also a great way to start conversations with your child about their online experiences.



2. Work with your child to set boundaries for screen use

If you decide that setting screen time limits is right for you and your child, discuss these new rules with your child. Older children are more likely to cooperate if they have been part of the decision-making process. Colourful pictures or charts of daily limits and other important activities is a fun way to get younger children on board.



3. Be clear about the consequences of not switching off

Part of our role as parents is to set clear limitations and boundaries. The same applies to technology limitations so, being clear and consistent about the consequences for your child if they do not stick to these rules is paramount. The [Raising Children Network](#) provides some useful tools and advice.



eSafetyCommissioner

esafety.gov.au/parents



4. Set device-free zones and times at home

Device-free zones can help you manage your family's digital use. Here are some ideas for setting digital boundaries within your home:

- no devices in the bedroom for younger children
- all screens off in bedrooms after a certain time for older children
- all screens off at least one hour before planned bedtime
- all family members switch off at dinner time
- charge devices overnight in a place your child cannot access

5. Ask your child to explain their screen use

Get your child in the habit of explaining why they want to be in front of a screen or online. It's a great way to get them thinking about their own digital habits and balancing screen time with other activities.

6. Use tech tools to help manage access

There are robust products and device functions which allow you to see which apps are being used in your home and for how long. But try not to use these tools to secretly monitor your child. Instead, be open about the process and check the whole family's usage, including your own. Start with [Google Family Link](#) for Android devices or [parental controls](#) and [Screen Time](#) for iPhone/iPad.

7. Lead by example

Your behaviour is one of the most effective ways to help your child develop a positive digital mindset. Show your child you can put down your device too.



Term 3 2022

2	25th July	26th July NAIDOC incursion	27th July NAIDOC incursion	28th July NAIDOC assembly 2-3pm OC Test	29th July
3	1st August	2nd August	3rd August	4th August	5th August
4	8th August	9th August	10th August	11th August PVPAF Performance	12th August
5	15th August	16th August Assembly K-2 12.30 pm 3-6 2 pm	17th August Zone Athletics	18th August	19th August
6	22nd August	23rd August	24th August Book Character Parade	25th August	26th August
7	29th August	30th August Book Fair	31st August Stage 2 Gymnastics	1st September BMD Dance Rehearsal	2nd September Book Fair Starts
8	5th September Extra Curricula Photos Book Fair	6th September Book Fair	7th September Stage 2 Gymnastics Last day for Book Fair	8th September BMD Dance R U OK?	9th September BMD Dance

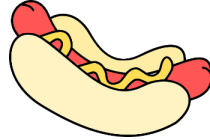
Money Matters

Voluntary School Contributions	\$30 for first child, \$20 for second child
Software online learning package K-6	\$18
Year 6 Camp Canberra—\$420	Deposit \$200 Final payment \$220
Dance Costumes -Stage 1, 2 and 3	\$60, or \$45 or \$40 depending on dance group

Samuel Terry Open Day



Open Day Wednesday 21st September



Year 6 Farewell Fundraising Canteen Menu

Sausage Sizzle and drink \$6

Beef burger and drink \$6

Chicken burger and drink \$6

Fresh Wrap and drink \$6

Option 1—Ham and Salad

Option 2—chicken and salad

Option 3—vegetarian salad

Grazing box for 1 \$7

**Cabanossi, cheese, carrot sticks,
crackers, hummus dip**

Meat pie and sauce \$4

Sausage roll and sauce \$4

Devonshire Tea \$5

Scone jam and cream, teach/coffee

Over the counter, no pre orders required

Selection of cake or muffin with tea/coffee/hot chocolate \$5

Mixed sandwiches \$5

Pies and Sausage rolls \$4

Chips, drinks and snacks

Aboriginal Education & Culture Program

UPCOMING EVENTS & SIGNIFICANT DATES:

- 🌻 26 July: NAIDOC Dalmarrri IncurSION day for Yr 3-6
- 🌻 27 July: NAIDOC Dalmarrri IncurSION day for Yr K-2
- 🌻 28 July: NAIDOC Week Assembly (2-3pm) (families welcome)
- 🌻 4 August: National Aboriginal & Torres Strait Islander Children's Day

NAIDOC WEEK CELEBRATIONS

This week Samuel Terry Public School will be celebrating NAIDOC Week! We have welcomed back the crew from Dalmarrri to facilitate some fun and engaging activities celebrating Aboriginal and Torres Strait Islander culture.

We have also planned a special NAIDOC Week assembly, where the Aboriginal students who have been participating in the Nulungu Dreaming program with Jessy will showcase the dances that they have been learning over the past term.

We extend a warm welcome to families who would like to attend this assembly.

We have some exciting new additions to our school grounds being installed. A new Acknowledgement of Country sign will be on display at the front entrance of the school. This was purchased from funds raised during last year's NAIDOC week celebrations. We also have the story poles, that were created by classes, being installed in the gardens of the central playground. A mural on the staircase of the Large COLA is the planned project for this year's Dalmarrri visit (weather permitting). Keep an eye out for these new features!

We hope that everyone enjoyed celebrating with friends and family during NAIDOC Week in the school holidays. Going forward, make it your goal to think about how you can "Get Up! Stand Up! Show Up!" for your family, friends, community and culture.

Samuel Terry Public School acknowledges the Dharug people as the First Nations custodians of the land on which our staff, students and their families gather.



Library News



Book Club

Catalogues for Book Club Issue 5 were sent out last week. Unfortunately, not all classes received their catalogues as there was a shipping error. If you wish to purchase anything from Book Club please do so using the LOOP app or the website www.scholastic.com.au/LOOP. The school does not accept cash payments. Please make sure that all orders are in by **3 pm on Wednesday 3rd August 2022** as the LOOP facility will be closed after that. It is expected it will take up to 2 weeks for the orders to be delivered to the school and distributed to the students.

Scholastic are offering parents a chance to receive free books with Issue 5. Please see below.

FREE BOOK OFFER!

We are giving away FREE books on this issue to help celebrate and spread the love of reading in your school.

Let parents know they can get up to 3 free books on issue 5:

Receive	When you spend over
1 Free Book	\$30
2 Free Books	\$50
3 Free Books	\$70

SPREAD THE NEWS
Keep an eye out in your email inbox for resources to share this great offer with your school community.

SCHOLASTIC



Premier's Reading Challenge

The Premier's Reading Challenge will be closing this term on **Friday 19th August 2022**. Please remember if your child is participating, they need to record their books read by this date to obtain the certificate. Information can be found on the Department of Education website as well as your child's Student Portal page.



For K-2 students the books can be read on their own, to someone or someone can read the books to them. For 3-6 students, you must read them on your own but can have someone to help you pick the books.

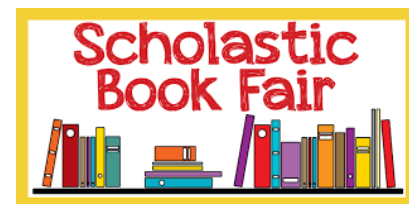
Book Week's Book Character Parade

On Wednesday 24th August 2022, our Book Character Parade will be held at the School during Book Week. The theme for this year will be 'Dreaming with Eyes Open'. More information will come closer to the date.

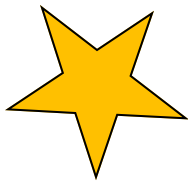


Scholastic Book Fair

This term the Library will also be holding a Scholastic Book Fair. The Book Fair will be running from Friday 2nd September until Wednesday 7th September. Please keep an eye out for information about this during the term.



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Gold Awards



1st Gold Harper S Kenzie R Amelia G Lilivien N Dakota B	2nd Gold	3rd Gold Makara M	4th Gold Oliver S Kai
5th Gold—1st BANNER! Oliver S Elizabeth	6th Gold Jeremy S Oliver S	7th Gold	8th Gold
9th Gold Noah M Angela S	10th Gold—2nd Banner! Owen C Abigail T	11th Casey D	12th Gold
13th Gold	14th Gold Quinn C	15th Gold—3rd Banner! Quinn C	16th Gold Quinn C
17th Gold	18th Gold	19th Gold	20th Gold-4th Banner! Phoenix L M Lawson C Jasmin L Ella R Micah F Nate D
25th Gold—5th Banner! Elizabeth C	30th Gold-6th Banner! Merkita J Elizabeth C Nicholas V		



Early Stage One News

Welcome to Term 3. All children are commended on their transition back into school. All children have been engaged and on task in the classroom setting.

We are continually encouraging our learners to:

Follow teacher's instructions

Be kind to our friends.

Always do their best work.

It would be greatly appreciated if you could reiterate those values with your children at home.

HOMEWORK

Homework will commence in Week 2. Homework will be handed out on a Wednesday and is due back on a Tuesday. Home readers may be swapped throughout the week.

IN CLASS LEARNING

We are focussing on the following concepts in class over weeks 2 and 3

PHONEMES Y, V, W, Z

SIGHT WORDS HOME HE WHERE GOOD RAN CRIED

MATHS CONCEPT – TIME and 2D SHAPES

SPORTS UNIFORM

As we have completed our gymnastics sessions, children are required to wear school uniform on a Thursday. Sports uniform is to be worn on Tuesdays.

GOLD AWARDS

Please remember that once your child receives five merit awards (with the school emblem printed on them) they are eligible for a gold award.

Drop their five merit awards in a folder, clearly labelled with their name and class to the front office and at their gold award will be presented at the next assembly.

Mrs Goulden

Early Stage One Supervisor



Samuel Terry Public School Kindergarten Enrolment 2023

Kindergarten enrolments for 2023 have commenced.

If you are in area and you wish to enrol your child, enrolments can be made online via the Samuel Terry Public School Website.

Although online enrolments are preferred if you are unable to complete the process online, enrolment forms can be emailed or picked up from the school.

Please ring the school first on 47302888 to advise our office staff that you are needing an enrolment form.

You will need the following documents to complete the application:

- The completed enrolment form
- The child's birth certificate
- Immunisation certificate (available from Medicare or online through MYGOV.au)
- 100 points of residential identification
- Parents passport and Citizenship paperwork - If both parents were born overseas



Stage 1 Term 3, Week 2

Welcome back to Term 3!

We have a few busy weeks ahead of us!

A couple of important dates;

- On Wednesday 27th July, K-2 students will be participating in Dalmarri incursion as part of our NAIDOC week celebrations.
- On September 3, we have our Education Week Open Day. Parents and caregivers are welcome! Please see Mr Lockley's page in the newsletter for more details.

Library Day – Reminder - Class borrowing is on the following days;

MONDAY – 1W

TUESDAY – 1R, 1C and 2W

FRIDAY – 1G, 2A and 2S

Please remind your child to pack a library bag or plastic bag so they can borrow ☐

CLASSROOM LEARNING OVERVIEW

English

Stage 1 have a “Colour” theme this term (integrated with our art unit). We will be reading a variety of fictional texts and poems on this theme. Students will also be reading and writing a variety of persuasive texts. As part of this unit students will be viewing the Disney movie “Inside Out”. This movie is rated PG. If you have any concerns about this, please message your child's teacher.

Comprehension focus;

- ◆ making connections
- ◆ questioning
- ◆ author's purpose

Grammar focus;

- ◆ Question marks – questions end with a question mark
- ◆ Time connectives – are words and phrases that show time order e.g. firstly, secondly, finally.





Talking Tasks

Talking tasks will now be undertaken in class. Students will be taught how to plan a speech, write out palm cards, practise delivering their speech to a friend, a small group and then deliver the speech in front of the whole class.

High Frequency Words

Please make sure your child revises their sight words at home. They need to be able to read and spell them. Our latest writing assessments show that this is one area students need to improve in. Students should be able to spell common sight words from memory by the end of Stage 1, e.g. one, some, two, said, the, they, come, where, want etc.

Once students can read and spell all their words, they hand their folder to their teacher to be assessed. If they can read and spell their words correctly, they will be given a new list.

Home readers

Please return home readers in folders every Friday so a new book can be allocated for the following week.

Maths - Year 1 (weeks 1 - 3) – “Representing Whole Numbers”

Recognise number patterns

- recognise dice and domino dot patterns
- recognise different finger patterns for the same number

Connect counting and numerals to quantities

- count with one-to-one correspondence, recognising that the last number name represents the total number in the collection
- count out a specified number of objects (from 5 to 20) from a larger collection
- make correspondences between collections

Counting and comparing collections of like coins to determine which has more.

- read numerals to at least 20, including zero
- represent numbers as quantities to at least 20 using objects (such as fingers), number words and numerals
- compare and order numbers to 20
- use the term ‘is the same as’ to express equality of groups

Data

Respond to questions, collect information and discuss possible outcomes of activities

- predict possible responses to a question, e.g. What is your favourite colour?
- collect information from their peers and about their environment



- Asking peers to respond to a question or making observations about the classroom or school environment.
- pose and respond to questions about the information collected
- Did anyone in our class have green as their favourite colour?

Organise objects into simple data displays and interpret the displays

group objects according to characteristics

Sorting blocks, counters or collected items according to colour, size, shape or texture.

arrange objects according to a characteristic to form a data display

interpret information presented in a data display to answer questions

e.g. How many students in our class have red as their favourite colour?

Maths - Year 2 (weeks 1 & 3) “Representing Whole Numbers”

Continue and create number patterns

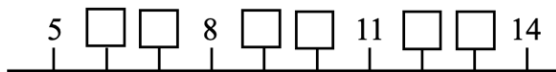
- model and describe 'odd' and 'even' numbers using items paired in two rows
- count forwards and backwards by twos from any starting point

Using a numeral track.



Represent numbers on a line

- sequence numbers and arrange them on a line by considering the order and size of those numbers e.g. Using a number line with missing values.



- locate the approximate position of multiples of 10 on a model of a number line from 0 to 100

Represent the structure of groups of ten in whole numbers

- recognise that ten ones is the same as one ten
- use 10 as a reference in forming numbers from 11 to 20 e.g. 'Thirteen is 1 group of ten and 3 ones.'
- count large sets of objects by systematically grouping in tens e.g. Bundling pop sticks or pencils in groups of ten.
- partition two-digit numbers to show quantity values e.g. Showing 32 as 30 and 2.
- use number lines and number charts to assist with locating the nearest ten to a number
- estimate, to the nearest ten, the number of objects in a collection and check by counting in groups of ten



“Data”

Ask questions and gather data

- investigate a topic of interest by choosing suitable questions to obtain appropriate data
- gather data and track what has been counted by using concrete materials, tally marks, lists or symbols

Represent data with objects and drawings and describe the displays

- use concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value
- Use different-coloured blocks of the same size to represent different-coloured cars.
- describe information presented in one-to-one data displays e.g. Weather charts.
- use comparative language to describe information presented in a display, such as ‘more than’ and ‘less than’ e.g. There were more sunny days than cloudy days in a week.
- interpret a data display and identify the biggest or smallest values
- e.g. The most popular fruit snack was an apple.

Term Overview

History – “Present and Past Family Life” – Semester 2 unit

In the “Past and Present Family Life” unit, students will investigate the past and learn about the terms that describe the passage of time. They look at dates and times that are significant to them. Family roles are investigated and similarities and differences between generations are explored.

Key inquiry questions are;

How do we describe the sequence of time?

How has family life changed or remained the same over time?

How can we show that the present is different from or similar to the past?

How can we show that the present is different from or similar to the past?

How has family life changed or remained the same over time?



Science – “Push, Pull”

Forces are at work in everything we do – we push to open doors, and pull to tie ropes. Gravity pulls on things to make them fall down or to keep them down. Scientists and engineers study forces to design better bridges and faster aeroplanes, and to reduce the forces that impact on people in car accidents. The Push-pull unit is an ideal way to link science with literacy in the classroom. The unit provides the opportunity for students to explore pushes and pulls. Through investigations, students observe and gather evidence about how these forces act in air and water, and on



the ground. Students identify the effect of the pull of gravity and learn that both air and water can 'push'.

Push-pull provides students with hands-on opportunities to:

- explore pushes and pulls
- observe and gather evidence about how these forces act in air and water, and on the ground
- identify the effect of the pull of gravity
- learn that both air and water can 'push'



PDHPE Unit

This term our unit provides teaching and learning activities around child protection education. Through the unit “What strategies and strengths can I draw on to keep myself and others safe?”, students will demonstrate positive ways of interacting with others and identify how strengths can be used to demonstrate respectful behaviour. They will explore differences between themselves and their classmates and the benefits of diversity. Students will recognise how their body tells them when they are unsafe by investigating how body signals and inappropriate touch are warning signals. Students will identify and describe significant relationships in their lives and how these have changed over time. They will examine bullying behaviours and ways to respond to bullying from different perspectives. Students will recognise they have a right to be safe and can use their strengths and strategies to keep themselves and others safe.

Art and Drama

Years 1 and 2 will be participating in drama this term. They will also be producing some very colourful art pieces based around our English unit.



Sport

Sport will continue on Wednesdays (weather permitting). Thank you for making sure your child is dressed in their sports uniform each Wednesday. Please make sure students wear appropriate footwear on Fridays e.g. joggers. We have loved being outdoors learning new skills and sports.

Mrs Witchard

Stage One Supervisor



STAGE 3 NEWS!



Welcome to Term 3:

Welcome back to all Stage 3 students and families to yet another busy school term! We hope you enjoyed a relaxing break and are ready to get straight back into another term full of learning!

Year 5 Camp – Bathurst Goldfields/Hill End:

Year 5 had a fabulous time on their camp to Bathurst & Hill End and learned many things about Australian history and gold mining. All students demonstrated excellent behaviour throughout the camp and represented our school with pride. We all had a wonderful time together! Congratulations year 5!



Year 6 Overnight Excursion—Canberra:

The Year 6 overnight excursion is booked for Wednesday 14th - Friday 16th September and Year 6 will be visiting Canberra this year. All Year 6 students have received a permission note, outlining the details of the excursion including dates, cost and a summary of activities they will take part in whilst away on camp. All payments towards the Year 6 overnight excursion can be made in smaller instalments, however, *the due dates* for the deposit and final balance *must be adhered to*. If you have any queries regarding any aspect of the Year 6 camp, please do not hesitate to see Mrs Osborne or your child's classroom teacher.



We look forward to a wonderful time of fun and learning with our Year 6 students.

Dalmarri NAIDOC incursion:

This year our NAIDOC incursion will be held for Years 3-6 next Tuesday 26th July. Students can come dressed to school in mufti/colours of NAIDOC. They are asked to bring a gold coin donation. A NAIDOC merchandise stall will be running on both Tuesday and Wednesday morning for students to purchase NAIDOC themed merchandise, before school in the courtyard outside the library. Prices range from \$1 – \$8. A limit of 2 items per student will be in place. All money raised from the mufti donation and stall will contribute towards the establishment of a yarning circle/bush tucker garden.





Child Protection Unit Term 3:

In Term 3 all students will take part in a child protection unit, a mandatory component of the PDHPE syllabus. Some of the content taught in child protection education deals with sensitive issues. The school will teach this content in an age-appropriate way. Through this unit, students are taught about recognizing and responding to unsafe situations, seeking assistance effectively and maintaining positive and safe relationships. Students learn about the different types of abuse, recognising abuse and protective strategies. For more information about child protection education go to the [Child protection and respectful relationships education](#) section on the Department of Education's PDHPE website.

If you do not want your child to take part in this program, please let your child's classroom teacher know ASAP.

Important Dates:

Tuesday 26th July – Years 3 – 6 NAIDOC IncurSION

Tuesday 26th July – Debating Team, Round 3

Wednesday 3rd August – 1500m @ 3.30pm (serious competitors only)

Thursday 11th August – Penrith Valley Performing Arts Festival Performance

Tuesday 16th August - Debating Team, Round 4

8th & 9th September – Blue Mountains Dance Performance

Tuesday 13th September - Debating Team, Round 5



Year 6

Wednesday 14th – Friday 16th September – Year 6 Camp, Canberra

Interrelate – Into the teen years program – Tuesday 11th, 18th & 25th October

Year 6 Farewell – Monday 12th December

Mrs Osborne

Stage Supervisor



AUSTRALIA'S #1 NON-COMPETITIVE SOCCER PROGRAM



TERM 3, 2022 SOCCER FUN FOR GIRLS & BOYS AGED 2-12!

STARTING FROM 22ND JULY



**FIRST 25 NEW
ENROLMENTS RECEIVE
COMPLIMENTARY SHIRT AND SHORTS!**

FOR A **FREE** TRIAL CALL : 0467 898 437

MITE-E SOCCER (2-3.5YO)

A great introduction to Soccer! Children work with their parents to learn new soccer skills and develop their motor skills! Lots of fun games in a non-competitive environment!

**35 MINUTE CLASSES
\$145 FOR 8 WEEKS**



PINT SIZE SOCCER (3.5-5YO)

Children take their first steps in soccer! They'll be introduced to shooting, dribbling, goal keeping and more. Children get to play lots of fun, skill based games. Grasshoppers get introduced to Pint Size 1v1, Big Game!

**50 MINUTE CLASSES
\$165 FOR 8 WEEKS**



INTRO TO MICRO (5-6YO)

The ultimate challenge for young soccer players! They'll learn the value of the Grasshopper Soccer Big Game and develop their skills in passing, dribbling, shooting and more!

**60 MINUTE CLASSES
\$165 FOR 8 WEEKS**



MICRO (6-8YO) MICRO PLUS (8-12YO)

This program focuses on skill development and teamwork in preparation for club soccer. Children will enjoy all the fun of soccer based games, fine tune their skills as well as play the Grasshopper Soccer Big Game!

**60 MINUTE CLASSES
\$165 FOR 8 WEEKS**



M : 0467 898 437 | E : enquiries@grasshoppersoccer.com.au

W : GRASSHOPPERSOCCER.COM.AU/SYDNEYHILLS

 /GRASSHOPPERSOCCERSYDNEYHILLS





TERM 3, 2022 - ENROLMENT FORM STARTING FROM 22ND JULY

Child's Name : _____ DOB : _____

Parent/Guardian's Name : _____

Address : _____ Suburb : _____ Postcode : _____

Mobile : _____ Email : _____

How did you hear about us : _____

TERM 3 CENTRES : (Please Tick)

BOX HILL / VINEYARD

Wineyard Public School
4 Bunden Rd (Cnr of Winebar Rd), Wineyard
8 week program starting on
Friday, 22nd July and Sunday, 24th July

RIVERSTONE

Riverstone Sports Centre
16 Hamilton St, Riverstone
8 week program starting on
Saturday, 23rd July

CRANEBROOK

Samuel Terry Public School
30-137 Grey Ln, Cranebrook
8 week program starting on
Sunday, 24th July

PROGRAM : (Please Tick)

MITE-E
(2-6 Yr)

PINT SIZE
(6-8 Yr)

INTRO TO MICRO
(8-9 Yr)

MICRO
(9-9 Yr)

MICRO PLUS
(9-11 Yr)

CLASS TIMES	MITE-E	PINT SIZE	INTRO TO MICRO	MICRO	MICRO PLUS
<input type="checkbox"/> BOX HILL / VINEYARD - FRI	N/A	N/A	4:30 - 5:30pm	4:30 - 5:30pm	4:30 - 5:30pm
<input type="checkbox"/> RIVERSTONE - SAT	11:00 - 11:30am	11:00 - 11:30am	12:00 - 1:00pm	12:00 - 1:00pm	1:15 - 2:15pm
<input type="checkbox"/> BOX HILL / VINEYARD - SUN	8:00 - 8:35am	8:00 - 8:35am	10:00 - 11:00am	10:00 - 11:00am	10:00 - 11:00am
<input type="checkbox"/> CRANEBROOK - SUN	9:00 - 9:35am	9:00 - 9:35am	10:00 - 11:00am	10:00 - 11:00am	10:00 - 11:00am
TERM FEE	\$195	\$195	\$195	\$195	\$195

PAYMENT OPTIONS: Cash, Bank Transfer or Credit Card | (Grasshopper Soccer has a **NO REFUND** Policy)

We also accept Active Kids Voucher

Details for Bank Transfer: Grasshopper Soccer BSB: 082 969 Acc: 406 700 729 Reference: Child's name - Centre

Credit Card Payment (please circle): Visa / MasterCard

Credit Card Number: _____ Expiry Date: _____ / _____ CVV: _____

Credit Cards processed via Grasshopper Soccer Sydney Hills

ADP | Grasshopper Soccer Shirt, Shorts & Hat - Enrolment Special | \$99 Contract also will be issued upon collection at 1st session

Parent/Guardian Consent: I hereby authorize Grasshopper Soccer to act on my behalf should my child require medical attention, and release Grasshopper Soccer from any liability for injury caused by my child at Grasshopper Soccer programs. Medical/fitness of children attending these programs may be used for reasonable promotional purposes by Grasshopper Soccer.

Please Tick: Yes No

Parent/Guardian Signature: _____



ENROLMENT SPECIAL € _____

TERM FEE € _____

TOTAL € _____

M : 0457 096 437 | **E** : info@grasshoppersoccer.com.au | **W** : grasshoppersoccer.com.au/sydneyhills