26 June 2020

The Aquila Feed

Our school acknowledges the Wangal people of the Eora nation, who are the traditional custodians of the land along the southern shores of the Parramatta River. We express our gratitude for the sharing of this land and acknowledge our sorrow for some of the costs of that sharing and pledge to take care of the land and its people for the future.

At Wentworth Point Public School

Kind hands. Kind words.
My school, my classroom. Our values.

I can be a friend.

I can help.

I can listen.

I can be kind.

Protect yourself from viruses

Clean your hands with soap and water, or hand sanitizer.

Cover your nose and mouth when you cough or sneeze.

Avoid close contact with anyone with cold or flu-like symptoms.

Stay home if you are sick.

Semester 2 Class Restructures

Due to increased enrolments at our school, staff have participated in a consultative process to restructure classes to ensure we meet NSW Department of Education guidelines on class sizes. The restructured classes will start at the beginning of Term 3 and will impact all classes K-6.

Sometimes restructurges will involve composite classes. Composite classes are multi-age classes where students from one grade are placed with students of another grade. These classes are very common across NSW public schools and students within them will continue to receive the appropriate learning opportunities for their grade.

When forming new classes during a school year, class teachers and the school leadership team carefully consider the placement of students by ensuring a balance of gender as well as accommodating social, emotional and academic considerations. Every child’s learning and social-emotional wellbeing is paramount and we appreciate your trust in us to ensure these remain a priority at all times.
Our staff model both resilience and flexibility as we know that in times of change, children look to the adults in their lives for reassurance. We strongly appreciate the positive support we have received from parents and the trust you have placed in our experienced and dedicated staff.

Students directly impacted by the restructure will be given a note informing of the change of class. Should you have any questions please do not hesitate to contact Rose Manousaridis, Principal on 97486260.

We are accepting enrolments for 2021 Kindergarten children beginning Term 3

You can enrol your child in kindergarten for 2021 if they turn 5 on or before 31 July in 2021. They must be enrolled by their sixth birthday.

Please attend our office to collect an enrolment package.

For further information on enrolling in a NSW public primary school, please follow the link https://www.service.nsw.gov.au/transaction/enrol-nsw-public-primary-school

What you’ll need

You'll need the child's:

- personal details
- proof of residential address such as a council rates notice, electricity bill
- Medicare number
- medical details and health conditions
- doctor’s details
- emergency contact details
- family law or court orders (if applicable)
- disability or other support needs, including any learning and support plans (if applicable).

For children who’ve never enrolled in a NSW public school, you’ll also need their:

- birth certificate or identity documents
- parent/carer’s details
- residency status or visa number for child and parents (if applicable)
- passport, travel documents or current visa for child and parents (if applicable)
- Australian Childhood Immunisation Register (ACIR) immunisation history statement.

Ravens are Enjoying Project Based Learning

This term students in the Raven’s have joined with Stage 3 for ProBL sessions twice a week. They have all worked collaboratively with their peers in small groups to develop their critical and creative thinking skills. Students are looking forward to presenting their solutions to the driving question, ‘How can we use stories from our past to make better decisions for our future?’ next week.

Birthday Celebrations in Monkeys!

In history, Monkeys have looked at the importance of family events and the ways in which these are celebrated. Our favourite lesson was when we were asked to draw our perfect birthday party. Check out some of our birthday party ideas below!

Push and Pull

In the Rainforests, we have been discovering how push and pull forces effect objects. The children have experimented with natural and applied forces to push and pull objects in different ways. First, they explored how to use natural forces such as wind and gravity to move ping-pong balls. Next, the students made boats and experimented with applying a force in a particular spot to make it move in different directions. After, they made paper-planes to observe how force can affect how far something travels. This week, the children made their own parachutes to learn about how force can impact speed.
Lights, Camera, Action! Pokémon are taking the stage!

The students in Pokémon have been busy taking on different roles this term during our CAPA drama unit. We have been busy mastering our acting skills by learning to use expression, body movements and changing our voice for each character.

Working collaboratively in small groups we recently engaged with readers theatre, each one of us took on a role, practiced our lines and movements for the script – The Lion and the Mouse.

During our lessons so far, we have also learnt that it is very important to be respectful audience members!

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Message from Principal Rose

It has been an extraordinary term managing the gradual and then full time return of our students to face to face teaching.

What this has shown me is that we humans are incredibly adaptable and resilient in the face of adversity and it has been very rewarding to lead the school at this time doing everything I can to put in place some of those very important security and stability anchors.

What we have learnt:

What we can’t do:

- It is not possible to change or empower anyone
- We are not, and don’t need to be experts on other people
- We can’t know the answers or solutions to people’s problems
- We can’t compensate for deficits and be respectful of people’s potential at the same time.

What we can do:

- We can believe in people and stand by them
- We can become facilitators for change and create conditions which mobilise and complement people’s strengths and resources.

Keep this in mind when you engage in discussions with teachers around your child’s learning. It is very easy to focus on what has not worked but it will be far more motivating for you and us if we focus on what needs to be better and to help children develop the skills to achieve their learning goals.

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What is bullying?

Bullying is defined by three key features:

- it involves a misuse of power in a relationship
- it is intentional, ongoing and repeated
- it involves behaviours that can cause harm.

Having a disagreement with a friend, or a single incident or argument is not defined as bullying. These behaviours may be upsetting, and should be resolved, but they are not bullying.

Physical and verbal bullying, such as kicking or name calling can be easy to see (overt). Other types of bullying, such as social exclusion or spreading rumours are not as easy to see (covert).

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including being Aboriginal; they have a disability; their sex; being lesbian, gay, bisexual, transgender, intersex (LGBTI); their size or body shape; their schoolwork, hobbies or achievements; or other ways they may be different.

Bullying can also happen online using technology such as the internet or mobile devices. This is also called cyberbullying.

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Powerful Conversations

Finding opportunities to speak with your child about bullying is important.

The Powerful Conversations materials have been developed to help families, students and schools talk openly about preventing and addressing student bullying.

The school’s Anti-Bullying Plan is posted on the school website and should be read with the schools Student Well Being, Welfare and Discipline Procedures which are also attached on the school website. If you require a hard copy please do not hesitate to contact our friendly office staff.

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Responses when students are experiencing social difficulties at school

How do you respond if your child tells you that they are having problems at school particularly with the teacher and other children?

The way we respond to children in this context is critical.

1. **Focus on your child.** As much as you can put personal feelings aside and focus on your child. Sometimes personal feelings over ride the issues being managed and do not assist in the process of resolving the issues.

2. **The school is your ally not your adversary.** Generally speaking, blaming the school will not assist. The only way to create success is to partner with the school and again focus on the child. The school is here for children.
3. **Work with your child at home.** Focus on what is working well at school and what they can do to make school a rewarding experience.

4. **Make your child responsible for their learning.** By giving your child ownership and responsibility you are communicating that you believe in your child and have confidence in their ability to do their best.

5. **Don’t criticise the teacher in front of your child.**

6. **Do not discuss the other children which your child may have identified with other parents.** Sadly, this happens and is completely unacceptable and inappropriate. If you have concerns about another child, you need to raise this concern in a respectful manner in the first instance with the classroom teacher.

7. **Recognise that teachers have a difficult job.** Teaching is hard as is parenting and teachers are very grateful to those parents who are involved and help their child learn. That is a huge investment in your child’s learning.

Often a parent’s response is to fight the system and these days that often presents in the form of an email. Please make a time to meet with the most appropriate staff member to discuss any concerns you may have. Face to face communication beats an email any day.

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**Lost Property**

Due to health considerations, all lost property will be donated at the end of Term 2. Please remember to label all personal items including: jumpers, hats, lunch boxes and drink bottles with your child’s name.

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**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 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 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

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**Sea Turtles**

Since week 6, the Sea Turtles have been putting a stronger emphasis on hearing and writing sounds in words known as phonemes. We have been practicing learning about how letters of the alphabet make a sound and become a phoneme when they jump into a word. For example, the letter ‘a’ makes a different sound in the word ‘ant’ compared to the sound it makes in the word ‘banana’ or ‘baby’.

The Sea Turtles have been working hard to use the THRASS chart to hear and locate phonemes (the sounds) in words. They have been practicing segmenting the phonemes in words to help with their writing and identifying appropriate spelling choices. The THRASS program has been incorporated into informal and formal learning tasks through literacy groups, writing stations, phonemic rotations and reading. It has been wonderful to see the children becoming familiar and picking up the strategies so quickly.
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. Further information about the NCCD can be found on the NCCD Portal.

If you have any questions about the NCCD, please contact the school.