

Toongabbie West Public School

Building Educational Success Together

Ballandella Road Toongabbie; Phone: 02 9631 3610

We would like to show respect and acknowledge the Darug People, the Traditional Custodians of the Land.

Newsletter: 30th March 2021 Term 1 Week 10

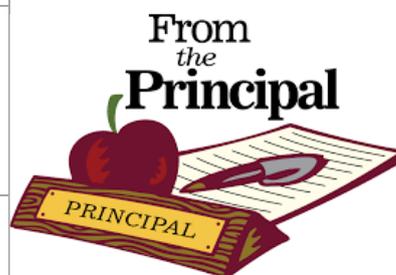
For further information, visit our web page at: <http://www.toongabwst-p.schools.nsw.edu.au/>
Email: toongabwst-p.school@det.nsw.edu.au

CALENDAR

| | |
|------------|------------------------|
| 31st March | Cross Country Carnival |
| 1st April | Easter hat parade |
| 1st April | Last day of term |
| 19th April | Staff return |
| 20th April | Students return |

From the Principal's Desk

DEAR PARENTS AND CAREGIVERS



What a great time, a term with normal activities and term 2 will see more activities return to pre lockdown levels. On Wednesday

we are having our cross country carnival and the weather seems to be dry and it will go ahead.

Please have a great break, eat some chocolate but don't eat too much. Rest up and have your children ready to return to school on the 20th April.

This is the last week before the holidays, it was going to be CoVid19 free but it is still out there causing problems, in Brisbane at the moment, where next we don't know.

Everybody please take care and practice all the things we have been doing. Social distance, regularly wash your hands and use hand sanitiser when needed.

Please remember, don't send your child to school if they are showing flu like symptoms or are feeling sick. Even if you are certain that your child does not have COVID-19 or their test has come back negative, **don't**



send them to school if they are displaying symptoms or are unwell.

COVID RESTRICTIONS

As we are now returning to a 3pm finish, it is requested that no parents come into the admin quad area to collect children now until the bell goes at 3pm.

Please be aware that although these have been eased even further, to now allow parents back on the school site, we still need to manage our school community in a COVID-19 safe way. If you do enter the school grounds, we would ask for your help in dropping your child off and leaving quickly to avoid groups of adults at the classroom door / or in the playground. Parents are reminded that they cannot enter bag rooms, nor use school student toilets. This is because of child protection / safety restrictions.

EASTER HAT PARADE

It is with great delight that I can announce that this community event will be running again this year after unfortunately being cancelled in 2020. Teachers and students have been engaging in the task of creating Easter hats for the parade and hopefully if you have bought tickets in the raffle you might win an Easter prize. The parade may run a little differently this year due to restrictions so it would be appreciated when you show up on the day if you could listen to and adhere to the conditions.

SCHOOL BEHAVIOUR

It would be greatly appreciated if parents could take a few minutes of time to talk to their children about appropriate behaviour at school, in order to better support the school. Lately there has been a bit of inappropriate language used at school, and students need to be made aware that this type of language is not suitable and will not be tolerated at school.

Practical tips for dealing with an online bully especially during the holidays.

- Tell the bully in simple terms to leave you alone. Tell them not to contact you again. **Log off immediately and stay offline for at least 24 hours.**
- Do not reply to any future mail from the bully. Do not reply to taunts, emails or gossip written about you. By ignoring taunts, you take the power away from the harasser and refuse to play their game. **You are now in charge.**
- **Never give your password or logon details to anyone, even your best friends.** It's really easy for someone to log on to your Facebook, Bebo or MySpace site and post any kind of statement if they know your password.
- Stay out of chat rooms where you don't feel comfortable.

- **Keep all harassing emails (and any replies you've made) as evidence.**
- If you feel you are in physical danger or if the bully has made physical threats against you, **tell your parents immediately** and they can decide if it's appropriate to contact authorities.
- The easy way to really stay safe is if you have a problem, **close your account !**

For more great tips on staying safe online see:

www.schoolatoz.nsw.edu.au/technology

5/6S

Genevieve: In 5/6S, every minute of the day is filled with amazing lessons and fun surprises. We are constantly encouraged to improve our skills. Our school is a wonderful place to be, and I always look forward to what's going to happen next.

Lachlan, Praveen, Ryan and Andrew: This year, we've learned more than Albert Einstein... in fact, we have learned so much that an Airbus 380 would struggle to accommodate the knowledge. We've done everything from writing New York Times-worthy narratives, to performing mind-blowing science experiments. Our beautiful classroom is filled to the brim with

beautiful artworks that reflect the exquisite nature of this wonderful school.

Ryleigh: This term at school has been marvellous! Every day we work on sentence enrichment, to help make our stories come to life. Having Mrs Kazanas for library and HSIE has been fantastic. We are learning about Australia's history, with a focus on colonial times. In library, we have begun to use a website called Renaissance, which helps us select interesting and challenging books to read.

Mary and Marisa: We have been writing every day, to help us gain confidence during writing tasks. In maths, we have been testing our skills and improving them, day by day. We love working on Maths Starters 'Number of the Day'.

Cooper: Luckily, PSSA wasn't cancelled, and we received this information with open arms! Our whole school is excited about sport being available again. In maths groups, we are improving our skills with level-appropriate work. Our school is very flexible to students' needs.

Hannah and Lea: We have been working on strategies such as using literary techniques and persuasive, high-modality words, to ameliorate our writing and create a ticket for success!

Achient and Kathryn: In gymnastics, we have been doing cartwheels, bunny hops and other skills. Mr Lavercombe

always helps students who struggle with the movements. We love gymnastics!

Sutharsanan: We have had fantastic science lessons with Mr Tasker, and we have been learning about the solar system. In writing lessons, we have been learning how to enrich our sentences, which means turning 'She

ate it.' into 'She quickly devoured the juicy quesadilla.'

Zayn: We do lots of sport and exercise because it's good for our bodies. Our teachers push us to be our best. I just love being in Stage 3!



5/6T

Dallas: This term in 5/6T, we have been involved in a variety of fun and exciting activities that include Clean Up Australia Day and Harmony Day, and fundraising money through the Snack Shack for the Year 6 Farewell. Recently, we found out our wonderful principal Mr Firth is retiring, and as a class we are devastated that we have to say goodbye.

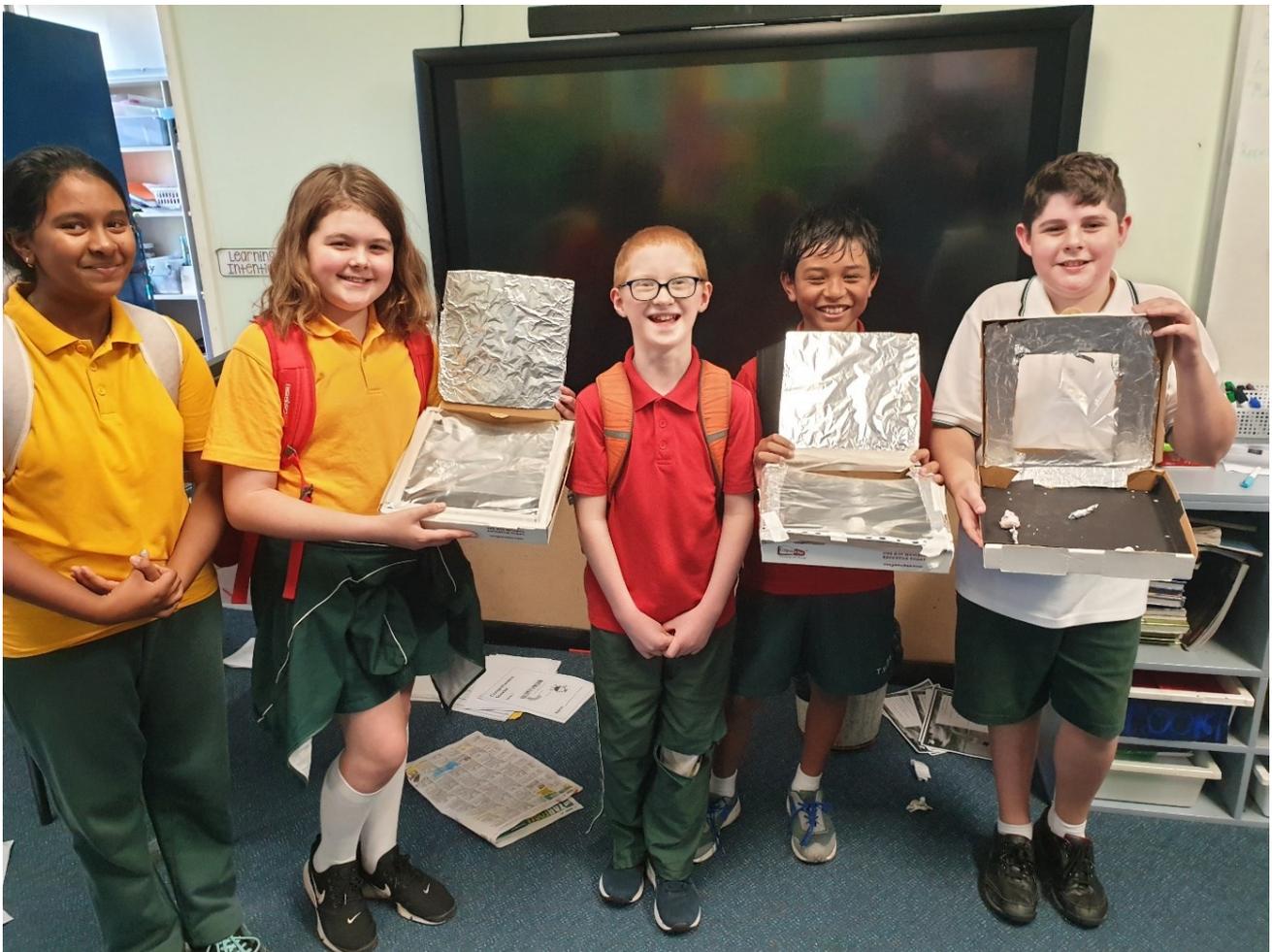
Heli and Laasya: In class, we have been learning about our Solar System and conducted an experiment where we had to melt a marshmallow using the sun's heat. During our art time, Mrs Scott-Stevenson has helped us create our amazing peacock art work. With our class having a variety of teachers for different lessons, we feel like we are getting ready for high school.

Thomas and Anthony: We have also been doing PE with Mr Kattic, in which we are creating games using the school's sports equipment.

Janan and Linda: For the past term, we have been taught about the colonial settlements for history, by the amazing Mrs Kazanas!

5/6K

It's been a great start to the year in 5/6K. The class has displayed a strong commitment to togetherness that will serve us well throughout the year. 5/6K is blessed with a large number of school and sport captains within its ranks. Within the class dynamic



exists many strong personalities and ability levels. This lends to interesting class discussions and when exploring new topics and concepts, and also provides a challenge to channel productively.

The students have shown great resilience to cope with change and stay persistent with the many challenges they've come across already this year. The Year 5 students have been preparing themselves academically and mentally for when they will complete their NAPLAN tests early next term. The Year 6 students have been busy completing their high-school applications and sitting selective high-school tests.

I've placed a strong expectation on the students in 5/6K to display high levels of citizenship and maturity as they navigate their way through this crucial stage of their schooling. I am confident that we will achieve the goals we set for ourselves at the beginning of the year. Here are some accounts from what some students have experienced so far this year.

Mr Kattic

In term one 5/6K have been learning and creating stunning art works. We've been learning and trying to upgrade our writing skills and adding more figurative language to make our writing interesting. Our art pieces are one of the best things in our class room it makes the class room

pop with some colour. We've done our goal setting art work and that shone what our goals are going to be for 2021. Our illusion art work it makes the art work look like it is moving. Mr Kattic has been encouraging us to participate in most sport if it is going out as a class or a stage he wants us to just have a go. 5/6K have been learning how to work as a team with the help of Mr Kattic. Thanks to the wonderful Mr Kattic we have had the best Term one ever!

Georgia

In Term 1, students in 5/6K have been focused on perfecting our class behaviour. All of the class has been participating in P.E and gymnastics. Our figurative language and persuasive writing have improved thanks to the help of the wonderful Mr Kattic. We have completed many beautiful artworks, including illusion artwork, goal setting artwork and a beautiful tulip artwork (it's still in progress). We have more than enough resources in the classroom. We have nearly enough for two five six classes. That's a lot of kids! Now to the literacy side of things. Every morning after Mr Kattic marks the role we do literacy. None of the students really struggle with literacy but if they do than were most likely learning something new. Ninety nine percent of students say that they love being in this class (because normally one percent of kids are normally away). I think Term 1 was the best term I've

ever had. Let's hope term 2 is the even better.

Alison

At the start of the year, 5/6K did an activity where we all had a sheet of paper with different questions on it and we had to ask everyone in class that question until we got to someone who said yes. For example, one of the questions was 'Do you have a dog?' I had to keep asking people if they had a dog until someone I asked had a dog. The very first artwork we did was our goal-setting artwork. It is a portrait of us holding a piece of paper with all our goals on it. The types of goals we had to do were academic, personal and behavioural.

We did a class activity where you had to make up your own game using things we have in the sports storeroom. After we had all made our activity then we rotated and tried another pair's activity.

Our class has a class game. It's called Strategicki. It's a bit like Capture the Flag except there are multiple flags and there is no jail. All the rules are the same as Capture the Flag except that when you get someone back in from your team then the people on that other team can't tip you. You cannot tip someone then go after the flag, and you can only get one flag at a time. There's also something called the 'safe zone' and that is where the flags are kept.

Adithya

PBL News

In Weeks 9 and 10 our school PBL focus is Be Respectful, with a specific emphasis on 'treat others the way you want to be treated'. Teachers have been discussing in the classroom how students can be respectful in different contexts both at home and at school. This includes, listening and following teacher instructions, speaking politely to others, apologising when you have done the wrong thing, taking responsibility for your actions and looking after all areas of their school environment. Students need to learn how to be respectful towards others in different ways in order to receive respect.



NAPLAN Online – information for parents and carers



2021

Your child will do the NAPLAN tests online

Federal, state and territory education ministers agreed that all schools will gradually transition from the current paper-based NAPLAN to NAPLAN Online in order to provide a better and more precise assessment that is more engaging for students.

State and territory education authorities will determine when their schools move online. The current plan is for all schools to transition to NAPLAN Online by 2022.

One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, in which the test presents questions of higher or lower complexity depending on a student's performance.

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

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life.

Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

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

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

What does NAPLAN assess?

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

Students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the tests online or on paper. Results for both formats can be reported on the same NAPLAN assessment scale.

To find out more about NAPLAN Online, visit nap.edu.au

What can I do to support my child?

On its own, NAPLAN is not a test that can be studied for and students are not expected to do so.

You can support your child by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply do their best.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

Ensuring students are familiar with using devices, typing on them and navigating through programs is a part of student learning and a requirement of the Australian Curriculum from the first year at school.

NAPLAN Online is not a test of keyboard skills. There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

See the types of questions and related functionalities available in the NAPLAN Online assessment at nap.edu.au/online-assessment/public-demonstration-site

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment. Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should discuss the use of any adjustments for your child with your child's teacher.

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

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

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

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

NAPLAN Online timetable

The assessment window for NAPLAN Online is nine days instead of the three days provided for the paper test. This is to give schools flexibility in scheduling and accommodate schools that may have fewer devices.

The NAPLAN Online assessment window starts on Tuesday 11 May and finishes on Friday 21 May 2021.

The online test scheduling requirements are detailed in the table below.

How is my child's performance reported?

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

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

How are NAPLAN test results used?

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

Where can I get more information?

For more information about NAPLAN:

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

To learn how ACARA handles personal information for NAPLAN, visit nap.edu.au/naplan/privacy

| Test | Scheduling requirements | Duration | Test description |
|--------------------------------|--|--|--|
| Writing | Year 3 students do a paper-based writing test (on day 1 only) Year 5 must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only) Years 7 and 9 must start on day 2 (schools must prioritise completion of writing across days 2 and 3 only) | Year 3: 40 min. Year 5: 42 min. Year 7: 42 min. Year 9: 42 min. | Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing) |
| Reading | To ensure online schools are able to complete NAPLAN tests within the nine-day testing window, Years 7 and 9 students can start with reading on day 1; however, writing must start on day 2 as the writing test takes priority over any rescheduled reading tests from day 1 To be completed before the conventions of language test | Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min. | Students read a range of informative, imaginative and persuasive texts and then answer related questions |
| Conventions of language | To be completed after the reading test | Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min. | This test assesses spelling, grammar and punctuation |
| Numeracy | To be completed after the conventions of language test | Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min. | This test assesses number and algebra, measurement and geometry, and statistics and probability |

Visit [Australia.gov.au](https://www.australia.gov.au) for the latest Coronavirus updates from government agencies across Australia.

Learning to read 3: vocabulary

5 - 10 YEARS

Did you know there are five key skills that help children learn to read? The third is 'vocabulary'. Read on for eight great tips on how to help your child master this important skill.

What is 'Vocabulary'?

Your child's 'vocabulary' is the set of words that they know, use and understand. Research has shown that children with larger vocabularies do better at reading and at school in general. This is because students who know more words can understand new ideas and concepts faster than students who have more limited vocabularies.



Our vocabularies continue to grow as we learn new words throughout our lives. Children learn many words incidentally, as they hear them in conversation or come across them in books. When they get to school, they will also be explicitly taught new words in class to help develop their vocabularies.

How can you help your child?

There are many things that you can do to help your child develop their vocabulary. Here are eight tips to get you started.

Read, read, read!

The more variety in the types of reading materials your child reads (or is read), the more words they are exposed to. Children's storybooks and graded home readers are a great start, but there's a lot more for your child to explore beyond the books written for children. Magazines and non-fiction books often have attractive pictures, and your child can pick up new words from headlines and captions even if the text is beyond them at this stage. Don't forget all the words that are around you too, such as street signs, posters, packaging, TV and movie titles, fridge magnets, catalogues, flyers and brochures. It's amazing how many words your child sees in a day!

Reinforce classroom learning

Once your child starts bringing home word lists, try to use them sometimes in conversation. The same approach is helpful with new words that your child comes across in home readers or other classroom materials. If your child finds these words easy, see if you can give them more advanced synonyms – for example, *crimson* for *red*, or *ebony* for *black*.

Talk and describe

When you talk to your child, try to use interesting words to describe things.

Look at the ice floating in the glass – see how buoyant it is!

Explain and explore

When your child comes across a new word and the time is right, help them learn about it. Explain what the word means, and relate it to something they already know.

Apprehensive means worried, like how you might feel if you're going to a party and you don't know anyone.

If it's a long word or has tricky sounds, you might say the word slowly and clearly so your child can see the shapes that your mouth makes. If your child isn't interested in having a 'lesson' about the word, that's fine too – not every moment is a teaching moment!

Increase their exposure

Going to different places, talking with different people and being in different situations is an easy way to expand your child's vocabulary, as they'll naturally come across different words – a conversation with grandpa about gardening will have very different words to a conversation with a teenager about the latest game! It's also good for your child to have opportunities to just listen to adults talking to each other (when appropriate!), as the topics and vocabulary are likely to be quite different from the conversations that adults have with children.

Play word games

Playing with words through games, songs, and humour can help draw your child's attention to the words around them, and make learning new words fun and interesting! Try these articles for specific ideas.

[But that's so boring!](https://www.learningpotential.gov.au/articles/but-thats-so-boring) (<https://www.learningpotential.gov.au/articles/but-thats-so-boring>)

[Get down with nouns!](https://www.learningpotential.gov.au/articles/get-down-with-nouns) (<https://www.learningpotential.gov.au/articles/get-down-with-nouns>)

[What's new here?](https://www.learningpotential.gov.au/articles/whats-new-here) (<https://www.learningpotential.gov.au/articles/whats-new-here>)

[Give that verb a prize!](https://www.learningpotential.gov.au/articles/give-that-verb-a-prize) (<https://www.learningpotential.gov.au/articles/give-that-verb-a-prize>)

[Wonderful words and silly sentences](https://www.learningpotential.gov.au/articles/wonderful-words-and-silly-sentences) (<https://www.learningpotential.gov.au/articles/wonderful-words-and-silly-sentences>)

[G'day. Good morning. Hi.](https://www.learningpotential.gov.au/articles/gday-good-morning-hi) (<https://www.learningpotential.gov.au/articles/gday-good-morning-hi>)

[Solve the mystery!](https://www.learningpotential.gov.au/articles/solve-the-mystery) (<https://www.learningpotential.gov.au/articles/solve-the-mystery>)

Praise

Praise your child for noticing new words, and especially for using them. If your child mispronounces or misuses a word, don't correct them directly, just model the proper way in your own sentence – they will learn from your example.

So you're feeling 'ravenous' this morning, are you? That's a fancy word, I love it!

Use your home language

If your home language is not English, you can also apply the same ideas in your own language. This will develop your child's vocabulary skills and help them learn to read English (and your own language).

What about the other skills?

For tips on how to help your child master the other four key reading skills, see the other articles in this series.

Toolkits:

[Literacy \(/explore-by-toolkit/literacy/\)](/explore-by-toolkit/literacy/)

Tags: [reading \(/taxonomy/term/48\)](/taxonomy/term/48)

Last modified: 12 May 2020

Toongabbie West Public School Calendar
Term 2 2021

| Week | Monday | Tuesday | Wednesday | Thursday | Friday | Sat/Sun |
|------|---|---|---|---|--|--|
| 1 | 19  | 20  | 21 | 22 | 23 | 24/25 |
| 2 | 26 | 27 | 28 Mufti Day  | 29 | 30 Zone Cross Country  | 1/2 May |
| 3 | 3 | 4 | 5 | 6  | 7 | 8/9  |
| 4 | 10 | 11 NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy | 12 NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy | 13 NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy | 14 NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy Winter PSSA | 15/16 |
| 5 | 17 NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy | 18 NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy | 19 NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy | 20 NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy | 21 NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy PSSA | 22/23 |
| 6 | 24 | 25 | 26 | 27 | 28 PSSA | 29/30 |
| 7 | 31 | 1 June | 2 | 3 | 4 PSSA | 5/6 |
| 8 | 7 | 8 | 9 Regional Cross Country  | 10 | 11 PSSA | 12/13 |
| 9 | 14  | 15 | 16 | 17 | 18 PSSA | 19/20 |
| 10 | 21 | 22 | 23 | 24 | 25 PSSA | 26/27  |



EASTER

AT TOONGABBIE ANGLICAN CHURCH



EASTER

AT TOONGABBIE ANGLICAN CHURCH



ALL AGES CELEBRATIONS

EASTER SUNDAY // 4 APRIL

- **Services** at 8:45AM & 10:45AM
- **Festival** in the carpark from 9:30-11:30 AM

Easter egg hunt, kids' craft and games, hot cross buns, petting farm and more from the **Toonie Kids** team.

FOR YOUR DIARY...

BUILDING BETTER RELATIONSHIPS

Free seminars to help you build relational skills for the home, workplace and community.

8th & 15th April | 7:30 PM

In partnership with Anglicare

ALSO JOIN US FOR...

GOOD FRIDAY // 2 APRIL

Services at 8 AM & 9:30 AM

(With a traditional feel and kids programs at both)

EASTER SUNDAY // 4 APRIL

Services at

- 8AM (Traditional in the Lower Hall, access via Burrabogee rd)
- 6PM (Contemporary)



TAC is committed to providing a covid safe experience. Follow us on Facebook or check the website for updates or changes

find out more at
WWW.TAC.CHURCH

