Principal’s Message

Thought for the Week...

“Add a little extra to your ordinary.”

Congratulations to our newly elected Student Representative Council for 2019

Each class in Years 1-6 recently held elections to select representatives to join the 2019 Student Representative Council. The Student Representative Council (SRC) provides opportunities for elected students in Years 1-6 to voice their ideas and concerns about LPS on behalf of their peers. The SRC endeavours to enable all students to feel valued, to be involved in school life, and to contribute to the school community. The SRC will meet three times each term (Thursdays in Weeks 3, 6 and 9) with SRC Coordinator, Mrs Bartley. Student leaders will be expected to report back to their classmates about the meetings and what has been actioned.

Key Responsibilities of the SRC at LPS:

• Provide a forum for student opinions and ideas
• Give students the opportunity to participate in school decision making by providing a forum for discussion of school programs and initiatives

• Provide students with the opportunity to respond to issues raised in class meetings

• Develop leadership and democratic qualities in students

• Promote our LPS school values and expectations

• Model appropriate behaviour and uniform

• Organise, coordinate and participate in school and student activities, fundraising and charity events

• Plan and promote activities which enhance school spirit and positive school culture

• Encourage students to take responsibility for their environment

At this Friday’s assembly we will officially induct our Student Representative Council and students will be presented with their badges. SRC Coordinator, Mrs Bartley, looks forward to working with these student leaders throughout the year!

The LPS Student Representative Council for 2019:

<table>
<thead>
<tr>
<th>Class</th>
<th>SRC Class Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1KS</td>
<td>Otto M, Samantha R</td>
</tr>
<tr>
<td>1/2M</td>
<td>Samuel T, Olivia M</td>
</tr>
<tr>
<td>2D</td>
<td>Zac P, Marisa B</td>
</tr>
<tr>
<td>3/4A</td>
<td>Miles L, Skye L</td>
</tr>
<tr>
<td>3/4B</td>
<td>Billy H, Eva V</td>
</tr>
<tr>
<td>4/5F</td>
<td>Cooper J, Mia P</td>
</tr>
<tr>
<td>5/6S</td>
<td>Lukas R, Jessica M</td>
</tr>
<tr>
<td>6H</td>
<td>Patrick E, Alexandria K</td>
</tr>
</tbody>
</table>

Absent from this photo is Skye. Representing 3/4A as Vice SRC rep is Amani.
Catch up with our Student Leaders – Vice Captains and Prefects

I caught up with our Vice Captains and Prefects to find out a little more about their favourite things and why they wanted to become a student leader. Here’s what they shared...

**Natasha (Vice Captain)**

“I really enjoy oztag and I have an older sister, Annamaria, who was School Captain at LPS.

I wanted to become a school leader to have the opportunity to guide people when they need help. I’ve enjoyed doing the jobs that come with the role, including the flags. I’m excited for what’s ahead.”

**Noa (Vice Captain)**

“I really like all kinds of writing, but particularly writing stories. I love how it takes me to another world.

It’s really nice having someone look up to you. As a school leader you know that you have the whole school looking up to you. You can help teach others the right way to do things.”

**Emily (Prefect)**

“I really enjoy singing and I like singing songs that make me happy. I have two younger siblings – a brother in Year 4 and a sister in Kindergarten.

I wanted to become a school leader because I thought it would be a really enjoyable job. I also like the idea of being able to show people that they can achieve anything they want.”

**Vincent (Prefect)**

“I really enjoy doing taekwondo. I started doing it after we did the school PE program last year with Master Paul. It improves discipline, respect and fitness.

I wanted to be a leader because it’s nice having people look up to you. I wanted to prove to my family that if I put my mind to it, I could do it. The role is enjoyable. I know that it’s a privilege to have this responsibility.”

**Valentina (Prefect)**

“I love dancing. It makes me feel happy. I also enjoy swimming for fitness.

I wanted to become a school leader because I want to be a good role model for others. I enjoy the privilege of the role and it is great meeting new people.”
Max (Prefect)

“I enjoy all sorts of sports. My favourite sport is soccer. I enjoy playing for St George in reps.

I wanted to become a school leader because I also wanted people to look up to me. It’s an important job and it has enabled me to meet a lot of new people. “

A catch up with our Sports House Captains and Vice Captains will be featured in our next newsletter.

Positive Behaviour for Learning and ‘Bounce Back’ –

What’s the focus this week?

Our students are engaging in activities about expectations for participating in assemblies. This week, all staff K-6 are reinforcing with students our expectations for assembly including: entering and exiting the hall, receiving an award/acknowledgement, assembly manners, and singing the National Anthem and School Song.

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<th>Show Respect</th>
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</thead>
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<td>• Keep your hands and feet to yourself</td>
<td>• Listen to speakers</td>
</tr>
<tr>
<td>• Walk in and sit quietly</td>
<td>• Sit in class lines and leave an aisle</td>
<td>• Enter &amp; exit quietly</td>
</tr>
<tr>
<td>• Listen to and follow teacher instructions</td>
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<td>appropriately</td>
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<td></td>
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In our ‘Bounce Back’ lessons, students are exploring the following focus area:

*Cooperation* – what it is and why it’s important.

**Garno’s Adventures**

Our School Mascot, Garno, will be going on adventures this year and spending time with each class. This past fortnight he has enjoyed visiting KR. Garno has been so impressed with how quickly they are learning the school’s expectations. Check out” Garno’s Adventures with KR” which has been attached to this newsletter.

**Congratulations to our Values Awards Recipients**

Congratulations to the following students who were presented with a Values Award at our first K-6 Assembly for the year on Friday, 15th February. Well done!

<table>
<thead>
<tr>
<th>Class</th>
<th>LPS Values Award Recipients – Week 3, Term 1 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>Moses M, Aryannah M</td>
</tr>
<tr>
<td>KR</td>
<td>Jake V R, Mia D</td>
</tr>
<tr>
<td>KW</td>
<td>Thomas A, Christina B</td>
</tr>
<tr>
<td>1KS</td>
<td>Christopher P, Isabelle C</td>
</tr>
<tr>
<td>1/2M</td>
<td>Taha B, Lucius L</td>
</tr>
<tr>
<td>2D</td>
<td>Mia C, Chloe H</td>
</tr>
<tr>
<td>3/4A</td>
<td>Georgia A, Ashton F</td>
</tr>
<tr>
<td>3/4B</td>
<td>Lincoln S, Imogen C-O</td>
</tr>
<tr>
<td>4/5F</td>
<td>Emma D, Heiwari I-A</td>
</tr>
<tr>
<td>5/6S</td>
<td>Andrew T, Gabriela M</td>
</tr>
<tr>
<td>6H</td>
<td>Sayed A A, Kirstin D</td>
</tr>
</tbody>
</table>

**Next Assembly**

We look forward to you joining us for our next assembly this Friday, 1st March commencing at 12.15pm in the Hall. This assembly will be hosted by the Prefects. Our SRC students will receive their badges. There will also be a presentation of swimming carnival awards – placegetter ribbons, age champions and house winners will be presented with trophies.

Good luck to our students representing LPS at the District Swimming Carnival next Tuesday, 5th March.

**Interrelate Sessions at LPS**

As discussed at the 3-6 Meet the Teacher Evening last Thursday, the date for the Interrelate sessions has been put back a week due to the date conflicting with two local high school open nights. Interrelate sessions will now take place on **Monday, 11th March**. At the Meet the Teacher Evening, our 3-6 teachers distributed
Meet the Teacher Evenings

Thank you to all of the parents/carers who attended our K-2 and 3-6 Meet the Teacher Evenings last Thursday. We hope that you found the sessions valuable and informative. If you have any concerns or require additional information, please make an appointment with your child’s teacher.

The most commonly asked questions arising from the evenings have been addressed in the information below. If you have any further questions please do not hesitate to contact your child’s teacher, stage leader (Early Stage 1 (Kindergarten) – Mrs Wilkie; Stage 1 (Years 1 & 2) – Mrs Malakonakis; Stage 2 (Years 3 & 4) – Mrs Bartley; Stage 3 (Years 5 & 6) – Mrs Harris).

Why has my child been placed in a composite class? Is there any research to indicate that this is advantageous?

Multi-aging (stage based and composite classes) is a style of classroom organisation with its basis in the educational belief that the individual child is important, learns at his/her own pace and should not have their learning restricted to a confined grade or a period of twelve months.

Multi-aging provides educators with greater organisational flexibility, more effective planning support and more varied activities for students while giving children more time to achieve and consolidate learning if necessary.

Children can progress at individual rates of learning suited to their own development. In the classroom, students are grouped according to their progress rather than their school chronological year. Children also develop positive attitudes to other children of different age groups and relate well to them.

How are classes organised?

In primary schools, classes are organised in a variety of ways. Composite classes or stage based classes are one such type. There are two reasons why these classes are formed:

- Administrative – this is where there is an uneven enrolment in school years and classes need to be formed across a number of school years. This occurs in most primary schools.
- Educational – where classes are formed on the basis of educational rationale as they are seen to have educational benefit for the student.

It is acknowledged that there are significant individual differences in each child to be addressed regardless of age. The formation of classes can reflect and cater for these individual differences.
The NSW Education Standards Authority (NESA) syllabus documents we follow refer to “stages” of development and reflect the developmental nature of learning in children. The organisation of classes should take into account current research on learning and best practice in teaching and learning. These include individual differences such as:

- Different learning rates and styles
- Developmental stages of children
- Social and emotional development
- Varied social background

Classes should provide opportunities for:

- Different learning styles
- Cooperative learning
- Development of life-long learners
- Development of students taking responsibility for their own learning.

Research has shown that students benefit from class structures that focus on these factors. The Department of Education published the report on *Multi-Age Classes in NSW*. This report found that these classes based on educational principles do not disadvantage students academically and may benefit them socially and emotionally (p. 23).

Composite classes (stage-based classes) can provide significant benefits to both the younger and older students in the class. Older students can benefit from helping younger students in co-operative learning situations. The younger students have the opportunity of enhanced learning experiences where they are ready for it.

The Department of Education states that overseas educational research has shown that children in composite classes do no better or worse academically than their peers in straight grade (parallel) classes, but that, socially, their development is enhanced. They are more confident, can operate better as part of a group, are more assertive, become more independent learners and better problem-solvers. They also make friends out of their standard age groups.

*The Carrick Report* (p.44) states:

“Chronological structures do not relate well to the capacities of students, not to their different rates of learning; nor do such structures allow sufficient flexibility for advanced and slower learners.”

Within any classroom, children exhibit a wide range of skills and abilities. The age/grade classroom system has a built in system of expectations that all children will learn the curriculum for that year level within that year.

*Multi-age learning groups challenge educators to meet the needs of individual learners and take the focus away from meeting the needs of a group.*

**What are the Methods of Communication at LPS?**

- Skoolbag App – please download the Skoolbag App from the App Store. Alerts about events, reminders are sent via this channel. The School Newsletter also gets sent to your Skoolbag app.
• School Facebook Page https://www.facebook.com/lugarnopublic –
The schedule for the week ahead gets posted here, as do reminders and posts about student achievements.
• School Website https://lugarno.nsw.edu.au/
  Please note: all notes/correspondence and the newsletter are uploaded here for your reference. To access notes: Go to the “Resources” tab/“Notes home”. The school’s website will have more content added to it this year.
• Hard copies of notes usually get distributed on our Communication Day on Tuesday. K-2 students are encouraged to use the front pocket of their school bag for housing notes.

Thank you for taking the time to read through this information.

We value your partnership in the education of your child and we are excited to be working with your child this year. We are enthusiastic and passionate about education and about making a difference to every child at LPS.

Trust that we have your child’s best interests at the forefront of what we do.

We look forward to another wonderful year of learning and growing together at LPS!

Sporting Stars

Congratulations to Diana B and Olivia B who were successful at the recent girls Georges River District Basketball Trials and have now been nominated to attend the Sydney East trials. A fantastic achievement girls! Good luck at the trials.

GRC Peakhurst Open Night

GRC Peakhurst’s Open Night will be held on Monday March 4, 2019. The night will begin at 6:30pm in the School Hall, with a welcome address from Principal, Mr Terry Vallis. This will be followed by a tour of our school, led by the SRC Leaders.

If you have any further questions, please do not hesitate to contact the school on 9153 7495. Attached to this newsletter is the flyer for the GRC Peakhurst and other GRC campus open nights.
NAPLAN ONLINE

NAPLAN is moving online. This means moving NAPLAN from the current paper-based tests to computer-based assessments. The transition to NAPLAN online commenced last year with LPS being one of the first schools in the local area to successfully transition. More schools will be transitioning this year with ALL schools being expected to move to NAPLAN Online by 2020.

**Information obtained from the NAPLAN Online website www.nap.edu.au**

“In May of every year, students in Years 3, 5, 7 and 9 take part in the National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN was first introduced in 2008 and has become a routine part of the school calendar in Australia.

NAPLAN, which is a part of the National Assessment Program (NAP), is how governments, education authorities and schools can determine whether young Australians are reaching important educational goals.

States and territories determine when their schools commence NAPLAN Online.

Moving NAPLAN online brings many new opportunities for students and teachers that are limited or not possible with paper-based tests.

The benefits of online assessments

Some of the main benefits of students taking part in NAPLAN Online include:

- **Better assessment – and more precise results.** NAPLAN Online uses a tailored test or adaptive design, where the test automatically adapts to a student’s performance and asks questions that match the student achievement level, allowing the student to demonstrate their knowledge. This provides teachers and schools with more targeted and detailed information on students’ performance on the tests. Tailored testing also provides an opportunity to broaden the scope of the assessments.

- **Faster turnaround of results.** Delivery of assessments online significantly reduces the time it takes to provide feedback to schools, students and parents, so teachers can respond more quickly to learning needs.

- **More engaging.** ACARA research into online assessment has shown that students have engaged well with electronic tests.

As technology develops, ACARA aims to further refine the delivery of the tests to best use the available technology to provide increasingly sophisticated assessments and valuable feedback to teachers, parents and education authorities.

Public demonstration site

In advance of taking NAPLAN online, students, teachers and parents are invited to use the demonstration site to familiarise themselves with the type of questions, and related functionalities available in the NAPLAN Online assessment.

Some of the key features of NAPLAN Online include interactive navigation, timers and drag-and-drop functionality. Students are encouraged to try all the tests for their year level to experience the complete range of question formats and interactive features available in the online NAPLAN assessment.

While it is helpful for students to become familiar and comfortable with the format of the online test, ACARA does not encourage students to study separately for NAPLAN and answers to the demonstration tests are not provided. The demonstration tests only cover a sample of possible questions and do not reflect the range of curriculum content or skills NAPLAN Online will assess.
Follow the link to access the Public Demonstration Site:

https://www.nap.edu.au/online-assessment/public-demonstration-site

Accessing the demonstration tests

The NAPLAN Online assessment platform uses a locked down browser (LDB) to help ensure security during testing. The links below take you to demonstration tests for conventions of language (grammar, punctuation, and spelling), numeracy, reading and writing for each NAPLAN test year levels: 3, 5, 7 and 9. There is no Year 3 writing demonstration test as Year 3 students in 2019 will complete the writing test on paper.

The demonstration tests will work with many devices and browsers but not all. Before starting, check if your device or browser meets the minimum technical requirements to ensure the tests function as intended.”

Key Dates for NAPLAN Online at LPS:

Practice Test

All schools participating in NAPLAN Online in 2019 are expected to take part in a practice test. The practice test window is 25 March – 5 April. This will require the participation of the Year 3 and Year 5 cohorts who will participate in a 45 minute omnibus test that includes reading, conventions of language and numeracy. Writing will not be included in the omnibus test. The practice test will provide students with a further opportunity to become familiar with the types of questions they will experience in NAPLAN Online.

Actual NAPLAN Tests

The actual NAPLAN Online test window for 2019 is Tuesday 14th May until Friday 24th May 2019. Exact dates for each test during this window will be confirmed later this term.

An Information for parents and carers factsheet is attached to this newsletter.

Student Absences

At LPS, we record and monitor student attendance in accordance with Department of Education requirements.

Students with any unexplained absences (if the school has not been notified within a 7 day period of the reason for absence) will receive a letter. Although every care is taken to ensure the accuracy of information, if you believe there are any errors, please indicate this on the letter sent home and return it to school.

Save These Dates!

We have two exciting events are coming up later this term:

Our Positive Behaviour for Learning (PBL) Celebration Day will be held on Thursday 28th March and will include a short presentation assembly for the school community and a parent workshop about our student resilience and wellbeing program, Bounce Back.
Our Grandparents’ Day and Easter Hat Parade have been scheduled for Thursday, 11th April (Week 11).

Stay tuned for more details about the PBL Celebration Day and Grandparents’ Day/Easter Hat Parade in the coming weeks.

**Student Arrivals**

A reminder that supervision does not commence in the mornings until **8.30am**. We have noticed a number of students arriving very early. Please ensure that you arrange supervision for your child until 8.30am. Any students arriving before that time are asked to wait on the verandah/ramp near 4/5F’s classroom and the computer room.

**Mobile Phone Policy Agreement**

Should you require your child to bring a mobile phone to school for safety and security purposes when they travel to and from school, you and your child must complete a Mobile Phone Policy Agreement. All mobile phones will be kept in a secure location designated by their class teacher for the duration of the school day. A copy of the Mobile Phone Policy Agreement can be found in the Notes & Forms Section of the School Website and is attached to this newsletter.

**Bicycle Policy**

All students who ride a bike or scooter are required to complete a bicycle policy agreement each year. The Agreement can be found on the School Website and is also attached to this newsletter.

**Driving and Parking Safely near School**

The safety of our students is a priority. School opening and closing hours are busy times for pedestrians and vehicles outside the school. Please ensure that you park safely and legally at all times even if it means walking further to the school gate. Please observe all parking signs. Parking in our staff carpark for picking up and dropping off students is prohibited, as is using the carpark near the K-2 classrooms as a thoroughfare.

**After School LEGO Program**

There are a couple of places left in the After School STEM Program which runs on Wednesdays from 3.00-4.15pm in The Hub (Library). Please see flyer for more details, including information about the Creative Kids rebate.

**Mrs Justine Williams**
Clean Up LPS Day

This Friday, we will be having our Clean Up LPS Day to coincide with Clean Up Australia this weekend. We kindly ask that all students bring in a pair of plastic gloves and a plastic bag to collect rubbish. Thank you.

Mrs Bateman, Clean Up LPS Day Coordinator

Kids in the Kitchen

Tomato Spaghetti

A super and basic tomato sauce that can be whipped up in a few minutes on a busy weeknight. It’s made with just a few simple ingredients and vegetables that you would have at home.

Ingredients:

- 2 tbsp butter
- 1/2 tbsp oil
- 1 small onion, finely chopped
- 1 large carrot, finely chopped
- 2 stalks of celery, finely chopped
- 1-2 cloves of garlic, crushed
- 1 tin chopped tomatoes
- 1/2 tsp dried oregano
- Salt and pepper to taste

Method:

1. Add the butter and oil to a pan and melt. Add in the onion and cook on a medium heat for 2-3 minutes until it starts to soften. Add the carrots, celery and garlic and fry for another couple of minutes, stirring regularly.
2. Pour in the chopped tomatoes, dried oregano and mix well.
3. Cook on a high simmer for 10-12 minutes before serving with cooked spaghetti. Season with salt and pepper to taste.

Recipe provided by Evie Petropoulos from Total Fitness Training
**PSSA Draw Friday 8/03/19**

Basketball v Oatley West at Lugano PS

Touch v Penshurst West at Peakhurst Park Field 4

Cricket v Oatley West at Gannon’s Park Pitch 2

Softball / T Ball v Peakhurst West at Gannon’s Park Field 3

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**PSSA Draw Friday 15/03/19**

Basketball v Penshurst West at Lugarno PS

Touch v Peakhurst at Peakhurst Park Field 1

Cricket v Kingsgrove at Gannon’s Park Pitch 5

Softball / T Ball - BYE

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**Notes**

Please note that you can download notes from our website. If students need a copy of a note from the office, there will be a charge of 50c.

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**Money due for excursions etc**

- *Interrelate*: $32 / $37

- *District Swimming Carnival*: Due by 4/03/19

- *Grip Leadership Day*: Due by 28/02/19

- *PSSA*: $40 / $60 due by 7/03/19

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Lugarno Public School does not endorse or recommend any of the advertisers in this newsletter. Persons who utilise the services list in this newsletter are responsible for checking that the advertiser has the necessary licences, permits and insurance to conduct their business.
Garno’s Adventures with KR

Garno spent the beginning of this term with Kindergarten. They have been busy showing Garno how well they have all settled into life at LPS, displaying the school values of Learn Always, Participate Safely and Show Respect.

Getting ready for their first school assembly.

KR invited Garno to join them in the computer lab and the library. Garno was excited to join in KR’s PBL and Bounce Back lessons, learning how to transition around the school safely and respectfully.

They also had a great time in the classroom. Garno was impressed by their developing mathematical skills!

Finishing off Garno’s visit to KR was the chance for a little bit of relaxation and mindful breathing. Much needed after a very busy few weeks in the Kinder rooms!
Session 1: Where Did I Come From?  
**Time:** 6:00pm  
**Audience:** Year 3 and 4 students and their parents/carers  
**Sessions:** 1 x 60-minute session  
**Program focus:**  
- Discuss the male and female reproductive systems, foetal development and the birth process  
- Personal safety and protective behaviours  
**Note:** Older students are encouraged to attend if they have not previously seen this program.

Session 2: Preparing For Puberty  
**Time:** 7:15pm  
**Audience:** Year 5 and 6 students and their parents/carers  
**Sessions:** 1 x 60-minute session  
**Program focus:**  
- Discuss the physical changes of puberty, emphasising that it can be different for everyone  
- Develop students’ understanding of periods and sperm production, as well as the physical, emotional, social and intellectual changes associated with puberty for both boys and girls  
- Enhance awareness of children’s personal safety and protective behaviours  
**Note:** Younger students are welcome to attend at the discretion of their parents/carers.

Family cost: 1 session $32 per family | 2 sessions $37 per family  
Please note that this cost is GST inclusive

**Where:** Lugarno Public School  
**When:** 011-Mar-2019, 011-Mar-2019

(Specialty books are available for purchase on the night)

Please complete and return to your school with cash/cheque payment in an envelope  
(please make cheques payable to the school)

**Family name:**  
**No. attending:** Session 1: Where did I come from? _______ Session 2: Preparing puberty_______  
in Interrelate’s ‘Family Evening Program Bundle 2’. Enclosed is my payment of $_________  
Signed_________________________ Date_________________________  
**Parent / Guardian**
Session 1: Where did I come from? (Years 3 & 4)

Objectives
- To help children aged 8-10 years gain an understanding of the structure and functions of the reproductive system in males and females.
- To provide information on conception (describing sexual intercourse, associated with love in the context of a caring relationship), foetal development and birth of a baby.
- To provide opportunities for parents and children to discuss various aspects of reproduction in an informal way.
- To reinforce the role of parents as a source of information on matters pertaining to sexuality and reproduction.

Content
- Introduction
- Sexual intercourse & conception including assisted
- Family structure and family relationships
- Foetal development
- Male/female babies – which is which?
- Twin explanation
- Protective behaviours
- Birth
- Male/female reproductive systems
- Conclusion

Session 2: Preparing for Puberty (Years 5 & 6) (Years 3 & 4 at parent’s/guardian’s discretion)

Objectives
- To provide information on puberty for 10-13 year olds, in relation to the physical changes and emotional changes (in particular, helping them feel comfortable about their bodies and its functions; preparing them for the changes during puberty and dispelling the myths and providing accurate, understandable information).
- To help young people feel okay about being different. Everyone develops at a different rate, especially during puberty.
- To confirm their individuality and promote self-esteem.
- To facilitate communication between parents and their children and encourage young people to take their questions, problems and concerns to their parents.

Content
- Introduction
- Changes to boys only
- Revision of Session 1
- Changes to girls only
- How, why and when of puberty
- Why are these changes happening?
- Physical and emotional changes to both boys and girls
- Conclusion

Cost: $32 (incl. GST) per family to attend one session
      $37 (incl. GST) per family to attend both sessions
      Includes an Interrelate Educator

Please Note: A minimum charge of $590 per school ($649 incl.GST) applies where attendance numbers do not meet or exceed this amount. This charge covers both sessions.
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 meeting important educational outcomes in literacy and numeracy.

What is assessed?

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.

In 2019 most students across Australia will sit NAPLAN online.

Feedback in the first year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. 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.

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.

To get an idea of what the online assessment looks like, visit the public demonstration site at nap.edu.au

How can I help my child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. Ensuring students are familiar with using devices, typing on them and navigating through programs are a part of student learning and a requirement of the Australian Curriculum from the first year at school.

ACARA does not recommend excessive preparation for NAPLAN or the use of coaching providers. NAPLAN is about assessing learning progress in literacy and numeracy.

Will my child sit NAPLAN on paper or online?

In 2019, your child will sit the NAPLAN online tests. However, children in some other schools across Australia will sit the NAPLAN paper tests this year. Federal, state and territory education ministers have agreed that all schools will move online by 2020. State and territory education authorities will determine when their schools move online.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test 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
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 first discuss the use of any disability adjustments for your child with your child’s teacher.

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

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

NAPLAN Online 2019 timetable

The assessment window for NAPLAN Online is extended from three days provided for the paper test to nine days. This is to give schools more flexibility in scheduling and accommodate schools that may have fewer devices. The NAPLAN Online assessment window starts on Tuesday 14 May and finishes on Friday 24 May 2019.

The online tests must be taken in the following order:

<table>
<thead>
<tr>
<th>Test</th>
<th>Duration</th>
<th>Order</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Year 3: 40 min.</td>
<td>To be completed in the first two days</td>
<td>Year 3 students do a paper-based writing test on day one only</td>
</tr>
<tr>
<td></td>
<td>Year 5: 40 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 7: 40 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 9: 40 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Year 3: 45 min.</td>
<td>To be completed after the writing test</td>
<td>Students read a range of informative, imaginative and persuasive texts</td>
</tr>
<tr>
<td></td>
<td>Year 5: 50 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 7: 65 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 9: 65 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions of language</td>
<td>Year 3: 45 min.</td>
<td>To be completed after the reading test</td>
<td>This test includes spelling, grammar and punctuation</td>
</tr>
<tr>
<td></td>
<td>Year 5: 45 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 7: 45 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 9: 45 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Year 3: 45 min.</td>
<td>To be completed after the conventions of language test</td>
<td>This test includes number and algebra; measurement and geometry; and statistics and probability</td>
</tr>
<tr>
<td></td>
<td>Year 5: 50 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 7: 65 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 9: 65 min.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What if my child is absent from school on assessment 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. Individual students are not permitted to sit NAPLAN online tests after Friday 24 May 2019.

How is my child’s performance measured?

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 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

For information about how personal information for NAPLAN is handled by ACARA, visit nap.edu.au/naplanprivacy
The safety and security of students as they travel to and from school is a genuine concern at Lugarno Public School. We understand that many students carry mobile phones to use outside of school for contacting parents and caregivers. However, as the majority these devices are capable of accessing the internet we must treat them accordingly.

The devices in question are those that:
- Have a sim card and are able to contact people without the use of school wifi.
- Are internet enabled (H, 3G, 4G etc).

**Student Responsibilities**

1. The student takes full responsibility for his or her phone. While every effort is made to ensure their security, the school and its staff take no responsibility for loss, theft or damage to the phone either at school or in travel to and from school.

2. The student is responsible for the proper care of his or her phone, including any costs of repair, replacement or any modifications needed to use the device at school.

3. The student will place their phone in a secure location designated by their teacher/s for the duration of the school day (8:30am-2:50pm).

**Usage**

4. The student agrees to respect the right to privacy of others and will not record audio, video, or images of other students. The student is reminded that filming or sharing images of others against their will is illegal.

5. The school reserves the right to inspect a student’s phone if there is reason to believe that the student has violated school policies, school rules or has engaged in other misconduct if caught using the device at school.

6. Violations of school or class rules involving a student’s phone may result in disciplinary action.

As a student I understand and will abide by the above conditions. I further understand that any violation of the above may result in disciplinary action.

As a parent, I understand that my child will be responsible for abiding by the above conditions. I have read and discussed them with her/him and they understand the responsibilities they have in the use of their personal device.

I give my child (name) ____________________________ of class ____________ permission to bring the following mobile device to school each day

______________________________________________________________

Device Serial Number ____________________________

Device Phone number ____________________________

Student’s Signature Date ____________________________

Parent’s Signature Date ____________________________
Lugarno Public School Bicycle/Scooter Rider Policy (As of October 2018)

Bicycle/Scooter Safety Guidelines

1. It is recommended that children under 10 years of age DO NOT ride bikes etc to or from school unless accompanied by an adult.

2. Children must correctly wear an Australian Standards approved bike helmet at all times when in control of a bike or scooter.

3. All NSW RMS road rules concerning bikes are to be followed. This includes the pedestrians’ right of way on footpaths. The bike bell should be used as a warning when approaching pedestrians and cyclists must dismount from their bikes to give pedestrians the right of way.

4. Bikes and scooters ridden to school must be in good, safe working order and bikes must be fitted with a bell.

5. Children are to dismount before entering the school grounds and walk with their bike or scooter, whilst on site.

6. Bikes and scooters are to be stored in the bike area provided near the Connected Classroom.

7. Bikes, scooters and helmets are brought and stored on site at the owner’s risk.

8. Parents will be notified if children do not adhere to the School’s Bicycle and Scooter Policy.

9. No riding of bikes, scooters, skateboards or rollerblades is permitted in school grounds by students (or their parents and younger and older siblings) at any time.

10. All students travelling to school by Bicycle or scooter must complete the Student Agreement and have signed permission from their parents.
Bicycle/Scooter Rider Student Agreement

I have read the school’s Bicycle safety guidelines and understand the information provided.

☐ I have discussed this with my parents or carers.
☐ I will wear my helmet correctly when riding my bicycle to and from school.
☐ When using the footpath, I will give way to all pedestrians.
☐ I need to keep my bicycle well maintained.
☐ I will bring my bicycle to school at my own risk.
☐ I will leave my bike or scooter in the designated bike area located near the Connect Classroom.
☐ I understand that Mrs Williams may stop me from bringing my bicycle onto school grounds if I do not follow the rules.

My name is: _____________________________
Signed (student rider): _____________________________
Signed (parent/carer): _____________________________
Date: ______________

Bicycle/Scooter Rider Parent Permission note

I give permission for _____________________________ (child’s name) to ride his/her bicycle or scooter to and from school.

☐ I have read and understand the bicycle information provided by the school.
☐ My child will correctly wear an Australian Standards approved helmet when riding a bicycle to and from school.
☐ I have read and explained the bicycle information provided to my child.
☐ I have reviewed the Guide to bicycle maintenance to check my child’s bicycle for roadworthiness and understand that it is my responsibility to keep the bicycle well maintained.
☐ I have reviewed the Guide to correctly fitting a helmet and understand that it is my responsibility to ensure my child wears their helmet correctly.
☐ I understand that bicycles are brought to school at the owner’s risk.
☐ I understand that Mrs Williams is able to stop my child from bringing their bicycle onto school grounds if the rules are broken.

Signed (parent /carer): _____________________________
Date: ______________

Please return to Mrs Williams
Information for students, parents and carers

A guide to bicycle maintenance: safety check

<table>
<thead>
<tr>
<th>Feature</th>
<th>What are you checking for?</th>
<th>Maintained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyres</td>
<td>• firm tyres</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>• tread not worn and no canvas showing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• no bulges or cuts</td>
<td>Needs fixing</td>
</tr>
<tr>
<td>Bell</td>
<td>• rings clearly and loudly</td>
<td>Yes</td>
</tr>
<tr>
<td>Pedals</td>
<td>• rotates freely when spun</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>• rubber not showing signs of wear</td>
<td></td>
</tr>
<tr>
<td>Lights and</td>
<td>• secure, clean and shine brightly</td>
<td>Yes</td>
</tr>
<tr>
<td>reflectors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brakes</td>
<td>• blocks not worn down when brakes applied</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>• bike wheel does not rotate when brakes are applied</td>
<td>Needs fixing</td>
</tr>
<tr>
<td>Chain</td>
<td>• does not move more than 2.5cm when lifted</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>• is well oiled</td>
<td>Needs fixing</td>
</tr>
<tr>
<td>Size of bike</td>
<td>• correct size for rider</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needs fixing</td>
</tr>
</tbody>
</table>

What is the right size bicycle?

The right sized bicycle:
• has controls within reach
• is comfortable for the rider
• has a level seat
• should allow the rider’s feet to just touch the ground when the rider is sitting on the seat
• should allow for the arms to be slightly bent as the body leans slightly forward holding the handlebars
• allows the rider to straddle the crossbar with both feet flat on the ground. If not, the bicycle is too big and unsafe. There should be about 3 cm between the bicycle and the rider’s crutch for a medium or lightweight road bicycle. For a BMX or mountain bike there should be a 10 cm gap. If there is no crossbar, make the test from where the crossbar would be.
Always wear a helmet when you ride or scooter

Can you place just two fingers between your eyebrows and your helmet?

Can you fit just two fingers between the helmet strap and your chin?

Do the straps join in a ‘V’ just below your ears?

Has an adult checked your helmet?
LEGO® & STEM - Enrol Now!

One can only imagine what the workforce will be like in 12 years when your child finishes schooling.

A robo-cop technician? A flying car mechanic? A virtual reality developer?

In this rapidly changing technology landscape, your child will need skills for tomorrow’s world.

At Young Engineers, your child will be prototyping and enhancing machines using LEGO® and motors, all while gaining new scientific knowledge and improving the ability to express ideas and solve problems.

As a Creative Kids provider, you will also be able to redeem your $100 rebate with us.

Places are strictly limited! Head to https://eastsydshire.young-engineers.com.au/enrol to get your tickets.

<table>
<thead>
<tr>
<th>Bricks Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age Group</strong></td>
</tr>
<tr>
<td><strong>Day and Time</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Cost</strong></td>
</tr>
<tr>
<td><strong>Location</strong></td>
</tr>
</tbody>
</table>

0451 7836 32 | 0451 STEM e²
eastydshire@young-engineers.com.au
eastydshire.young-engineers.com.au
Facebook Young Engineers – East Sydney and The Shire
GEORGES RIVER COLLEGE

FOUR CAMPUS
ONE COLLEGE

OPEN NIGHTS
2019

HURSTVILLE BOYS CAMPUS
Open Night - Wednesday 27 February
6.00pm - 8.00pm
Principal - Frank Abas (Relieving)
Ph: 9587 3199
www.hurstvilleb-h.schools.nsw.edu.au

PEAKHURST CAMPUS
Open Night - Monday 4 March
6.30pm - 8.30pm
Principal - Terry Valls
Ph: 9153 9966
www.peakhurst-h.schools.nsw.edu.au

OATLEY SENIOR CAMPUS
Open Night - Tuesday 5 March
6.00pm - 8.00pm
Principal - Anna Girginis
Ph: 8567 3700
www.oatleysnr-h.schools.nsw.edu.au

PENSHURST GIRLS CAMPUS
Open Night - Tuesday 26 February
5.30pm - 7.30pm
Principal - Noeline Ross
Ph: 9580 3141
www.penshurstg-h.schools.nsw.edu.au
School zone safety

Council is committed to promoting safe parking practices around schools, particularly during school zone times, on school days between 8.00am-9:30am and 2:30pm-4.00pm.

Illegal parking at these times contributes to traffic congestion and may create unsafe conditions for children and other road users.

To help deter drivers from choosing to park illegally, Council officers regularly patrol school zones and may issue penalty notices. Officers are also a valuable source of information on how to park safely and avoid receiving a penalty notice.

You can help to promote safety and reduce congestion around schools

- Avoid waiting in ‘No Parking’ zones. A two minute limit applies for most vehicles and a five minute limit applies for Mobility Parking Scheme permit holders when picking up and dropping off.
- Never double park.
- Park away from the school and walk to pick up your child.
- Stagger arrival times to avoid pick-up/drop-off ‘peak time’ traffic.

Child safety is the responsibility of all road users. Drive safely and park legally.
## Penalties and demerit points for offences in school zones

<table>
<thead>
<tr>
<th>SCHOOL ZONE parking offences</th>
<th>Fine</th>
<th>Demerit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop on/near pedestrian crossing</td>
<td>$448</td>
<td>2</td>
</tr>
<tr>
<td>Disobey ‘No Stopping’ sign</td>
<td>$337</td>
<td>2</td>
</tr>
<tr>
<td>Double park</td>
<td>$337</td>
<td>2</td>
</tr>
<tr>
<td>Stop in Bus Zone</td>
<td>$337</td>
<td>2</td>
</tr>
<tr>
<td>Stop on/across driveway</td>
<td>$337</td>
<td>2</td>
</tr>
<tr>
<td>Stopping on footpath/nature strip</td>
<td>$337</td>
<td>2</td>
</tr>
<tr>
<td>Disobey ‘No Parking’ sign</td>
<td>$187</td>
<td>2</td>
</tr>
</tbody>
</table>


This list of offences is not exhaustive and only indicates some of the penalties for school zones under Road Rules 2014. The information contained in this leaflet is correct as of 1 July 2018, however is subject to change without notice.