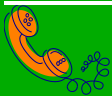


John Purchase Public School

Advance Together: Strive for Excellence



9875 3100



9875 3762



johnpurch-p.school@det.nsw.edu.au
www.johnpurch-p.schools.nsw.gov.au



THE CALENDAR

<u>MON 4 MAR</u> JPPS Swimming Carnival	<u>TUES 5 MAR</u> 9am or 5pm Kindy Parent Reading workshop Yr 6 to 7 Parent Info Night 6pm at CTHS	<u>THURS 7 MAR</u> Stewart House bags due for Friday pickup	<u>FRI 8 MAR</u> Zone Swimming	<u>MON 11 MAR</u> 7pm P&C AGM in the annexe
<u>TUES 12 MAR</u> Year 6 CTHS "Annie" Production	<u>THURS 14 MAR</u> Selective HS test 2.05pm Assembly	<u>FRI 15 MAR</u> P&C Welcome BBQ	<u>WEDS 20 MAR</u> Paul Kelly Cup	<u>WED 27 MARCH</u> JPPS Cross Country CARNIVAL
<u>THURS 28 MAR</u> Syd North Swimming 2.05pm Harmony Day Assembly	<u>FRI 5 APR</u> P&C Disco	<u>MON 8 APR</u> Parent /Teacher Interviews commence 7pm P&C meeting	<u>TUES 9 APR</u> Bronze award morning tea in annexe	<u>THURS 11 APR</u> Easter Hat Parade
		<u>FRI 12 APR</u> Last day Term 1	<u>MON 29 APR</u> School Dev Day Only STAFF attend school	<u>TUES 30 APR</u> Students K – 6 return to school after vacation

For future dates please refer to the "calendar" tab located on the school website
www.johnpurch-p.schools.nsw.gov.au

FROM THE PRINCIPAL

Grammar and Punctuation

Last week, stage statements showing expectations for student learning in English from kindergarten to Year 6, were included in the newsletter. This week I have included more specific expectations from NESA, in terms of the grammar and punctuation conventions expected throughout primary school.

Celebrating our P & C

Our school would like to take the opportunity of P & C Day, held on 1st March, to say a big thank you to our wonderful P & C for the energy, time and commitment you each bring to making our school an even better place for our students to learn and grow.

Our P & C members generously donate their time to many responsibilities across the school, including but not limited to managing the canteen, uniform shop and band program. They have also introduced a teacher appreciation breakfast, which is a wonderful acknowledgement of our teachers' work and commitment.

Recent fundraising efforts have enabled us to replace data projectors and smartboards and enabled us to complete works in the school grounds.

This is a reminder that the P & C annual general meeting will be held next Monday 11 March and parents are warmly welcomed to attend at 7pm in the annexe. Positions will be declared vacant and positions will be filled via the election process. This is a wonderful way of supporting your child's school.

Developing a Resilient Mindset

How can we support our children in developing a resilient mindset? What we say and do has impact. Read the article below for some suggestions from parenting expert, Michael Grose.

Tell Them From Me Survey

I am delighted that this term, our school, like many other public schools in the state, will participate in a Department of Education initiative: the *Tell Them From Me* student feedback survey. The survey measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices. More information about the survey is available at: <http://surveys.cese.nsw.gov.au>

The survey is a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. More than 6,300 schools in Australia and around the world have used *Tell Them From Me* to survey 5.4 million students. Capturing the voices of our students will help improve how we do things at our school.

I want to assure you that the survey is confidential. The survey is conducted online and will typically take less than 30 minutes to complete. It will be administered during school hours between 11 March and 12 April. Participating in the survey is entirely voluntary.

A consent form and FAQs for parents/carers about the survey is being sent home with students. If you **do not** want your child or children to participate, please return the form to school by **Friday 8 March, 2019**. Copies of the form and FAQs are available from: <http://surveys.cese.nsw.gov.au/information-for-parents>.

The consent form and FAQs are available in 23 languages.

Overview of grammar and punctuation skills K–6

The following grammar and punctuation framework indicates those understandings and terms which students might be expected to have control of by the end of each stage. It is arranged according to levels of text organisation: from the broad text level to specifics of word level grammar. It indicates the stage at which key concepts should be **introduced**. Concepts addressed in earlier stages should be reviewed and consolidated according to student needs and syllabus requirements.

TEXT LEVEL – COHESION			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>pronoun reference determining the noun to which a pronoun refers, eg <i>Koalas eat leaves. Koalas are not bears. They are ...</i></p>	<p>synonyms words that have the same or similar meaning, eg <i>leave/depart, tired/weary</i></p> <p>antonyms words that have opposite meanings, eg <i>hot/cold, arrive/leave</i></p> <p>time connectives words that sequence information in texts, eg <i>first, next, finally</i></p> <p>word families words linked because they deal with the same topic</p> <p>noun–pronoun agreement selection of the correct pronoun (considering number and gender) for the noun or noun group to which it refers, eg <i>The girl ate her lunch; The dogs enjoyed their walk</i></p> <p>Subject–verb agreement selection of a verb form which matches the number of its subject (noun or noun group), eg <i>They were at home; The cat is sitting still; The people are on the boat</i></p>	<p>homonyms and homophones</p> <ul style="list-style-type: none"> homonyms: words with the same sound and the same spelling, but a different meaning, eg <i>bark (tree), bark (sound made by dog)</i> homophones: words with the same sound but different spelling and meaning, eg <i>fair, fare</i> <p>cohesive links eg, pronouns, conjunctions, connectives</p> <p>connectives words which link paragraphs and sentences, eg <i>on the other hand, however, furthermore, therefore, because, although</i></p>	<p>nominalisation forming nouns from verbs (eg <i>reaction</i> from <i>react</i> or <i>departure</i> from <i>depart</i>) or adjectives (eg <i>length</i> from <i>long</i>, <i>eagerness</i> from <i>eager</i>)</p> <p>reference links links that keep track of the people, animals or objects throughout a text; usually nouns or pronouns, eg <i>Mabel played netball on Saturday. She fell over and hurt her arm</i></p>
SENTENCE LEVEL – STRUCTURE OF THE SENTENCE			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>sentence one or more clauses; a key unit for expressing ideas. A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark, eg <i>Kim broke the vase. Kim tripped on the step and she broke the vase</i></p>	<p>compound sentence two or more clauses usually linked by a coordinating conjunction, eg <i>The bell rang and Kim went home</i></p> <p>quoted (direct) speech eg, <i>Kim said, 'I want to go home'</i></p>	<p>complex sentence an independent (<i>main</i>) clause and a dependent (<i>subordinate</i>) clause linked by a subordinating conjunction (indicating time, place, manner, reason, condition), eg <i>We all went outside when the sun came out. When the sun came out, we all went outside</i></p>	<p>topic sentence a sentence that introduces the main idea or theme of a paragraph</p>

<p>conjunction joining word, eg and, so, but</p>	<p>reported (indirect) speech eg, Kim said that she wanted to go home</p> <p>coordinating conjunction a word or words that link phrases and clauses, eg as, and, or, either/ neither, but, so, and, then</p> <p>paragraph two or more sentences centred on the same theme or idea; begins with a 'topic sentence' (introducing the theme or idea) in factual texts</p>	<p>quoted (direct) speech eg, 'I am going to leave,' she said</p> <p>reported (indirect) speech eg, She said that she was going to leave</p>	
CLAUSE LEVEL – STRUCTURE OF THE CLAUSE			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>statement provides information, eg I am leaving now</p> <p>question asks for an answer, eg Are you busy?</p> <p>command tells us to do something, eg Close the door</p> <p>exclamation for emphasis, eg I won!</p>	<p>clause a complete message or thought expressed in words:</p> <ul style="list-style-type: none"> a clause includes at least one noun and one verb a clause may be a sentence on its own (main clause) or may be combined with a main clause to form a sentence a clause may tell us about an action and those involved in the action, eg Mark (<i>noun – doer</i>) opened (<i>verb – action verb</i>) the door (<i>noun – done to</i>) 	<p>clause a complete message or thought expressed in words:</p> <ul style="list-style-type: none"> a clause includes a verb a clause includes a subject (noun or noun group that agrees with the verb in person and number), eg <i>The children</i> ran to the bus a clause may include an object (additional noun or noun group, affected by the action), eg The children ran to <i>the bus</i> a clause may be a sentence on its own (main clause) or may be combined with a main clause to form a sentence 	<p>main clause (independent clause) a clause that can stand alone as a complete sentence, though it may be joined with other clauses, eg The child came first</p> <p>subordinate clause (dependent clause) a clause that cannot stand alone as a sentence</p> <p>voice indicates who or what is performing an action; modified by changing the beginning focus of a clause:</p> <ul style="list-style-type: none"> active voice – the 'doer' comes before the verb, eg Mark (<i>doer</i>) finished (<i>verb</i>) the work (<i>done to</i>) passive voice – the 'receiver' of the action is placed before the verb, eg The work (<i>receiver</i>) was finished (<i>action</i>) by Mark (<i>doer</i>) <p>author voice use of first-person and third-person narration</p>

GROUP AND PHRASE LEVEL			
Structure of the noun group			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>noun group a group of words built around a noun that describes or specifies the noun:</p> <ul style="list-style-type: none"> may include articles or adjectives, eg the sunny day, a long and bumpy road may include two or more nouns, eg boys and girls, cats and dogs 	<p>noun group a group of words built around a noun that describes or specifies the noun:</p> <ul style="list-style-type: none"> may include different types of articles, adjectives and nouns linked together, eg the (<i>article</i>) three (<i>number</i>) beautiful (<i>opinion adjective</i>) native (<i>classifying adjective</i>) flowers (<i>noun</i>) 	<p>noun group a group of words built around a noun that describes or specifies the noun:</p> <ul style="list-style-type: none"> may include adjectival phrases, eg the chair <i>next to my desk</i> may include adjectival/relative clauses, eg the chair <i>that is next to my desk</i>
Structure of the verb group			
Early Stage 1	Stage 1	Stage 2	Stage 3
		<p>verb group a group of words built up around a verb:</p> <ul style="list-style-type: none"> may include auxiliary (helping) verbs, eg She <i>is</i> sitting here may include two or more verbs, eg He <i>huffed and puffed</i> 	<p>verb group a group of words built up around a verb:</p> <ul style="list-style-type: none"> may include a preposition or adverb, eg The plane <i>took off</i> may include modal verbs, eg It <i>might</i> be finished tomorrow may be complex verbs, eg The plane <i>started to move</i>
Structure of the adverbial phrase			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>where/when/how adverbial phrase contributes extra information about the main clause, eg where, when or how, eg Kim broke the vase <i>in the morning</i> (when); My mother was standing <i>beside my bed</i> (where)</p>	<p>adverbial phrase contributes extra information about the main clause, eg how, when, where, why:</p> <ul style="list-style-type: none"> includes a preposition plus a noun group tells us more about the action, eg Kim broke the vase <i>in the morning</i> (when); My mother was standing <i>beside my bed</i> (where); I went home <i>with a friend</i> (with whom) 		

WORD LEVEL			
Nouns			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>noun a naming word for a person, place or thing</p>	<p>noun a naming word for a person, place or thing:</p> <ul style="list-style-type: none"> • common noun, eg girl, city • proper noun, eg Mary, Sydney • concrete noun (tangible, may be a common noun or proper noun) • abstract nouns, eg happiness, surprise 	<p>noun a naming word for a person, place or thing:</p> <ul style="list-style-type: none"> • singular, eg girl • plural, eg girls • collective, eg crowd • term of address, eg Mr Jones 	<p>noun a naming word for a person, place or thing:</p> <ul style="list-style-type: none"> • technical, eg nucleus
Articles			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>article a, an, the placed before a noun to form part of a noun group; may refer to a specific person or thing (<i>the</i>), or a non-specific person or thing (<i>a, an</i>)</p>		
Adjectives			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>adjective a word that describes a noun:</p> <ul style="list-style-type: none"> • describing, eg size, colour, shape (big, red, round, beautiful, sunny) • numbering, eg two 	<p>adjective a word that describes a noun:</p> <ul style="list-style-type: none"> • possessive, eg our • comparative, eg bigger 	<p>adjective a word that describes a noun:</p> <ul style="list-style-type: none"> • classifying, eg <i>native</i> flower • modal, eg <i>possible</i> answer
Pronouns			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>pronoun a word that stands instead of a noun, eg I, me, he, she</p>	<p>pronoun a word that stands instead of a noun:</p> <ul style="list-style-type: none"> • personal pronoun, eg I, me, him, it • possessive pronoun, eg This book is <i>mine</i>; it is not <i>yours</i> 		<p>pronoun a word that stands instead of a noun:</p> <ul style="list-style-type: none"> • relative pronoun, eg <i>who, that</i> (for people) and <i>which, that</i> (for things)

Verbs			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>verb a word that tells what is happening or what is:</p> <ul style="list-style-type: none"> • action verb (describes doing or saying), eg run, shout • thinking verb, eg wonder 	<p>verb a word that tells what is happening or what is:</p> <ul style="list-style-type: none"> • relating verb, eg She <i>is</i> my teacher • feeling verb, eg I <i>liked</i> the movie • possessing verb, eg He <i>has</i> a new car <p>tense eg, She <i>went</i> home (<i>past</i>); Koalas <i>eat</i> leaves (<i>present</i>); She <i>will arrive</i> tomorrow (<i>future</i>)</p>	<p>elaborated tenses multiple word tenses, eg We <i>have been working</i> for three hours</p>
Adverbs			
Early Stage 1	Stage 1	Stage 2	Stage 3
who/what/when/where words	<p>adverb a word that describes a verb or adjective to tell when, where or how, eg She sings <i>occasionally</i>; He is <i>really</i> interesting</p>	<p>adverb a word that tells something about a verb, adjective or another verb, eg manner, place or time. Adverbs may show:</p> <ul style="list-style-type: none"> • modality, eg possibly • degree, eg very • comments or opinions, eg luckily 	
Prepositions			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>preposition placed in front of a noun group to show where or when, eg <i>on</i> the box (<i>where</i>), <i>before</i> my birthday (<i>when</i>)</p>	<p>preposition placed in front of a noun group to show time (<i>when</i>), place (<i>where</i>), manner (<i>how</i>) or causality (<i>why</i>), eg <i>in front of</i>, <i>throughout</i>, <i>underneath</i></p> <p>prepositional phrases units of meaning within a clause that begin with a preposition; indicate how, when, where or why, eg She ran <i>into the garden</i>, He is available <i>from nine o'clock</i></p>	

WORD BUILDING AND ORIGINS			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>compound word two words combined, eg playground</p> <p>base words eg happy</p> <p>prefixes attached to the beginning of a base word to change the meaning, eg <i>unhappy</i></p> <p>suffixes attached to the end of a base word to change the meaning, eg <i>happily</i></p>	<p>word origins the source and history of words (etymology), eg telephone (Greek), pedestrian (Latin), bungalow (Indian)</p>	
CREATIVE AND EVALUATIVE LANGUAGE			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>creative language features</p> <ul style="list-style-type: none"> alliteration, eg <i>g</i>lippy, <i>s</i>lithering <i>s</i>nakes onomatopoeia, eg the wind <i>whooshed</i> repetition 	<p>evaluative language includes words used to express feelings and opinions, judgements and assessments, eg it was an <i>excellent</i> piece of writing</p> <p>creative language features</p> <ul style="list-style-type: none"> simile, eg She sings <i>like an angel</i> metaphor, eg She is an angel idiom, eg Pull yourself together personification, eg The water licked at my feet nonsense words, spoonerisms, neologisms, puns 	<p>evaluative language words used to give a text a particular perspective (eg judgemental, critical, emotional), to evoke a particular audience response, and to express shades of feeling, meaning or opinion, eg:</p> <ul style="list-style-type: none"> emotive language modality (possibility, probability, obligation, conditionality) <p>creative language features</p> <ul style="list-style-type: none"> emphasis irony humour
PUNCTUATION			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>capital letter used for names and to signal the beginning of a sentence</p> <p>full stop used to signal the end of a sentence</p> <p>question mark used to signal a question</p> <p>exclamation mark used to provide emphasis</p>	<p>capital letter used for proper nouns</p> <p>question mark used to signal the end of a question</p> <p>exclamation mark used to signal the end of an exclamation</p> <p>comma separates items in a list</p>	<p>quotation marks used to signal dialogue, titles and quoted (direct) speech</p> <p>apostrophe used to signify a contraction</p>	<p>apostrophe used to signify possession</p> <p>comma used to separate clauses</p>

parenting *ideas

insights

Developing a resilience mindset

by Michael Grose



If you want your child or young person to be resilient enough to cope with the hardships that come his or her way, and in doing so build strengths for the future, consider fostering your own resilience first. Parents are in the best position to influence their children's resilience. Children watch our reactions to adverse events and view first hand how we look after – or neglect – our own mental health and wellbeing.

Focusing on our own resilience is not as difficult as it may seem. If you adapt a resilience mindset you'll find that resilient behaviour follows. Want to get fitter physically? You could take up a new fitness regime or you could simply adopt a fitness mindset. Adopt the former and there's a reasonable chance that you'll start off gung ho and run out of steam after a month. Adopt the latter and you'll more likely take small, sustainable steps such as walking or riding to work, taking stairs instead of escalators and playing active games rather than sitting on the couch on weekends.

The mindset approach works well with resilience. Take the sustainable approach of looking after your mental health, becoming conscious of the messages you send yourself and developing coping skills that allow you to respond rather than react to adverse events. These simple ideas will help:

[Watch your self-talk](#)

The little voice inside your head can have a catastrophic impact when you allow it to. It can talk you into the blues, lower your confidence and build mountainous problems out of molehills. Once you're aware of its impact, you can switch it off or change its negative chatter to something more positive and realistic. It takes practice but it's worth it. When you have a resilience mindset you'll start to check that chatter in your head.

[Park the bad stuff](#)

Ever had an argument with a family member at breakfast only to find it messed up your whole day? A common trait with resilient people is that they can compartmentalise their lives so that difficult experiences in one domain won't interfere with their effectiveness elsewhere. When you have a resilience mindset you'll consciously park the negative stuff while you get on with the rest of the day, only revisiting it on your own terms.

[Stay flexible in your thinking](#)

People who lack resilience pepper their language with absolute, imperative statements such as 'I must always be on time,' 'They never do anything to help,' or 'They should always use good manners'. This shows inflexible,

parenting*ideas

unrealistic thinking that leads to stress and anxiousness. When you have a resilience mindset you'll use more moderate language reflecting a flexible approach to life. The above statements become 'I'll always try to be on time but sometimes it's impossible,' 'They are sometimes helpful but they can be forgetful,' and 'I'd like it if they were well-mannered but sometimes they aren't'.

Make sleep a priority

We are only beginning to make solid links between sleep and resilience. Mothers of newborns know how debilitating sleep deprivation can be. They can't function effectively and depression is close at hand. Many people spend much of their lives experiencing some form of sleep deprivation, compensating by taking regular caffeine hits, self-medicating with alcohol and using other ineffective remedies. When you develop a resilience mindset, you make sleep a high priority, taking the necessary lifestyle steps to make sleep easy to attain.

Create a pressure valve

In a society that views busyness as a status symbol, it's tempting to keep working until you drop, neglecting to enjoy some downtime that releases the pressures of work. When you have a resilience mindset you value downtime and relaxation and understand the positive impact these have on your mental health and the wellbeing of people around you.

When you have a resilience mindset you have a greater understanding of what resilience is about and you're in a better position to develop a lasting sense of resilience in your kids. Developing resilience in kids is like jumping off a pier with some friends on a cold winter's day. In both instances you need to go first.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving!* and the best-selling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spoonfed Generation: How to raise independent children*.

*John Purchase Public School
Parents & Citizens Association
"Participate & Communicate"*



NOMINATION FORM
for 2019 JPPS P & C Association Positions

Nominee to complete (self nomination)

Nominee Name: _____

Phone Number: _____

Position nominated for: _____

Returning Officer only

Accepted by: Name _____

Signature _____

Seconded by: Name _____

Signature _____

Nomination form to be completed and handed to
Mrs Black by 3pm on Monday 11 March 2019.

*THE ANNUAL GENERAL MEETING TO BE HELD ON
MONDAY 11 MARCH AT 7PM IN THE HALL ANNEXE*

NOTE: ALL NOMINEES MUST ATTEND IN PERSON

FROM THE DEPUTY PRINCIPAL

Arriving at School on Time

Arriving at school on time, sets the scene for a calm and productive day. At John Purchase Public School, our students begin their day at 8:55am. This is when we all meet under the COLA (covered outdoor learning area).

Teachers are concerned regarding the number of students who are currently reporting to the administration block after 8:55am to receive a 'late slip'. Late arrival to class is discouraged, due to the disruption it causes to morning routines and student learning.

It would be really appreciated if all families could make a concerted effort to ensure every student is lining up with all members of their class, on time, every day.

Clean Up Australia Day at JPPS

In 2018, the official Clean Up Australia Day statistics report that over 700 000 volunteers removed almost 17 000 ute loads of rubbish; a figure hard to imagine.

Our staff and students supported the 2019 'Clean Up Australia Day' last Friday, by focusing on tidying up areas around our school. Unfortunately, a great many buckets and bags were filled with rubbish from our local environs.

We encourage everyone to be proactive and take responsibility to ensure that students clean up their own litter and consider ways of minimising rubbish in the first instance. Students in 2C were well-prepared with gloves and buckets to help the community cause.





Thank you students and teachers, for playing your part in keeping our grounds beautiful.

Stewart House Clothing Collection

Please ensure that your clothing bags are placed outside the hall this week, as we anticipate that the collection will occur on Friday.

Our School Expectations



This week's expectation is to Aspire: Have a growth mindset

Professor Carol Dweck once said, "talent isn't passed down in the genes. It's passed down in the mindset." At JPPS, we acknowledge that, by making mistakes, we learn how to improve and grow. As parents and teachers, we can take advantage of the mistakes children make; be ready to praise them for their efforts but also point out any issues in their approach and brainstorm better ways to handle situations, with them. We allow trial and error as an important part of the learning process. Aspirational thinking, is thinking with a growth mindset.

Congratulations to the students who have demonstrated our school expectations of **RESPECT**, **RESPONSIBILITY** or who have tried to **ASPIRE**. The latest awardees are published below:

Purchase Prides

Due to the Swimming Carnival last week, the Week 6 Purchase Pride awards will be presented next week in Week 7. Please note that these new recipients will be presented with their awards at the Week 7 Monday morning assembly (next week). Congratulations to:

Maddison S (1M), Sophie (2D), Zenith (6G), Tara S (2D), Hannah C (6W), Sebastian D (3/4W), Sonali D (3/4W), Alisha K (2C), Lachlan (2B), Chelsea (4N), Thomas D (2D)

Bronze Awards

Please note that these awards are presented once per term. I have quite a number of Bronze Awards currently in my office already, which is wonderful to see. Bronze Awardees and their parents, will receive an invitation to the Principal's Morning Tea, to be held in Week 11, later in the term. Prior to the event in Week 11, I will publish the list of Bronze Awards recipients in this section of the newsletter.

Silver Level Award

Please note that this award will be presented at the Thursday afternoon assembly in **Week 7**.

Congratulations to:

Chloe D (3B)

Gold Level Award

Please note that this award will be presented at the Thursday afternoon assembly in **Week 7**.

Congratulations to:

Chloe T (5M)

Mrs Adela King
Deputy Principal

FROM THE TEACHERS**What is cyberbullying?**

Cyberbullying is bullying using a mobile phone and/or the Internet, for example, when a person:

- Sends nasty or threatening emails or messages on the Internet or via mobile phone
- Sends mean or nasty comments or pictures about others to websites e.g. Instagram; Facebook; Snapchat or to other students' mobile phones
- Deliberately ignores or leaves out others over the Internet
- Pretends to be someone else online to hurt them or make them look foolish

Cyberbullying can happen through text messages/pictures/video-clips/emails etc being **sent to you**, but also when these things are **sent to others about you**.

Cyberbullying leaves a trail

Many young people are unaware that everything they say and do online leaves a 'digital footprint' and although they may have deleted a message, picture or website, this can never fully be deleted.

If your child has been cyberbullied, here are a few tips for how you can save and report the evidence:

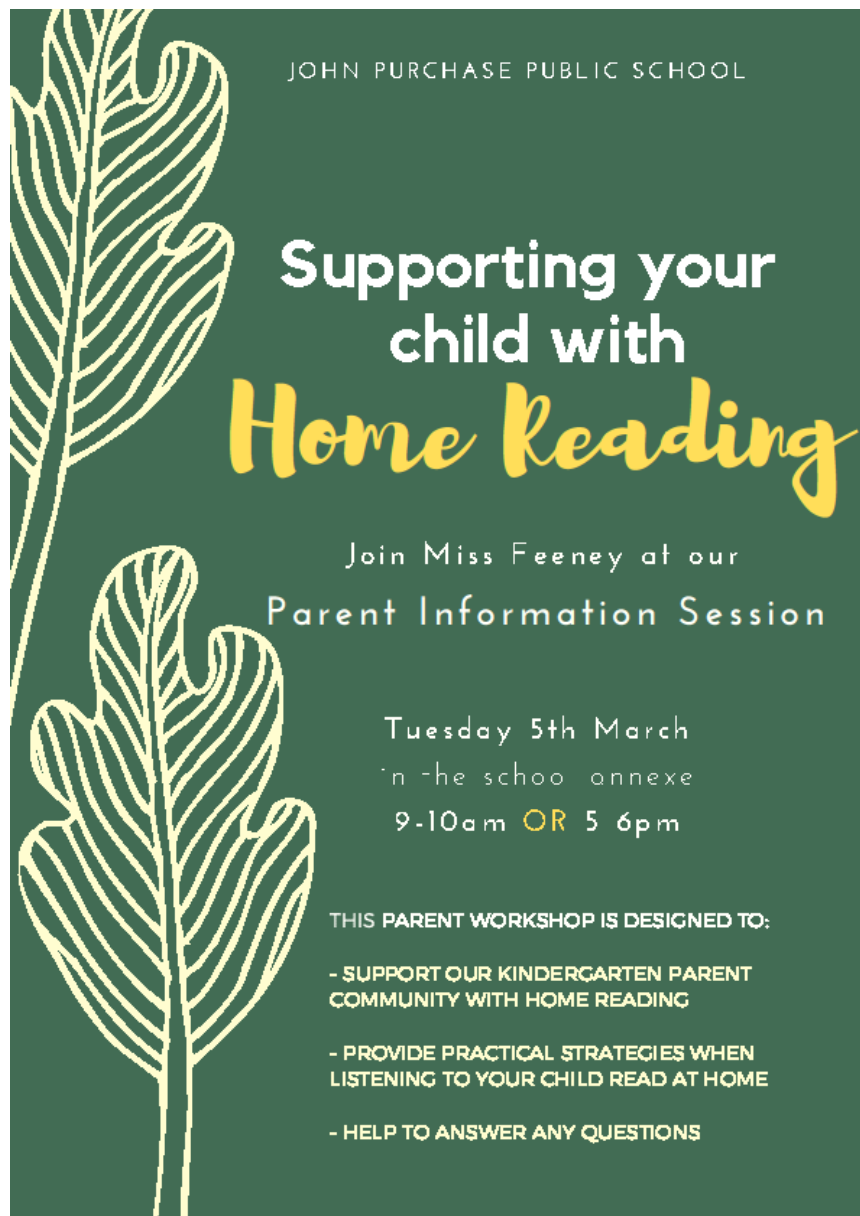
Mobile phones: download and print the message or take a photo of the message on the screen with your camera. For nuisance calls or messages you can contact your mobile phone service provider and for threatening calls or messages, contact the Police.

Online content: If content is posted on a website you need to contact the website directly. Most social networking sites (e.g.: Facebook, Twitter, MSN) have pages where you can report 'inappropriate' behaviour. Alternatively you can find more information of the Australian Communications and Media Authority (ACMA) website at: <https://www.esafety.gov.au/>

More helpful resources and information for schools, parents and carers, and students can be found on the **NSW anti-bullying website** at:

<https://antibullying.nsw.gov.au/parents-and-carers/Keeping-my-child-safe-online>

Leonie Cole
Learning and Support Teacher



JOHN PURCHASE PUBLIC SCHOOL

Supporting your
child with
Home Reading

Join Miss Feeney at our
Parent Information Session

Tuesday 5th March
in the school annexe
9-10am **OR** 5-6pm

THIS PARENT WORKSHOP IS DESIGNED TO:

- SUPPORT OUR KINDERGARTEN PARENT COMMUNITY WITH HOME READING
- PROVIDE PRACTICAL STRATEGIES WHEN LISTENING TO YOUR CHILD READ AT HOME
- HELP TO ANSWER ANY QUESTIONS

Premier's Reading Challenge

The 2019 Premier's Reading Challenge begins today. Students use their DET logon and password to access their online reading records. Rules for the Challenge can be found on the PRC website.

Happy reading!

Miss Brennan

PRC Coordinator



HARMONY DAY

Dear Parents,

On **Thursday the 28th of March** the school will be celebrating **Harmony Day**. Harmony Day is a day for all Australians to embrace cultural diversity and to share what we have in common.

The ongoing theme of Harmony Day is 'everyone belongs'. Harmony Day is a day of cultural respect for all. By participating in Harmony Day activities, we can learn and understand how all Australians equally belong to this nation and enrich it.

We are celebrating by participating in a variety of Harmony Day classroom activities. On the **28th**, there will be an opportunity for students to reflect upon the cultural and linguistic diversity of our school, as parents and carers are invited to share their cultural heritage within the classroom between 11:15 am- 12:30 pm. During this time parents and carers are encouraged to share their cultural stories and bring in items of importance such as traditional cultural dress. We will also be joining together as a school to celebrate at a special assembly commencing at 2.00pm.

All of the children will have the opportunity to replace one part of their uniform with something orange to represent 'harmony' within our school, the community and beyond. Please note that school shoes and school hats will still need to be worn on the day.

Please provide your child with a gold coin donation to be brought in on the 28th of March. Donations will help support The Smith Family.

For more information about Harmony Day please visit www.harmonyday.gov.au

Thank you,

Miss Brooks, Mrs Taylor
and Ms Daley
EALD Teachers

Mrs Black
Principal



Education
Centre for Education
Statistics & Evaluation

***Tell Them From Me* student survey:
Information and consent form for
parents and carers**



Dear Parents and Carers

In Term 1 2019, our school is taking part in the *Tell Them From Me* student survey. The survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help them improve. The survey is completed on-line and is run by an independent research company, The Learning Bar, which specialises in school-based surveys.

Staff in schools will **not** be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will be suppressed. The survey typically takes 30 minutes or less to complete and will be administered by the school during normal school hours. Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days.

As well as schools getting student feedback, the Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has access to data from across NSW and is running a research project to look at state-wide patterns of student wellbeing, engagement and effective teaching practices. The research is looking at how these things impact on student outcomes, including academic performance. Individual students will **not** be identified in any CESE publications, and all information will be handled in accordance with the relevant privacy legislation. Students' personal information will not be disclosed by the department to any other person or body other than as required by law.

This research will help schools in New South Wales to better understand how to improve student wellbeing and engagement. It will also help teachers and principals discuss what works to improve student outcomes.

Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped.

If you **do not want** your child to take part in the survey, please complete the attached form and return it to the school by this Friday 8 March, 2019.

More information about the survey and the research is available in English on the CESE website: <http://surveys.cese.nsw.gov.au/information-for-parents>

Leonie Black
Principal
John Purchase Public School

Dr Jenny Donovan
Executive Director
Centre for Education Statistics and Evaluation

Tell Them From Me Student Feedback Survey non-consent form

If you do not want your child to participate in the student feedback survey, please sign this form and return it to the school by Friday 8 March 2019.

I DO NOT give consent for my child/children to participate in the *Tell Them From Me* student feedback survey.

Name of student 1

Roll class of student 1

.....

.....

Name of student 2

Roll class of student 2

.....

.....

Name of student 3

Roll class of student 3

.....

.....

Name of student 4

Roll class of student 4

.....

.....

Name of parent/carer

Signature of parent/carer


Date

JPPS Art Club

JPPS will be starting an Art Club in week 3 and will run over the course of the year. Students will have the opportunity to practise colour mixing, shading, drawing (pencil, charcoal, pastels), painting (watercolour, acrylics). We will also look at different techniques, artists and time periods.

We are excited to announce that we will be having our own 'JPPS Young Archie Competition' in which 10 portraits will be selected to enter the Art Gallery of NSW 'Young Archie' Competition over the month of February. The 'Young Archie' competition is run by the Art Gallery of NSW (in conjunction with 'The Archibald') and is a portrait competition for artists under the age of 18. On the 1st of March will be choosing 10 portraits to enter this competition. Students paint or draw a picture of someone they know (friend, family member or self-portrait).

When: Thursday lunch, starting this week
Where: 4LT classroom
Who: Students in year 4, 5, 6 (maximum 25. In the event of demand exceeding places available, preference will be given to year 6, then year 5, then year 4 students).
What to bring week 3: A photograph of someone you know who you will draw/paint a portrait of for the 'Young Archie' Competition. Sketching pencils (if you own any).
Sign up: On the 4LT classroom door on Tuesday or Wednesday.



TUNING IN TO TEENS

EMOTIONALLY INTELLIGENT PARENTING



5 SESSION PARENTING COURSE FOR PARENTS OF TEENS

Would you like to learn how to:

- Communicate effectively with your teenager?
- Understand your teenager?
- Help your teenager with emotional intelligence and managing emotions?
- Prevent some teenager behaviour problems?
- Teach your teenager to deal with conflict?

VENUE: Chatswood Community Health Centre
 57 Hercules St, Chatswood
DATES: Wednesdays 6th March - 3rd April 2019 (5 sessions)
TIME: 6.30pm - 9.00pm
COST: \$150 - subsidized rates available re: financial difficulty
 REFRESHMENTS PROVIDED

BOOKINGS ESSENTIAL: <http://mitchats1.eventbrite.com.au>

PH: 8877 5376

The 5 session course will be facilitated by a qualified Parent Educator from Child and Adolescent Parenting, Northern Sydney Local Health District



FROM THE P & C

DO YOU DROP YOUR CHILD AT SCHOOL IN THE MORNINGS?

COULD YOU POSSIBLY STAY AN EXTRA HOUR AFTER YOU DROP THEM?

We still need volunteers to help in the Uniform Shop from just 8.30 to 9.30 AM on either Monday, Wednesday or Friday.

A big thank you to the two parents who have volunteered so far.

It's much appreciated Frances and Jenny!

I'm hoping there are some more parents who enjoy being involved in the school community. No experience needed and a great opportunity to meet other parents and support the school.

Please phone Sarah on 0412 987 027 or email jpps.uniform@gmail.com



JPPS P&C WELCOME BBQ

Where: JPPS COLA

When: Friday, 15 March 2019

Time: 5pm - 7pm

We invite all families to welcome the new school year by joining us at our Welcome BBQ.

Meet families you haven't met before, re-connect with families you know.

Sausage sizzle & drink for \$2.

Extra snacks available for purchase.

Veggie patties available via order only.
Please email Bec - rjwilliams86@hotmail.com

Eat, play, make new friends!

Fun Activities Include:

- Handball
- Jenga
- Quits

Or just mingle and chat.

Children are the responsibility of their parents during the event.

Children should remain in the COLA for the duration of the event.

Parents and children should remain alert to allergens.



Are you a BBQ chef extraordinaire?

Do you have a half hour or so to spare?

Sign up to get involved as a volunteer at our Welcome BBQ!

Register via the link below:

volunteersignup.org/RBYLB

(NB: Confirmation may go to SPAM folder)

*Please note: ALL volunteers must complete an Appendix 5 (available at the office) and supply 100 points of ID prior to this event

FROM THE COMMUNITY

ENROL NOW

COME AND TRY ONE OF OUR DANCE CLASSES

**BEROWRA ASQUITH
PENNANT HILLS**



**HIP HOP ACROBATICS LYRICAL
BALLET JAZZ TAP PERFORMANCE**

ACCEPTING ACTIVE AND CREATIVE KIDS VOUCHERS



CONTACT US
0408 473 803
Jan@BelcastroDance.com

Piano 2019

*Small Group piano lesson at
John Purchase Public School*



*Use our special Piano Book with
Digital Piano, learn piano easily and fast
Cost \$25 per 45 min Pay by Term from start lesson
Free New piano book (was \$14)*

*Young Piano teacher Miss San rodrigues Piano player,
Happy and very nice to young students
Welcome you come to watch and join lesson*

*Wednesday 2:55-3:40 and 3:45-4:30 at school Room 5
Piano teacher pick up from school care and send back*

*Email: je-music@live.com.au + School & child name & mobile
Or SMS: 0424 614 591 + School and child Name.
Miss lesson no refund. stop lesson 14 days notes*

*Professional Piano Centre, Private one to one lesson . 3 min from school
Conductor by Honk Kong uni teacher \$40/ 30 min .Beginning to Grade 8
SMS to 0424 614 591 + School Name*

Live Life Well @ School

HEALTHY SCHOOL CANTEENS



WE'RE ON OUR
WAY TO BEING
GREAT

HealthySchoolCanteens.nsw.gov.au

**Great things
are happening at
school canteens in 2019.**

There's a FREE menu check service helping canteens meet the Healthy School Canteen Strategy by December 2019.

Find information on how your vital role can support the Strategy and increase student access to healthy options.

Visit www.healthyschoolcanteens.nsw.gov.au



Health
Northern Sydney
Local Health District



CHERRYBROOK TECHNOLOGY HIGH SCHOOL

INFORMATION NIGHT

*Visit displays of our student
success at our*

Year 6 into 7 Information Night

***Tuesday 5 March 2019
6.00pm to 8.00pm***

- Welcome to parents of Year 6
- View displays of student work in all Key Learning Areas
- Tour the school's resources, facilities and technology
- Meet the Principal and Staff
- An opportunity to have your questions answered
- Evening commences at 6pm in the MPC (Multi-Purpose Centre)

For more information:

Proven academic results!

331 STUDENTS ON THE DISTINGUISHED ACHIEVERS' LIST

The outstanding achievements of Cherrybrook Technology High School's 2018 Year 12 HSC students

- 7 students with an ATAR greater than 99
- 95 students scored an ATAR greater than 90

- 5 students ranked in the top 20 places in the state in 4 separate courses of study
- Commonwealth Bank Award recipient Rebecca McKee with an ATAR of 99.4
- Cherrybrook P&C Award recipients Angad Ahuja, Helene Qu, Dylan Vellani each with an ATAR of 99.35
- 10 students on the Top All-Round Achievers' List



ANGAD
AHUJA



BRYAN
GUNAWAN



HEMANSHI
KUMAR



IVAN
LEOW



DOMENIC
MASELLI



REBECCA
McKEE



ARCHANA
OBEYESEKERA



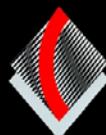
HELENE
QU



TSZHO JEFFREY
SETO



DYLAN
VELLANI



Learn more about Cherrybrook Technology High School's success at our Year 6 – 7 information evening.

Tuesday 5 March at 6pm in the school's Multi Purpose Centre.

For further information phone 9484 2144 or visit <https://cths.nsw.edu.au>

Please note our school publishes events for the convenience of families but does not endorse any activity, person, product



OPEN MORNINGS

9:15 AM - 10:40 AM



The North Sydney Boys community invites you to Open Mornings.

Join us to discover how we deliver excellence and innovation in boys' education. Our students and school leaders look forward to welcoming you to the school and sharing with you what makes North Sydney Boys so unique.

The 2019 Open Morning dates are:

- 28 March 1 August
- 23 May 12 September
- 20 June

Open Mornings commence promptly at 9:15am and conclude at 10:40am
RSVP - Please email the school to register your attendance



CORNER OF FALCON AND MILLED STREETS, CROWS NEST
PHONE: 9955 4748
EMAIL: [NORTHSYDEY-H.SCHOOL@NSW.EDU.AU](mailto:northsydney-h.school@nsw.edu.au)

PARKING IN THE SURROUNDING STREETS IS LIMITED TO 2 HOURS. THE SCHOOL IS BEST ACCESSIBLE BY PUBLIC TRANSPORT. VISIT TRANSPORTS.NSW.INFO FOR TIMETABLE INFORMATION.

OPEN NIGHT 2019

Tuesday 5th March
4pm - 6.30pm

PERFORMANCES ENROLMENT INFORMATION GUIDED TOURS

LAURENCE STREET, PENNANT HILLS
9473 5000
pennanthil-h.schools.nsw.edu.au