

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

For future dates please refer to the "calendar" tab located on the school website

www.johnpurch-p.schools.nsw.gov.au

<u>TUES 24 SEPT</u> Bronze Award morning tea	<u>WED 25 SEPT</u> Peer Support Bronze Medallion morning tea	<u>THURS 26 SEPT</u> Make-a-Wish Mufti day Interschool debate 2.05pm Assembly	<u>FRID 27 SEPT</u> Last day of Term 3	<u>MON 14 OCT</u> Student and staff return Term 4 P & C meeting 7pm
<u>WED 16 OCT</u> Sydney North Athletics	<u>THURS 17 OCT</u> 2.05pm Assembly	<u>TUES 22 OCT</u> Kindy Orientation	<u>TUES 29 OCT</u> Kindy Orientation	<u>WED 30 OCT</u> Yr5 Narrabeen
<u>THURS 31/OCT</u> Yr5 Narrabeen 2.05 pm Assembly	<u>FRI 1 NOV</u> Yr 5 Narrabeen	<u>WED 6 NOV</u> Stage 1 excursion	<u>THURS 7 NOV</u> Stage 1 excursion	<u>MON 11 NOV</u> Remembrance Day P & C meeting 7pm

SCHOOL RESUMES FOR STUDENTS AND STAFF ON MONDAY 14 OCTOBER 2019

FROM THE PRINCIPAL

A Look in Year 5 Classrooms

What's Happening in 5J?

When I visited the 5J classroom last week, the students were learning to use time connectives to improve cohesion in their writing.

Miss McDonald had formatively assessed the students' previous writing samples and noticed this was an area they could improve on further.

The students worked collaboratively with their partners to brainstorm some time connectives they could use and then shared these as a class. The list generated included words and phrases such as:



- furthermore,
- finally,
- in contrast to,
- and many more

In pairs, the students thought about what a time connective is and why these are important. Students responded by saying that a connective is something you can use at the beginning of a sentence or paragraph, they can help start each point, they help us structure our responses, they help us sequence our ideas and they can make our writing more powerful. Miss McDonald challenged the students to think more deeply through further questioning such as, *Who would like to add on to that idea, Can you tell me more about that?*



The students had been preparing a pecha kucha, which is a slide presentation containing 20 slides with a 20 second commentary for each slide. They applied the use of time connectives to their slide commentaries by rereading the work they had previously prepared and by including time connectives in some of these.

The success criteria showed where this learning fitted within the learning trajectory of learning to write persuasively. Students then read a peers' work and provided feedback to them based on the success criteria.

When students know the intention of the lesson and how they can demonstrate success (eg through explicit success criteria and a rubric showing what they will be graded on) they are more likely to be successful with that learning. When they are aware of how important the learning is and where it fits in within the learning trajectory, they are more likely to value the learning and to transfer it to another context.

Miss McDonald used formative assessment techniques throughout the lesson, such as:

- 1) asking students to indicate how confident they were in applying the use of time connectives, using a technique called, *Fist to Five*. This involves students holding up five fingers if super confident or one finger if they need more help, and so on. This allows the teacher to quickly see who needs additional support and who can move on to the next stage of learning more quickly
- 2) moving around the room while the students are working, to read the students' work and to guide them further
- 3) listening to student conversations in term of students providing feedback based on the selection criteria.

It was wonderful that students were able to articulate how they were going in terms of the success criteria. The students were showing they are increasingly developing the self-regulation skills necessary for becoming successful lifelong learners. Comments such as, *I'm rereading paragraphs written to get an idea of what to write next*, show the increasing awareness the students have about themselves as learners and the strategies they use.

Great work 5J and Miss McDonald!

What's Happening in 5K?



Last week the students in 5K were learning how they could design our classrooms to increase collaboration and fascination while also maximising economic and environmental sustainability.

The quality task involved students working collaboratively in work teams to design sustainable classrooms. The students each assumed a different role including: architect, interior designer, accountant.

Each group worked collaboratively as Mr Kerrigan conferenced with teams. The conferencing sessions are a vital part of the formative assessment process, as the teacher can gauge how the students are going

in terms of the learning intentions and success criteria and can provide feedback and guidance for students to move their learning forward.

The students shared their ideas and then Mr Kerrigan walked them through each of the success criteria, with students articulating how their design features met the criteria and deciding on what elements they could work on next. The success criteria included:

- fostering learning opportunities
- minimising use of energy
- using the 10Rs- reduce, recycle, re-think, repair, remake, refuse, remember, respect, restore
- staying in budget.

The students were embedding a number of environmentally sound and creative ideas into the designs including aspects such as: rooftop gardens, use of mirrors to reflect the sun, natural light with a ceiling to floor tunnel, north east facing buildings, solar panels, water tanks and more!

The teacher encouraged the students to think more deeply by asking open ended questions, by asking probing 'catch and pass' questions and by providing wait time for students to answer. For example, *From a teaching and learning perspective, what is the educational value of having a rooftop garden? How could this be used to support students' learning?*

The students were then able to articulate what elements they would work on next.

Thank you 5K and Mr Kerrigan for demonstrating a number of important C21st fluencies such as: problem solving, critical and creative thinking, collaboration and self-regulation.

What's Happening in 5M?



Fascinating book talks were being held in the 5M classroom when I visited last week.

Each team member read a short section of the novel and were engaged in discussion about what they were wondering about the story and what questions the section raised for them. They each had the opportunity to present to their team and to explain their thinking using evidence from the text, connections they could make with their own experiences, their background knowledge and their understanding of narrative text.

The teams who were reading the book, *Surrounded by Sharks*, were wondering how the turtle got hurt and thought it could have been due to a fishing net, another shark or a fishing line. They also wondered if anyone else ignored the sign and ended up in the same situation as they did.

Each team reported back to the class and Mrs Martinez continued to extend and clarify students' thinking.

Throughout the discussions, Mrs Martinez was asking questions to extend the students' thinking? Where have you seen that before? What evidence is there in the text to support that thought? Do you agree? Why? What made you think of that question? Is there anything to add? What were you thinking about?

The importance of asking questions about the book you are reading to promote connections made with the text and therefore, comprehension, was also addressed.

I really enjoyed hearing the students' viewpoints and seeing that their thinking was being extended by peers, themselves and the teacher.

Thank you 5M and Mrs Martinez.

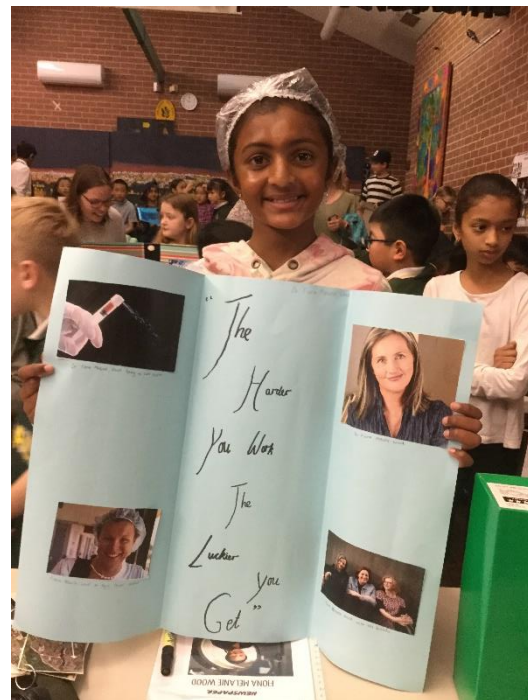
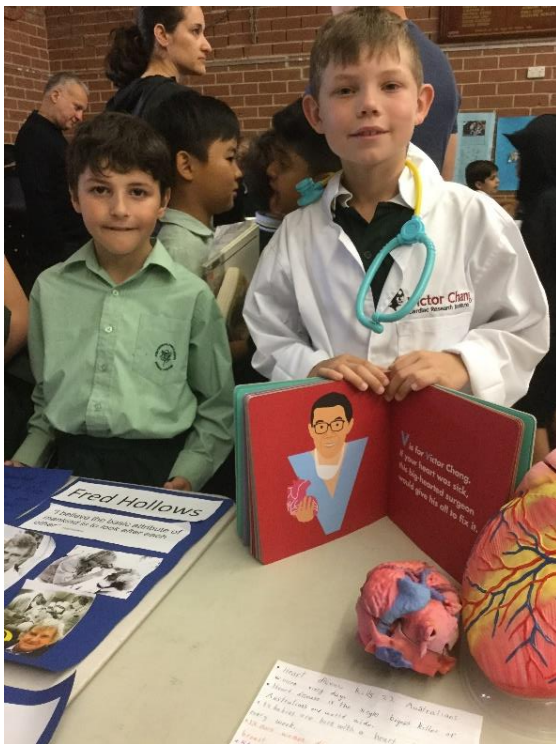
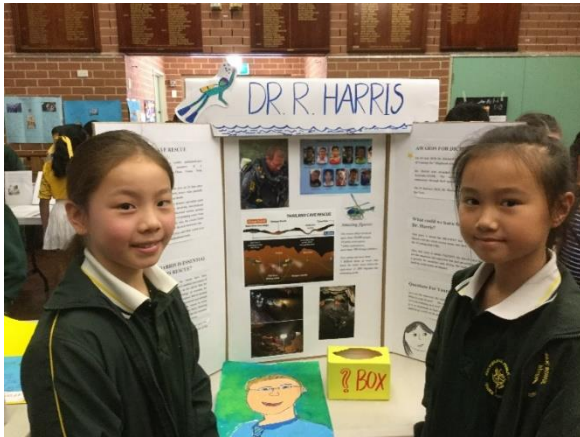
Our Local Heroes

The hall was abuzz with excitement last Friday as the Stage Two students presented their projects on their local heroes. Students eloquently provided the reasons for selecting their local hero, what they had learned and what processes they used to complete the research. They had clearly become experts as they were able to answer questions about their notable person.

Many parents were able to come along to enjoy the initiative and I'm sure, were very impressed with the students' considerable efforts.

Well done Stage Two!





NAPLAN

NAPLAN results arrived last week and were sent home with our students in Years 3 and 5. While the students at our school continue to perform well across all areas, a more detailed analysis of the results will be undertaken next term and will be reported in the annual school report.

NAPLAN tests the sorts of skills that are essential for every child to progress through school. It provides a snapshot of a student's achievement in the fundamental skills of literacy and numeracy. At the classroom level it is one of a number of important tools used by teachers to inform the ways they try to meet the needs of students. Our teachers continually use formative assessment, looking at individual work samples, data and individual progress on a range of measures, to decide on appropriate teaching strategies.

In 2019, 50% of schools across Australia transitioned to online testing, with all schools scheduled to participate in NAPLAN Online now by 2021. John Purchase Public School moved to online testing in 2018 and, like many schools across NSW, we experienced some technical difficulties in 2019.

ACARA develops the NAPLAN tests and uses a process called 'equating' to make each test comparable from year to year. Like last year, the equating process has been more complex than usual as some students did tests online and some on paper. Care should be taken when comparing student results from previous years as there may be some variability in the results in some instances.

Schools and parents are reminded that a child's NAPLAN results provide a snapshot and should always be considered together with other school based assessments undertaken throughout the school year.

For your reference, I have attached some Frequently Asked Questions about the student reports below. More information about the National Assessment Program can be accessed at www.nap.edu.au/naplan/parent-carer-support/

If you have any questions or concerns about your child's NAPLAN results, your first step would be to discuss these with your child's teacher, who will have the best insight into your child's educational progress.

What Matters?

Congratulations to Joseph from 5/6JG for his winning entry in the *What Matters* writing competition. Last Monday evening he received his award. Thank you Miss Granziera for providing this opportunity and for attending the event on Monday evening.



Safety Outside School

Last Monday, a parent reported a child being let out of the car near the pedestrian crossing before school. We ask that parents use the Kiss and Drop or pull to the side legally to facilitate student safety.

Have a great week and happy holiday period with the children.

Mrs Leonie Black
Principal

Frequently asked questions Individual student reports

NAPLAN

July 2019

NAPLAN assesses the fundamental skills – reading, writing, spelling and numeracy – that are essential for every child to progress through school and life. Questions assess content linked to the Australian Curriculum: English and Mathematics.

Every two years, students in Years 3, 5, 7 and 9 take the NAPLAN tests and results provide parents and educators with a snapshot of how students are progressing – individually, as part of their school community, and against national standards over time. Of course, your child's teacher knows their learning best, but NAPLAN is a useful, objective check at one point in time to see how your child is performing.

When will I receive my child's NAPLAN report and what will it tell me?

If you are a parent of a student who undertook the NAPLAN tests in May this year, your child's school will provide you with an individual report of your child's results.

Parents can expect to receive their child's NAPLAN report from late August onwards, once state and territory test administration authorities have provided the NAPLAN individual student reports to schools.

You will see your child's NAPLAN results for numeracy, reading, writing, spelling, grammar and punctuation on an achievement scale.

The Years 3, 5, 7 and 9 literacy and numeracy assessment results are reported on a scale from Band 1 to Band 10. This scale represents increasing levels of knowledge, understanding and skills demonstrated in the assessments.

How is NAPLAN delivered in schools?

NAPLAN is moving online, with the aim to have all schools transition from paper to online testing by 2021. In its first year of transition in 2018, over 15 per cent of schools participated in NAPLAN Online.

In 2019 over 50 per cent of schools undertook NAPLAN Online with some connectivity issues experienced. The objective of moving NAPLAN online is to deliver a better, more precise and more engaging assessment for schools and students.

How do I read the report?

Under each rocket ship, there is a statement specifying whether your child completed each of the assessments online or on paper. This is to address instances when a school taking NAPLAN Online had to provide one or more of the assessments on paper, such as – all Year 3 students nationally who complete the writing test on paper.

In some schools, students may have taken the writing test on paper. Regardless of whether students complete the test online or on paper:

- students are assessed on the same underlying literacy and numeracy skills taught through the curriculum content
- student results will continue to be measured against the one NAPLAN assessment scale, meaning results of both formats are comparable.

As is always the case, NAPLAN gives only an indication of a student's performance on the day of testing and the results should be interpreted with care.

Only the most relevant six bands for each year level are shown on the student report. The Year 3 report shows bands 1–6, the Year 5 report shows bands 3–8, the Year 7 report shows bands 4–9, and the Year 9 report shows bands 5–10. The diagrams in the student report also show the range for the middle 60 per cent of students, the national average result and the national minimum standard for each year level. Reports in some states and territories also show the school and/or state average. The report also summarises the skills that students have typically demonstrated in the assessments at each band.

How does NAPLAN help my child?

NAPLAN provides an opportunity for students to demonstrate what they have learnt in the areas of literacy and numeracy. Individual student results show parents how their child performed in the numeracy, reading, writing, spelling, grammar and punctuation tests.

Your child's achievements are compared with achievements of all students in Australia, not just with their classmates' achievements. NAPLAN results can also help parents and students to discuss individual student progress with teachers. Because NAPLAN tracks your child's progress across Years 3, 5, 7 and 9, it also provides objective information about growth in student attainment in literacy and numeracy.

What impact will the results have on my child's future?

NAPLAN results provide important information about literacy and numeracy skills that your child is learning through their regular school curriculum. The results complement the other assessments your child does at school. They provide you and your child's teachers with an understanding of your child's achievement and progress at the time of the assessments. The information can be used to support your child to reach their full potential.

Some schools may ask for NAPLAN reports, in addition to school reports, as part of their admissions process. NAPLAN assessments are not designed to be a school admission test. However, results may be useful for informing new schools of a student's needs. If you have any concerns, ACARA encourages you to talk them over with the school.

How does NAPLAN help my school?

NAPLAN is the only national assessment that Australian children undertake. NAPLAN helps:

- teachers to better identify students who need greater challenges or extra support
- schools to identify strengths and areas of need in teaching programs
- schools to set goals in literacy and numeracy

- school systems to review programs and support offered to schools
- the community to see average school results on the *My School* website.

NAPLAN also complements other school assessments and provides nationally comparable data to help governments evaluate how education programs are working and whether students are meeting the important literacy and numeracy standards.

Who else will see the results?

Each year, test administration authorities provide schools with results for all students who sit NAPLAN. Schools are encouraged to use the results to inform their planning for improvement across the school. Individual student reports are confidential. No one outside of your local test administration authority or your school will see your child's report.

Average school results are publicly reported on *My School* (myschool.edu.au). The website is updated with the previous year's results in the first quarter of each year. *My School* also allows the community to look at aspects of each school's profile, as well as to make comparisons with schools that serve similar student populations. Your child's individual results are not available on *My School*.

What if the results are not what my child and I expected?

NAPLAN tests assess learning progress in literacy and numeracy. Students are provided with an indication of where their results are located on the common assessment scale. While NAPLAN results can be compared nationally between all students and over time, individual student experiences for any single test may differ and may affect your child's performance on the day. NAPLAN gives a snapshot of your child's performance on the days of the assessments and the results should be interpreted with care.

If you have any questions or concerns about your child's NAPLAN results, you should discuss these with your child's teacher, who will have the best insight into your child's educational progress.

To find out more about NAPLAN and/or the move online, visit www.nap.edu.au

FROM THE DEPUTY PRINCIPAL

Assembly this Thursday 26 September

Due to the inclement weather last week, our Week 9 afternoon assembly was postponed. Parents are cordially invited to attend the assembly this week, Thursday 26 September, commencing at 2:05pm under the COLA. The training band and mini choir will be performing.

Principal's Morning Tea – Bronze Award Recipients

Term 3 Bronze Award winners and their parents, have been invited to attend this special morning tea and presentation in the school hall this Tuesday 24 September at 10:55am. Please note the venue change.

Principal's Morning Tea – Bronze Medallion Recipients

Term 3 Bronze Medallion winners have been invited to attend a special morning tea with Mrs Black, this Wednesday 25 September, at 10:55am. This event is for students and will be held in Mrs Black's office.

'Code Breaking' with Students from 1M

What a pleasure it has been to engage in the explicit teaching of reading with students from 1M over the past two weeks. The students considered what makes highly effective readers and considered how to measure their own success as reading 'code breakers' against self-nominated criteria.



'High Potential and Gifted' (HPG) classes in 2020

The NSW Department of Education recognises that high potential and gifted students require support to optimise their growth and achievement. Professor François Gagné suggests that potential exists along a continuum, where, given optimal conditions, high potential can lead to high performance and achievement. Gagné outlines that students may exhibit potential in one or more domains including intellectual, creative, social-emotional, and physical.

At John Purchase Public School, we offer a rich and varied educational program, combining academic, cultural and social opportunities, designed to assist each student fully develop his or her skills, in a happy and supportive classroom environment. We believe that high potential and gifted students benefit from:

- an opportunity to learn with their like-ability peers;
- an opportunity to experience a rigorous and challenging curriculum;
- experiencing high cognitive tasks and
- being supported in their special interests and talents.

All John Purchase Public School staff are committed to providing an outstanding education. Learning programs are based on NSW syllabuses. However, the content of our special programs within the High Potential and Gifted classes are further differentiated to the needs of these students.

High potential and gifted students do benefit from participating in learning that is rigorous and incorporates extension and enrichment activities. These activities allow students to extend basic concepts and to connect their personal interests within a differentiated curriculum. In 2020, we plan to provide High Potential and Gifted classes at our school. The quantity and structure of the classes will be dependent on student numbers in Stages 2 and 3, as well as staff available next year.

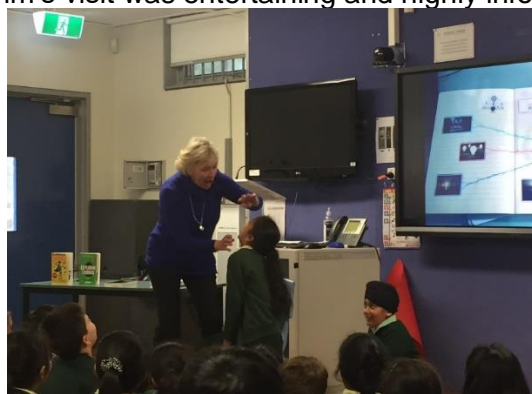
If your child will be entering Years 3, 4, 5 or 6 in 2020 and you would like him or her to be considered for a HPG class placement, he/she must participate in the assessment program at our school, commencing over two weeks from Monday 18 November 2019.

Application forms, will be emailed to all parents with children in Years 2 to 5 this week. Forms will also be available from the school office. All candidates who have submitted their applications by the due date, will be tested over two weeks, commencing 18/11/19.

Please complete the application form and return it to the school office by **3pm Tuesday 5 November, 2019**. No late applications will be accepted. Students currently enrolled in 3/4W, 4/5B or 5/6JG, do not need to re-apply.

Author Visit

Last week, children's author, Tim Harris, visited JPPS. Students in Years 3-6 were thoroughly engaged in Tim's presentation. His passion for reading quality literature to students shone through, as he reminisced about his own childhood experiences and the profound influence his teacher, in Year 4, had on his career. As a highly successful children's author, Tim was able to explain, first-hand, just how time-consuming, yet so important, self-editing is in the production of a quality literary text. Thank you for coordinating the day for Stages 2 and 3, Mrs Wilson. Tim's visit was entertaining and highly informative.



Our School Expectations

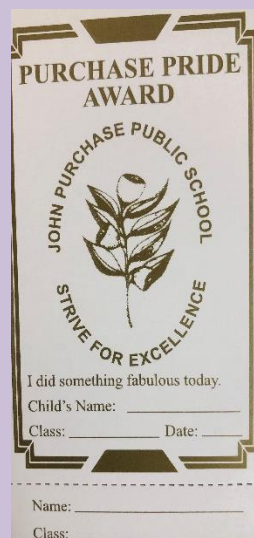


This week's expectation is:

Responsibility: Care for school property and the environment.

Congratulations to the students who have demonstrated our school expectations of **RESPECT**, **RESPONSIBILITY** or who have tried to **ASPIRE**.

Purchase Pride Badge (10 Purchase Prides)



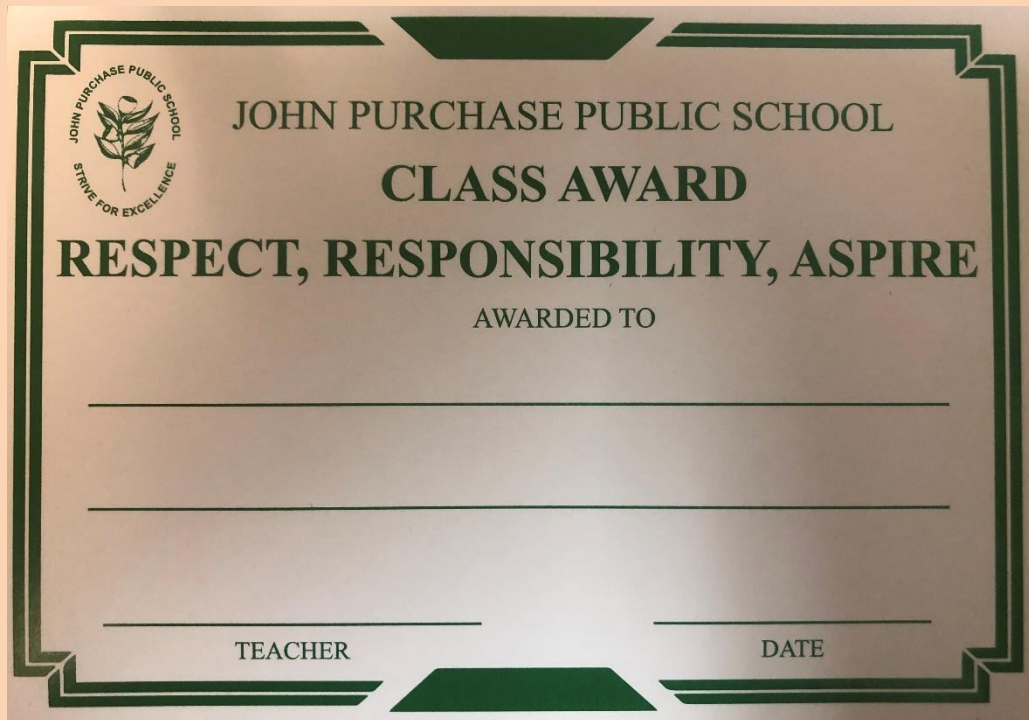
When students receive ten Purchase Pride awards (pictured above), these should be left in Mrs King's 'award shelf' in the administration corridor. The ten awards need to be bundled together and **clearly labelled** with the student's name and current class.

Purchase Pride cards have a tear off strip. This strip may be removed by the recipient and placed in the appropriate stage box outside Mrs King's office, to go in the lucky dip draw for a canteen voucher. This draw is usually held at the Monday morning assembly.

Students will be presented with their Purchase Pride badge at the **Week 1 Monday morning assembly next term. Congratulations to the following recipients:**

Aadi N 1S, Carter M KH, Daniel 4N, Adora 3/4W, Theo E KF, Dominic 1A, Oscar E 2B

What do I do with my Class Awards?



When a student has received ten green/white class awards (pictured above), they should be handed in to Mrs King's 'award shelf' in the administration corridor. The ten class awards need to be bundled together and **clearly labelled** with the student's name, current class and award level reached:

10 Class Awards = Bronze 20 = Silver 30 = Gold 40 = Bronze Medallion 50 = Silver Medallion 60 = Gold Medallion 75 = Platinum Medallion and Principal for the Day!

A clear, snap lock bag is ideal for this purpose!

With the exception of Bronze Awards (which are published at the end of the term and presented at a Principal's morning tea for students and parents), all awards received by 9am on Friday mornings, are 'stamped' and published in the next school newsletter, which is usually on the following Monday. At this time, I indicate when these awards will be presented at the Thursday afternoon whole school assembly.

Students need to be responsible for their own awards, as replacements are not issued.

Bronze Award (10 Class Awards)

Please note that these awards are presented once per term. Bronze Awardees and their parents have been invited to attend the Principal's Morning Tea, tomorrow, **Tuesday 24 September** (Week 10). Congratulations to these students:

Sonali D 3/4W, Emily S 1M, Ashleigh W 3M, Kyle H 2D, Zoe C 2N, Samuel M 2B, Andy F 1M, Hannah L 2D, Mahee B 2N, Emma M 2D, Tyson G 2B, Benjamin S 6W, Hongbo W 2C, Jackson G 1M, Ayaan D 3B, Anya T 1M

Silver Award (20 Class Awards)

Please note that these awards will be presented at the **Week 10** Thursday afternoon assembly this week. Congratulations to:

Ashlee C 6G

Kindergarten 2020 Orientation Program

Do you know any local families with preschool aged children about to commence school? Please let them know that we are currently preparing a wonderful orientation program for students commencing Kindergarten in 2020. We strongly encourage attendance at all 3 orientation sessions to best prepare for a positive start to school next year. Please share these session dates and times with families in our school area:

Kindergarten 2020 Orientation Session 1 – Tuesday 22 October 9:15am – 10:30am

Kindergarten 2020 Orientation Session 2 – Tuesday 29 October 9:15am – 10:30am

Kindergarten 2020 Orientation Session 3 – Tuesday 12 November 9:15am – 10:30am

Please call the school on 9875 3100, if you require further information regarding Kindergarten enrolments.

Mrs Adela King

Deputy Principal

FROM THE TEACHERS**TERM 4 TALENT SHOWCASE & AUDITIONS 2019**

Calling all students from **Year 1 to Year 6!** Start rehearsing! The search is on again for acts to perform in our annual Talent Showcase. Acts can include singing, dance, instrumental, poetry, martial arts, jokes or skits. The aim of this event is to highlight student talent, with a focus on participant enjoyment and audience entertainment, in a fixed timeframe.

Requirements for entrants:

- All **dance** items must be no longer than **2 minutes**.
- Music must be on a USB device and cut to the length of the performance. (No phone music please.)
- All other items must be no longer than **3 minutes**.
- Costumes and music are to be provided by the entrants.
- A piano, music stand and microphone are available for students to use in the hall.

Students wishing to audition for the Talent Showcase must have completed the following:

- Signed parent/carer permission note
- Audition entries must be received in the Talent Showcase Entry Box, located in the school office, by **Friday 1st November 2019**. **No late entries will be accepted.**

Term 4 Timeframe and Selections: Auditions will take place during lunch times in Weeks 4, 5, 6 and 7. Entrants will be notified of their audition time in writing and all information will be placed on the Student Noticeboard outside 4/5B classroom. All acts will be judged by members of the teaching staff. Acts will be judged primarily on **entertainment value**, and will need to be well-rehearsed. Entrants who pass the auditions, will be in the Talent Showcase that will take place on **Monday 16 December**, in the school hall. These students will be required to perform for the K-6 student audience three times on this day. The **Parent Viewing Showcase** will be held on **Tuesday 17 December** in the school hall at 9:10am.

Special Conditions: Students may enter only once (unless their entire class has nominated an item, which sometimes occurs). As there are usually many entrants, we do need to enforce this restriction, in order to allow as many people to perform, as possible. We appreciate all the effort that students put into the auditions, however, there are limited places. Judging criteria will largely be based upon audience engagement. The judges' decisions are final, and no correspondence will be entered into. For further information, please contact Mrs Mugridge.

Make-a-Wish upon a Star Day

Thursday 26th September will be our fund raising day for the Make-a-Wish charity. Students may come to school dressed as their favourite hero/star.

Please bring a gold coin donation if wearing mufti. Shoes need to be enclosed.

Thank you in anticipation of your support.

J. Mugridge

Coordinating Teacher

Sports Report**Stage 2 and 3 Girls Cricket Clinic**

The girls' cricket clinic was on Friday in the first session. Coaches from West Pennant Hills Cricket Club taught us some fun cricket drills where you had to work as a team. So, we went through four fun activities. The first one worked on our bowling in a tip game. If someone got tipped, you'd high five them after you did a bowling action! The tippers worked as a team and so did the runners.

The second game was two teams, throwing cricket balls at bigger balls, trying to get the bigger balls to the other teams' line. It taught us some throwing skills! The third game was to practise on our batting skills. Every bat we got a certain amount of points depending on how far we hit the ball. The last drill helped us with throwing as we tried throwing a ball at stumps after doing a challenge like throwing a ball from one hand to the other first.

I'm sure most of the girls learnt a lot and had a great amount of fun. Thank you WPHCC! I for one had a lot of fun and learnt a lot. It was a great opportunity to have.

Amelia S – Year 6

On Friday we participated in a girls' cricket program. We all loved going to each activity where the coaches were fun and nice and explained everything very clearly. We went through four activities and they all helped to improve our throwing, batting, bowling and catching skills. My favourite activity was the last one where there were relays with different warm-ups and then we had the opportunity to throw the ball to the stumps. I liked it because it was great to work in teams and run a lot.

Some of the other activities included tip with bowling actions, focusing on over-arm throwing to hit larger balls, then batting and fielding to get points. I really liked improving my batting skills and overall it was an amazing experience. Thank you WPHCC for letting us learn all these great new skills.

Bronte C – Year 6



All girls in Stage 2 and 3 thoroughly enjoyed participating in the cricket clinic organised by WPHCC. It was great to have some of the experience coaches from WPHCC and Sydney Sixes to work with our girls.

Jess McDonald .
Sports Coordinator

A Message for Parents about School Lunches

We kindly request that you do not send in any tinned items as part of your child's lunch. The ring-pull top can be quite difficult for students to remove, and the sharp rim can become dangerous. If you would like to send tinned food items in for your child's lunch, please tip this into another container before sending to school. We recommend using easy-to-open containers that the children are able to open and close independently. Thank you in advance.

The Kindergarten Teachers

Kind Regards,

Laura Feeney

Relieving Assistant Principal



Talk with your children about bystanders

Bullying involves more than the students who are bullied and those who bully others. Bullying often continues because people who are involved do not talk about it and seek help. This includes people who observe bullying – the bystanders. A bystander is someone who sees the bullying or knows that it is happening to someone else.

Bystanders might be afraid that they will be bullied next, and this may influence their decision about what they will do if they see bullying happening. There are different types of bystanders and in this model, they are described as:

Contributors – This group offer support to the person bullying, either by helping the person to bully the other person or by encouraging the person bullying. This group might gather to watch the incident (sometimes from concern for the person being bullied, sometimes to see what will happen, and sometimes for enjoyment).

Supporters – This group dislikes the bullying, is concerned for the person being bullied and actively tries to help the person being bullied.

What can bystanders do?

If students see another student being bullied they should:

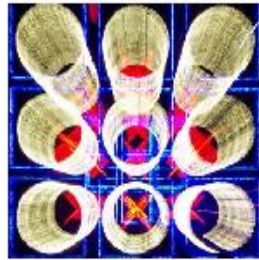
- Ask a teacher or support person for help
- Let the person doing the bullying know that what they are doing is bullying
- Refuse to join in with the bullying and walk away
- Support the student who is being bullied
- Support their friends and protect them from bullying (children who are alone are more likely to be the target of bullying, so encourage your children to be aware of children who are left out or on their own at school).

Leonie Cole

Learning and Support Teacher

STEAM Team - Moving Art -2019

This year STEAM TEAM is exploring ways to combine art and science in response to Vivid and artworks at Sydney Contemporary Art Gallery of NSW.



Taken from: Vivid 2012 - Flickr - Creative Commons - Public Domain

Students will be developing their projects from the beginning of Term 2 to Term 4 at JPPS.

On Thursday 2th October, parents are invited to see students' artworks from 4.30 pm to 5.30 pm in the annex.

STEAM TEAM Committee:

Miss Nelson, Mrs McDonald & Mrs Martinez

Ethics classes at John Purchase Public School

Dear Parents and Carers,

Could you be an ethics teacher for [John Purchase Public School](#)?

We are seeking volunteers so that we can provide ethics classes for all the families who have requested it for their children.

Ethics teachers receive full training by Primary Ethics, the not-for-profit organization approved to design curriculum and training for the ethics program. Training consists of a two-day workshop and short online modules. Lesson materials are provided. Suitable volunteers have an interest in children's education and development of critical thinking skills and must be available at **11:30am or 12:00/ Tuesdays** each week.

In ethics classes, children learn how to think logically, disagree respectfully and support their arguments with evidence, rather than act according to blind habit or peer pressure.

Children discuss topic such as:

- imagining how others feel
- how do we treat living things?
- what is laziness?
- how do we disagree in a respectful way?
- fairness

If you are looking for an opportunity to make a valuable contribution to our school, please visit www.primaryethics.com.au <and/or> contact [Ethics Coordinator-Caroline John](#) and carolinerjohn@gmail.com.



Dear Parents and Carers,
The JPPS staff have a knitting basket in the staff room that allows us to practise relaxation techniques during recess and lunch. We have all been contributing to create a blanket for charity.

If you have any spare wool and would like to donate it, please bring it to the front office.

We are using 8mm acrylic wool, but are open to using any wool you wish to gift!
From the JPPS Staff.

FROM THE BAND**JPPS Band Program 2020**

Did you know that every time musicians pick up their instruments, there are fireworks going off all over their brain? Through the use of medical imaging neuroscientists have found that playing music is the brain's equivalent of a full-body workout - it engages practically every area of the brain at once, especially the visual, auditory, and motor cortices.

Research has shown that learning to play a musical instrument has significant effects on a child's brain development, improving cognitive ability, problem solving and memory, focus and concentration, literacy and numeracy skills, executive functioning, emotional processing and regulation, mental health and well-being. In addition to these benefits, playing in a band fosters teamwork, respect, self-esteem and confidence, discipline and a sense of community. And to top it off, music is a creative outlet that is loads of FUN! Why is this important? Because the JPPS Band is looking for new members for 2020.

The JPPS Band Program currently has two bands - Training band for those with little or no musical experience, and Concert Band for those who have either completed one year of Training Band or have had some previous band experience outside of JPPS. The Band Program is open to students from Year 3 to Year 6.

Over the coming weeks, current band members are speaking at Friday morning assembly, sharing their experiences and encouraging other to join. In Term 4, students in Year 2 and interested students in Year 3/4/5 will have the opportunity at school to try out various wind/brass/percussion instruments. We will send home a note informing you of your child's preferences. The following week the Band Committee will hold their annual Band Information Evening for parents. Enrolments for the Band Programme 2020 will open in Term 4, Week 3.

We are also taking expressions of interest for string players who have at least 12 months of lessons and would be interested in joining a string ensemble.

For further information, or if you have any questions, please get in touch with the JPPS Band Committee at jppsbandcommittee@gmail.com

Band Information Evening

Term 4 - Week 3

Wednesday, 30th October

5.30pm – 6.30pm: Instrument trial session

6.30pm – 7.30pm: Information session

Hall Annexe



Communicable Diseases Factsheet

Chickenpox and Shingles

Chickenpox is a common viral infection that can reappear later in life as shingles. Vaccination is recommended for all infants and non immune adults.

Last updated: 08 April 2018

What is chickenpox?

- Chickenpox is a viral illness caused by the herpes zoster virus (also known as the Varicella-Zoster virus)
- In children it usually causes a relatively mild illness.
- Chickenpox in adults and immunosuppressed people can be severe.
- Infection in pregnancy can cause foetal malformations, skin scarring, and other problems in the baby.
- Before routine vaccination began in November 2005, chickenpox was a very common illness. The incidence of chickenpox appears to have decreased as more people receive the vaccine.

What are the symptoms?

- Chickenpox (varicella) begins with a sudden onset of slight fever, runny nose, feeling generally unwell and a skin rash.
- The rash usually begins as small lumps that turn into blisters and then scabs.
- The rash appears over three to four days. At any one time, the lesions of the rash vary in stages of development.
- Symptoms usually occur two weeks after exposure to the virus.
- Most people recover without complications, but sometimes the infection can lead to serious complications, such as pneumonia and inflammation of the brain. Rarely, the infection can be fatal.
- Persons who are previously vaccinated can still get chickenpox. If chickenpox occurs in a vaccinated person it is usually mild and less contagious than in an unvaccinated person.

How is it spread?

- Early in the illness, the virus is spread by coughing.
- Later in the illness, the virus is spread by direct contact with the fluid in the blisters.
- The infection is highly contagious to people who have never had chickenpox or who have not been vaccinated.
- People are infectious from one or two days before the rash appears (that is, during the runny nose phase) and up to five days after (when the blisters have formed crusts or scabs)
- Chickenpox infection triggers an immune response and people rarely get chickenpox twice.

Who is at risk?

- Anyone who has not had chickenpox or been vaccinated in the past can get chickenpox.
- People with a past history of chickenpox are likely to be immune to the virus. Even adults with no history of chickenpox have a chance of being immune (because of past infection that was mild). Doctors sometimes perform a blood test to see if these people need a vaccination.

How is it prevented?

- A free varicella containing vaccine (MMRV) is now recommended for all children at 18 months of age.
- The Varicella vaccine is recommended for all non-immune adolescents (>14 years) and adults. This involves two doses, at least 1 month apart. It is especially recommended for people at high risk, for example, health care workers, people living with or working with small children, women planning a pregnancy, and household contact of persons who are immunosuppressed.
- People with chickenpox should avoid others (and not attend childcare or school) until at least five days after onset of the rash and all the blisters have dried.
- People with chickenpox should cover the nose and mouth when coughing or sneezing, dispose of soiled tissues, wash their hands well and not share eating utensils, food or drinking cups.
- Pregnant women should avoid anyone with chickenpox or shingles and should see their doctor if they have been around someone with these illnesses.
- Children with an immune deficiency (for example, leukaemia) or who are receiving chemotherapy should avoid anyone with chickenpox or shingles as the infection can be especially severe.

How is it diagnosed?

Most cases can be diagnosed based on the symptoms and by appearance of the rash. Sometimes the diagnosis is confirmed by testing samples taken from the rash or from blood.

What is Shingles?

- Shingles is caused by the reactivation of the virus that causes chickenpox, usually in adulthood and many years after the initial chickenpox illness.
- The illness is characterised by a painful chickenpox-like rash on a small area of skin, usually on one side of the body.
- Pain and tingling associated with the rash may persist for weeks or months after the rash has cleared. This is called post-herpetic neuralgia.
- The virus can be spread by direct contact with the skin rash of infected people. This causes chickenpox in people who are not immune.
- Shingles develops more commonly in people who are immunosuppressed.

How are shingles and chickenpox treated?

Shingles can be treated with special antiviral drugs such as acyclovir. Your general practitioner can advise on ways to minimise the discomfort associated with the symptoms of infection.

Chickenpox infection usually resolves without treatment.

What is the public health response?

Chickenpox is not currently notifiable in NSW but the incidence is monitored through the number of patients attending emergency departments and the number of patients who are hospitalised with chickenpox or shingles.

- Varicella vaccine protects against chickenpox, even if given up to five days after exposure.
- Short-term immunisation with varicella-zoster immunoglobulin (VZIG) - which is made from antibodies in donated blood - can prevent illness in people at high risk of complications. This needs to be given within 96 hours of exposure to the virus to be effective. People at high risk of complications following exposure include pregnant women who have not had chickenpox and who have not been immunised, newborn babies, and some immunosuppressed patients.

For further information please call your local Public Health Unit on 1300 066 055 or visit the New South Wales Health website www.health.nsw.gov.au

FROM THE COMMUNITY



Code something awesome these school holidays.

School Holiday Camps Now On Sale @ John Purchase PS



BRAND NEW & RETURNING COURSES

Learn digital creator skills:

- App Making Madness
- Roblox: Racecars
- Minecraft Youtuber Star
- Minecraft Modding: Superheroes



Minecraft • Roblox • Youtube
Over 3,100 kids ❤️ our programs

Visit our website to find out dates and register:

CodeSpace Camps



www.codespace.education
(02) 8806 3750

**SCHOOL HOLIDAY
OCTOBER
EVENTS**



HOLIDAY STORYTIME

Join us for stories, songs, craft and refreshments.

Pennant Hills Library
Wednesday 2 October, 10am-11am

Hornsby Library
Thursday 3 October, 10am-11am

Berowra Library
Friday 4 October, 10.30am-11.30am

Cost: All ages. Children 7 and under must be accompanied by an adult.

Cost: \$2 per child for children 10 months and over. Payment at the door. Free for adults accompanying children.

Bookings: No bookings required.



BRONWYN VAUGHAN'S TURBANS, TIES AND TURKISH SLIPPERS

Welcome to the French Salon of Madam Bon Bon. Here, with panache, Madam creates clothes, hats, and shoes fit for an empress, a queen, a queen. Stories are told with beautiful props, puppets, sets, costumes and musical instruments

Hornsby Library
Monday 30 September, 2pm-3pm

Cost: \$7. Children 7 and under must be accompanied by an adult.

Cost: \$10.00 per person.

Bookings: Bookings essential.

Book online at hornsby.nsw.gov.au/library



NITRO-TASTIC SCIENCE SHOW

A theatrical, educational and interactive science show featuring many liquid nitrogen demonstrations.

Pennant Hills Community Centre
Tuesday 9 October, 10.30am-11.30am

Berowra Community Centre
Tuesday 8 October, 2.30pm-3.30pm

Cost: \$12. Children 7 and under must be accompanied by an adult.

Cost: \$10.00 per child.

Bookings: Bookings essential.

Book online at hornsby.nsw.gov.au/library



CRAZY DINOSAUR WORKSHOP

An extremely interactive workshop where children investigate real fossils, a woolly mammoth, a ferocious tiger skull, a woolly mammoth, woolly rhino horn and a sabre-tooth tiger skull. Play dough and kinetic sand are also used throughout the session. Each child will receive a real fossilised shark tooth to take home.

Hornsby Library
Wednesday 9 October, 2.30pm-3.30pm

Cost: \$10.00 per child.

Bookings: Bookings essential.

Book online at hornsby.nsw.gov.au/library



SUPERHERO TRAINING WORKSHOP

Would you like to be a superhero when you grow up? Now is your chance to learn the basics and train with some of your favourite heroes!

Pennant Hills Community Centre
Wednesday 9 October, 10.30am-11.30am

Berowra Library
Thursday 10 October, 10.30am-11.30am

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Bookings: Bookings essential.

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For booking details and further information on these events and more events in your library visit hornsby.nsw.gov.au/library

FOR COUNCIL EVENTS AND LOCAL NEWS JOIN US:



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

**SCHOOL HOLIDAY
OCTOBER
EVENTS**



(Affiliated with HKHDCCA)
Coaches' Association
in partnership with
Northern District Cricket Club (NDCC)
**School Holiday Cricket Clinics
October 2019**



Mark Taylor Oval
Waitara & Park Ave, Waitara
Wed 2nd & Thu 3rd Oct
8.30 am to 2.00 pm

George Thornton Reserve
View St, West Pennant Hills
Tue 8th & Wed 9th Oct
8.30 am to 2.00 pm



The fun is back this summer, with the Coaches' Association holding its ever popular school holiday clinics for junior cricketers. We cater for boys & girls (6-14 years), and all ability levels, from beginners to representative players. At each clinic, you can expect:

- Fun games and activities
- Small groups
- Skill development
- Individual video analysis
- A certificate and prizes at the end of each clinic



Registration includes a shirt and cap, and we provide all equipment for those who don't bring their own. We provide a fantastic opportunity to learn new skills in a fun environment, run by leading coaches with Cricket Australia Level 3, 2 or 1 accreditation.

REGISTRATION IS ONLY \$120 per clinic, or \$170 for two clinics.

(Discounts are available for players who have attended previously, or for one or more siblings)

REGISTER HERE- <http://bit.ly/CA-rego-Oct-19>

Enquiries:

Josh Miller - HKHDCCA Secretary | josh.673@hotmail.com | 0434 820 806
Bruce Wood - HKHDCCA President | bwwood@optusnet.com.au | 0412 688 629



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Hornsby Library
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Hornsby Library
Monday 30 September, 7pm-9pm

Ages: 5-7. Children 7 and under must be accompanied by an adult.
Cost: \$10.00 per person.
Bookings: Bookings essential.
Book online at hornsby.nsw.gov.au/library



CRAZY DINOSAUR WORKSHOP

An extremely interactive workshop where children investigate real fossils, a woolly mammoth, a real dinosaur, a woolly rhino horn and a sabre-tooth tiger skull. Play dough and kinetic sand are also used throughout the session. Each child will receive a real fossilised shark tooth to take home.

Hornsby Library
Wednesday 9 October, 2.30pm-3.30pm

Ages: 7-12. Children 7 and under must be accompanied by an adult.
Cost: \$10.00 per child.
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FOR COUNCIL EVENTS AND LOCAL NEWS JOIN US:



HORNSBY GIRLS HIGH SCHOOL

Hornsby Girls High School would like to invite Year 5 students and their Parents/Caregivers to our
Open Day on Wednesday 16 October 9am – 11am

The morning activities include the Principal's address, tours of the school, performances by the school band and information regarding extra-curricular programs.

Hornsby Girls High School is a Selective High School.
Enrolment enquiries should be directed to the Selective Schools Unit:
<https://education.nsw.gov.au/selective-high-schools-and-opportunity-classes>

Hornsby Girls High School Edgeworth David Avenue, Hornsby 02 9476 5711



NORMANHURST BOYS HIGH SCHOOL

Fostering excellence in young men through holistic education



Open Day for Prospective Students, Year 7 2021
Thursday 26 September, 2019, 9:30 am to 11:00 am

On the day, there will be a Principal's Address and free school tours.

For further information, please visit our website from September 1.

Address: 54-72 Pennant Hills Road, Normanhurst, NSW 2076 (Pedestrian entrance from Denman Parade/Fraser Road)
Phone: +61 2 94891077 **Fax:** +61 2 94895722
Web: www.normanhurstboys.nsw.edu.au
Email: office@normanhurstboys.nsw.edu.au