

# John Purchase Public School

## Advance Together: Strive for Excellence



9875 3100

[johnpurch-p.school@det.nsw.edu.au](mailto:johnpurch-p.school@det.nsw.edu.au)[www.johnpurch-p.schools.nsw.gov.au](http://www.johnpurch-p.schools.nsw.gov.au)

The calendar will be updated once learning from home is discontinued

### FROM THE PRINCIPAL

#### A NEW LOOK FOR THE NEWSLETTER




Over the next few weeks you will notice a new platform for our school newsletter, which is attractive and user friendly. It provides some additional features, such as a translation function. This will allow our weekly newsletter to be translated into many different languages at the click of a button, which will make our newsletter more accessible

#### WEBSITE UPDATE


Last week the *Learning from Home* section of our website was updated to include helpful links to a range of useful resources. These links can be found below the learning plans.

**COVID SUPPORT RESOURCES**




The following resources have been put together to support students/parents & carers who are learning remotely.

- [\*\*NSW Department of Education Advice to Parents\*\*](#) 


This is a great resource to support your child's learning from home.



- [\*\*Learning from Home for Parents & Carers\*\*](#) 

**Cyber Safe Resources**

- [\*\*Cyber Safe Families\*\*](#) 
- [\*\*Technology & wellbeing\*\*](#) 
- [\*\*Digital citizenship\*\*](#) 

**E-Safety Material**

Advice regarding COVID-19 can be found on the [\*\*esafety.gov.au\*\*](https://esafety.gov.au)  website.

- [\*\*Parent Support Page\*\*](#) 
- [\*\*Online Safety Advice Booklet\*\*](#) 

**ADDITIONAL RESOURCES**

- [\*\*Digital Devices and Online Services Procedures\*\*](#)
- [\*\*DoE Remote Learning Guidelines\*\*](#)
- [\*\*DoE Learning Environment Checklist\*\*](#)
- [\*\*DoE Activities 'Things to Try'\*\*](#)

**COVID RESTRICTIONS UPDATE**

While we were hopeful that students would be returning to school sooner rather than later, it became clear after the Premier's announcement last week that the lockdown will continue for some time. Therefore the current restrictions at this stage remain in place for primary school students until 28 August.

All families are reminded that there is minimal supervision on site at our school for those students who cannot be educated at home, for example if their parent or carer is an essential worker. All students and families will be supported with **learning from home** materials and resources.

If you are working from home, and your child can be educated from home, please keep them at home.

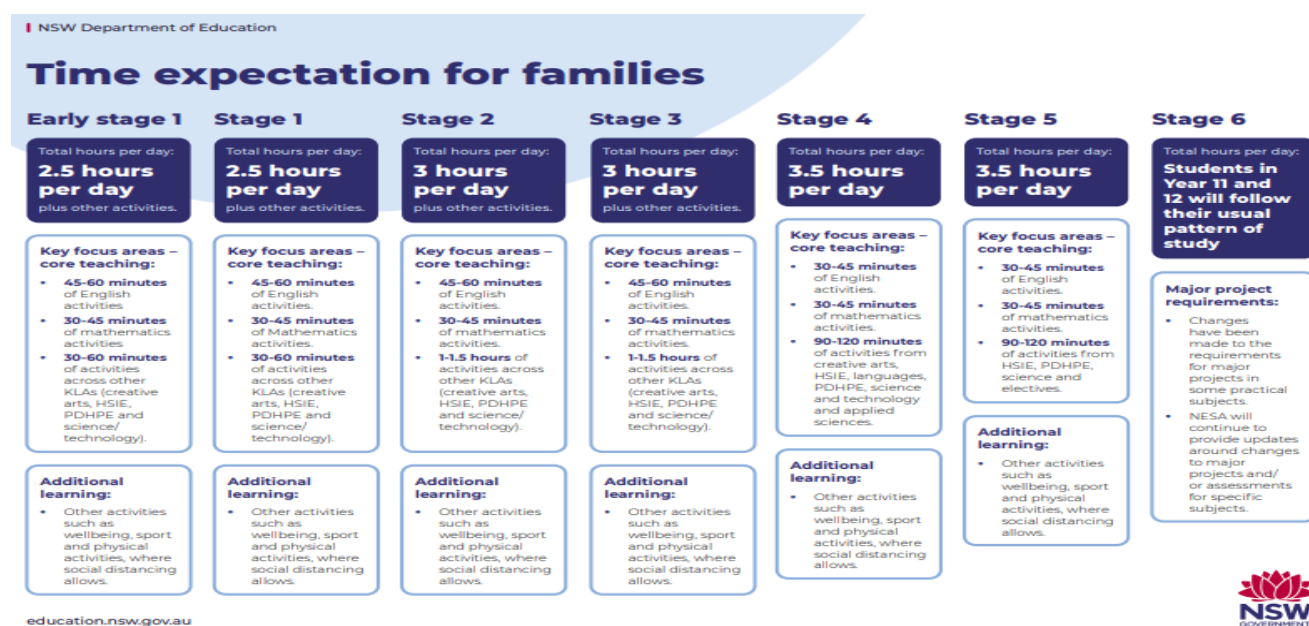
I want to thank all the families who have continued to support our community by keeping their children at home to minimise movement in the community. Please do not hesitate to get in touch with your child's teacher/s to discuss any additional needs for your child or family to support you to continue learning from home.

We appreciate your ongoing support and will continue to engage our students with quality learning and wellbeing experiences.

## EXPECTATIONS FOR LEARNING FROM HOME

How much time should children be spending engaged with their schoolwork during lockdown? Please note that if your child is not able to complete all set work, the teachers will understand. We do not want to add additional burden on our families and children at this time.

This advice from DoE shows that the ideal amount of time for primary school students ranges from 2.5 hours to 3 hours, depending on their stage. This is the suggested amount of time, but this is not by any means, a requirement



The reduced times acknowledge a number of considerations such as: parents balancing the time they spend supporting their children's learning with their own work commitments, household duties, every day obstacles, care of younger children, the need to share devices at different times of the day and many other challenges. Of course, the students' work can be uploaded at a time during the day or night that is most convenient for our families, and we understand if students do not complete all of the activities.

I would once again like to thank the teachers and stage/ grade leaders for the exceptional learning plans and for the feedback they have been providing to the student

## IMPROVING IN VOCABULARY

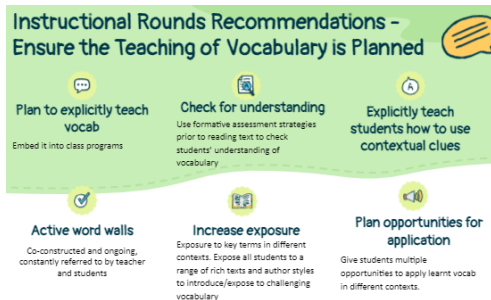
In a newsletter last term, I had mentioned that the amount of reading a student does and the more exposure to more complex words they have in their everyday lives, the more sophisticated their own vocabulary can become, and this then facilitates stronger inferential reading skills.

I had also mentioned some different ways to encourage children's vocabulary development at home, such as sharing the joy of finding new words as you read books together and modelling the use of more complex vocabulary in your conversations.

At school we have been improving our instruction in the area of vocabulary. Last year, the Year 3 and Year 5 students were assessed in reading comprehension and the assessments showed that children's vocabulary was not as strong as other aspects of their reading comprehension.

Therefore, this has become an area in reading that we are focusing on.

The teachers participated in training...



and have worked together to subsequently plan explicit vocabulary lessons.

### Stage Two

**Whose Peaches? pp 12-13**

- How did the peach tree grow in the yard?
- When can the girl eat the peaches?
- What does 'pesky' mean? How do you know?
- What are two synonyms for 'dangles' that you could replace the word with in that sentence?
- Why does she go to sleep with a smile on her face?

### Stage One

**4 Answering inferential questions**  
Sentence level

**WALT: answer vocabulary focused inferential questions**  
Do this at a sentence level

**Teacher:**  
Read the book *Lost and Found* by Oliver Jeffers

**Define the word SYNONYMS -**  
Synonyms are words that are similar to another word or have a related meaning

**Looking at how we make inferences using vocabulary**

**NORMA**

**"The boy found a penguin at his door"**  
Teacher: What did the boy discover at the door?  
Students: Brainstorm different words that means the same as 'found' (come across, running to, come up again, bump into)  
Teacher: Discuss and share if students have ever found anything and how did they feel?

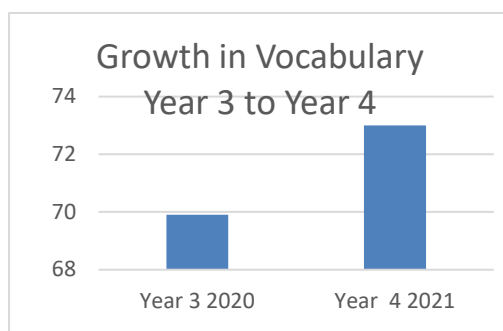
**"The penguin looked sad and the boy thought it must be lost"**  
Teacher: Why is the penguin *sad*?  
Students: Explain reasons that convey such emotion (unhappy, down, sorrowful, miserable)  
Teacher: Ask students if they have ever lost anything and how they felt? (try to up level their vocabulary from sad)

**"But they ignored him"**  
Teacher: How is the character being *disappointed*?  
Students: Share information found in the text that states such action (unnoticed, left alone, forgotten, overlooked)  
Teacher: Ask students if they have ever been ignored and how they felt? How did they solve it?

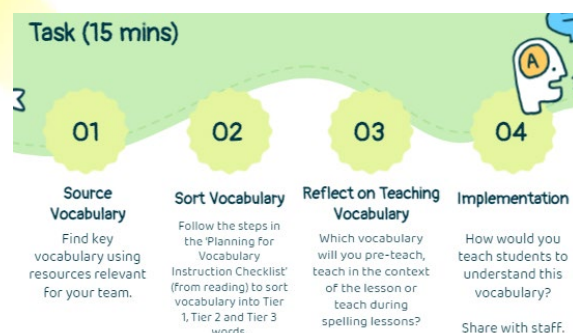
**"That night, the boy couldn't sleep for disappointment"**  
Teacher: Why was the boy feeling *disappointed* at night?  
Students: Identify and explain emotions that the character may have been experienced (dismay, despondent, discouraged, dejected, demoralised)  
Teacher: Ask students if they had ever had trouble sleeping and why?

**Vocabulary Words**  
disappointed, despondent, discouraged, dejected, demoralised, dismay, ignored, unnoticed, left alone, forgotten, overlooked, sad, sorrowful, miserable, found, discovered, searched, sweet, disappointed

It's early days but we have been pleased with the students' subsequent results three terms later...



### SPOTLIGHT ON YEAR ONE

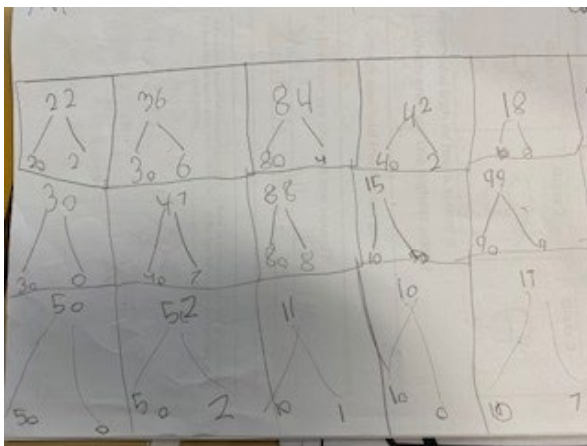




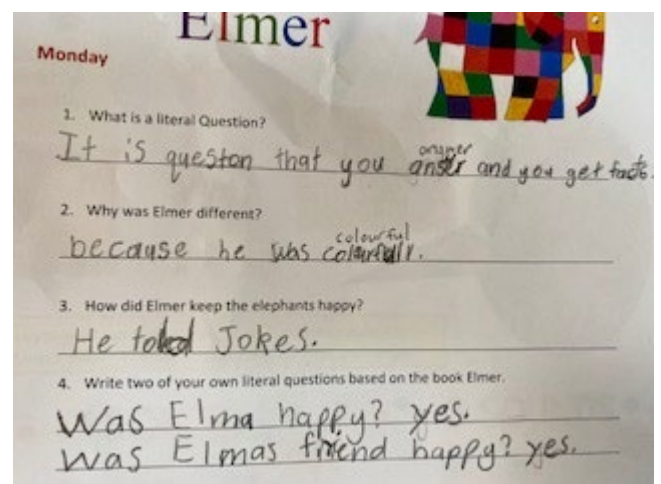
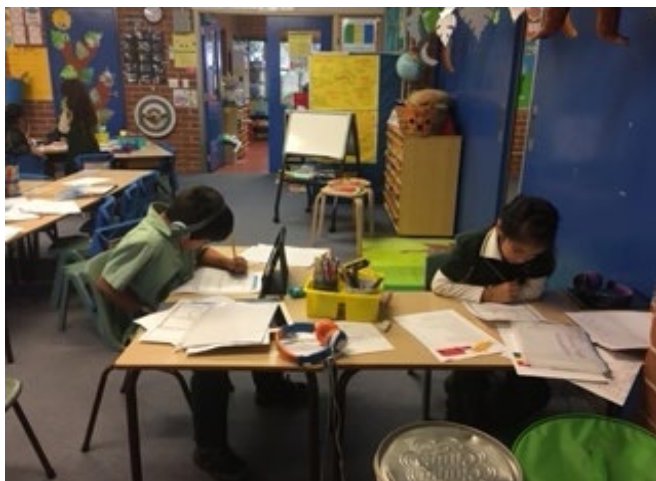
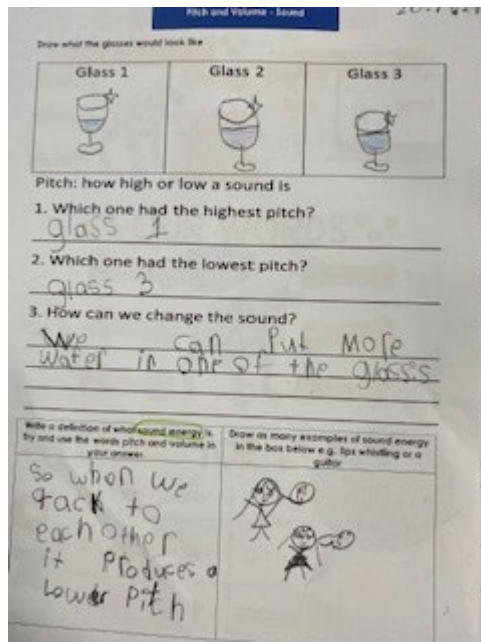
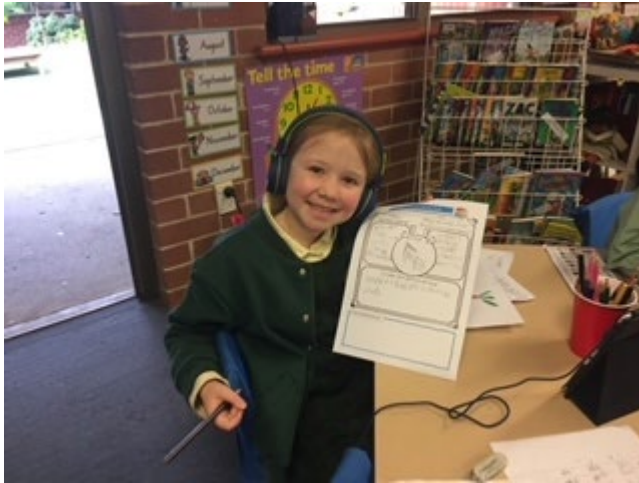
## YEAR ONE LEARNING AT SCHOOL

The children in Year 1 have been learning to:

- write information reports
- use the partitioning strategy to add and subtract numbers
- understand the difference between literal and inferential comprehension questions
- understand how volume and pitch can change
- set learning goals



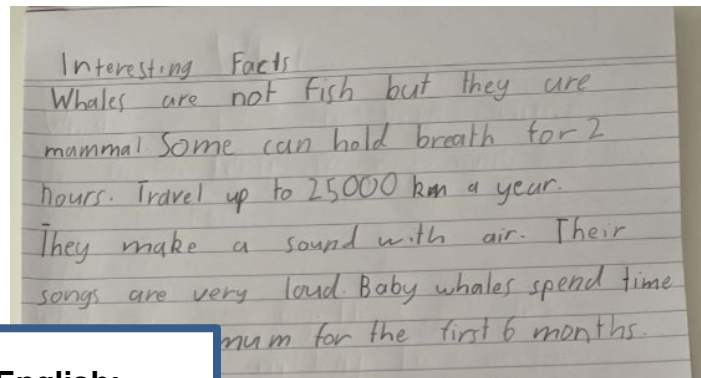
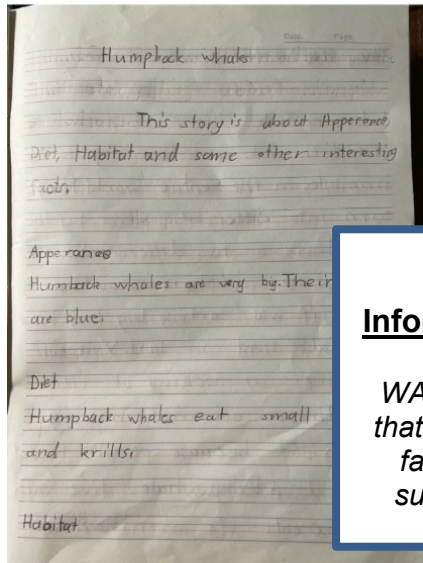
<p><b>Appearance</b></p> <ul style="list-style-type: none"> <li>• 12-16 metres long.</li> </ul>	<p><b>Diet</b></p> <ul style="list-style-type: none"> <li>• They only eat during the summer.</li> <li>• eats krill 40 million a day.</li> </ul>
<p><b>Habitat</b></p> <ul style="list-style-type: none"> <li>• they swim to the cold waters in summer to eat food.</li> <li>• makes sing melodies.</li> <li>• they are hunters</li> </ul>	<p><b>Interesting Facts</b></p> <ul style="list-style-type: none"> <li>• The largest mammal on earth.</li> <li>• they breath through the hole in the top of their heads (blow hole)</li> </ul>





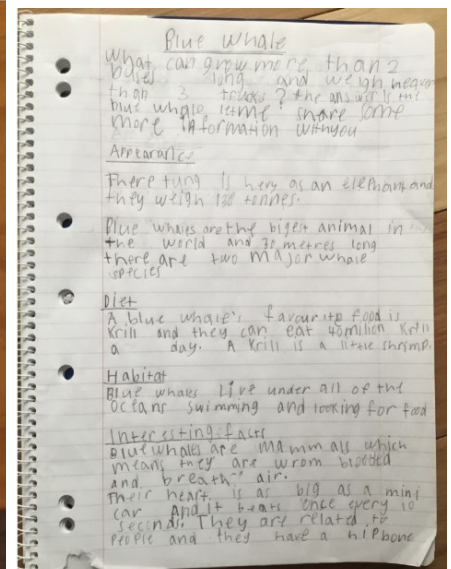
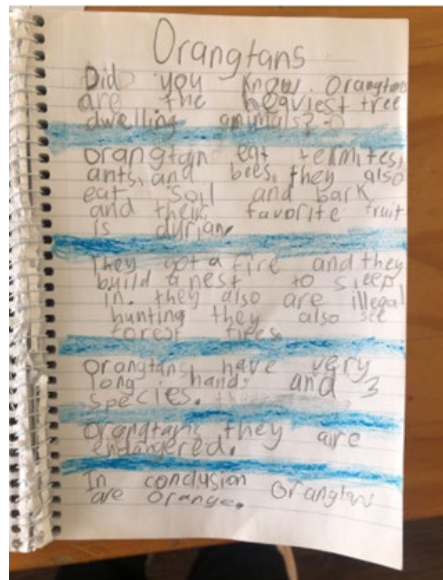
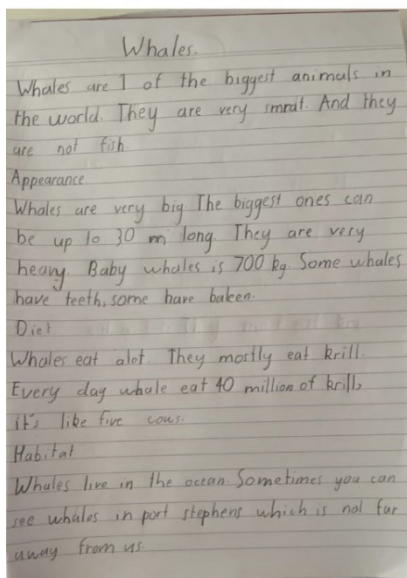
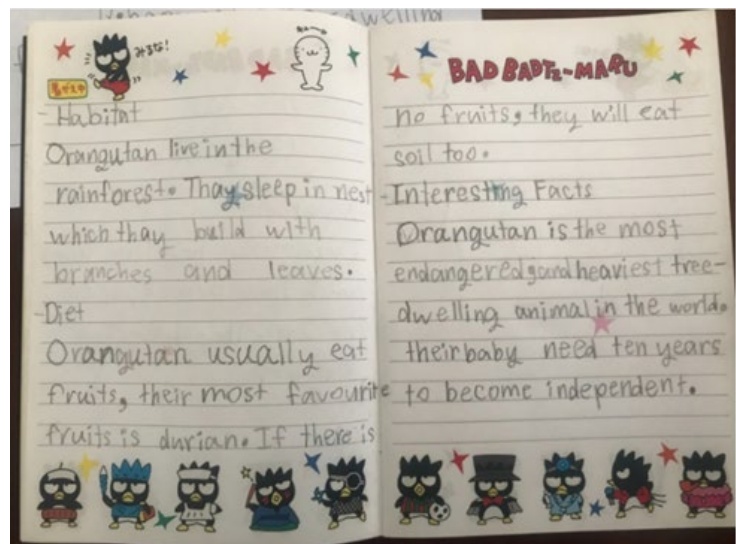
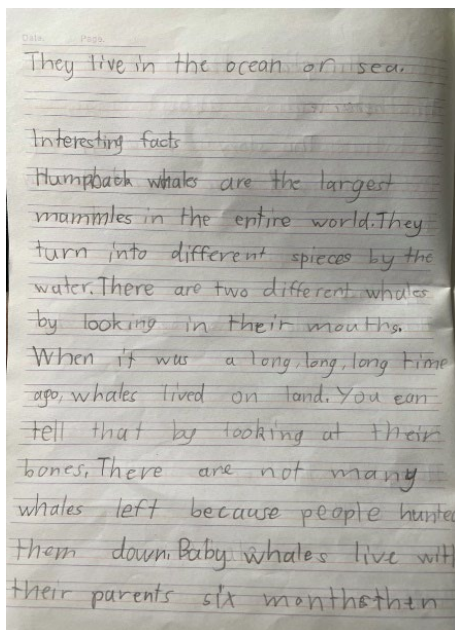
## YEAR ONE LEARNING AT HOME

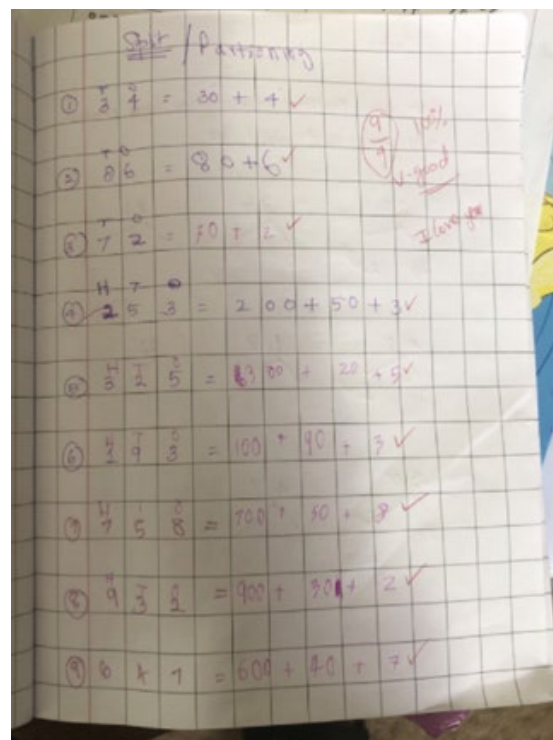
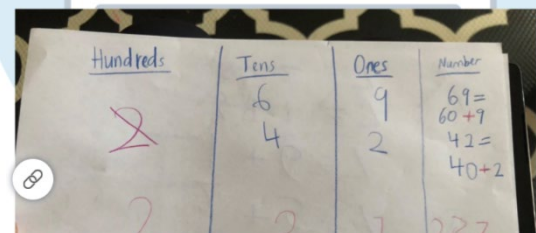
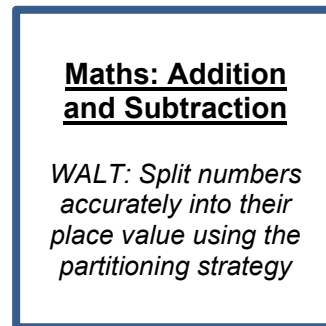
## YEAR ONE WRITING



**English:**  
**Informative Texts**

WALT: write texts that teach you true facts using our success criteria

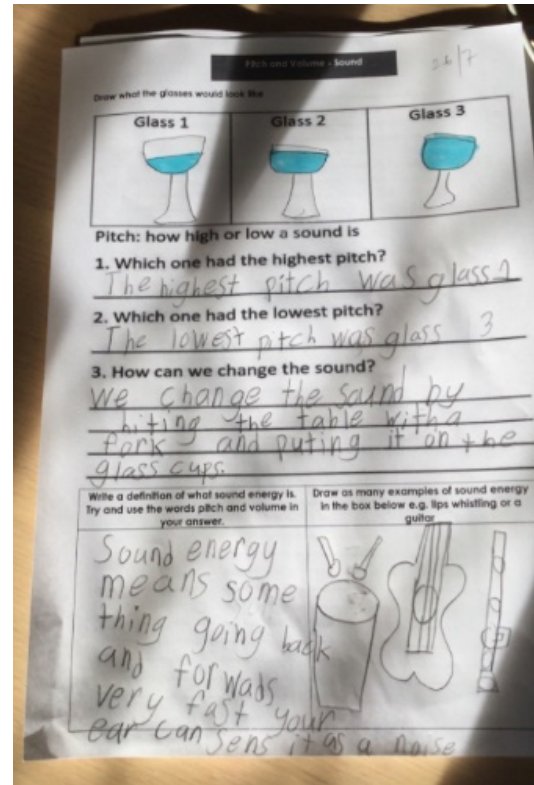
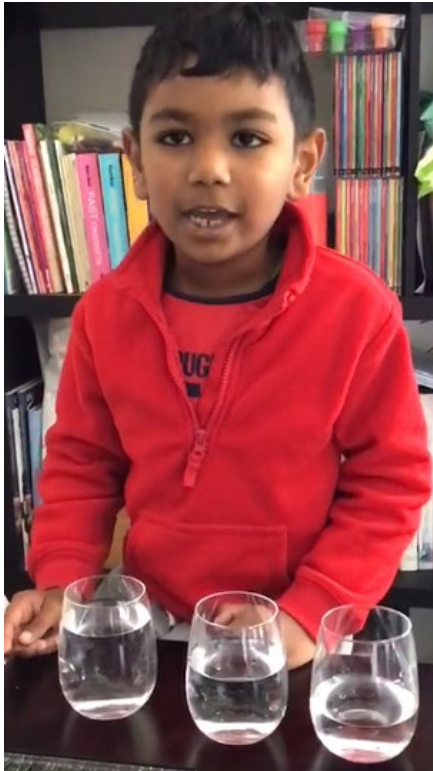




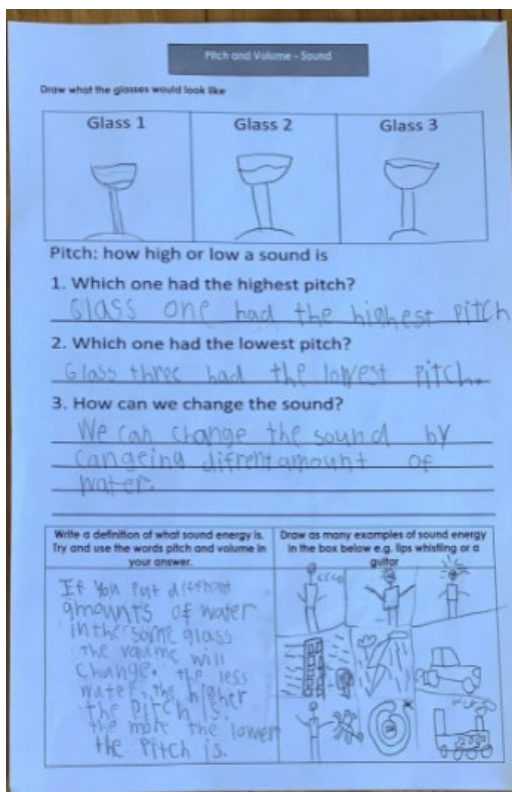


### Science: Sound Energy

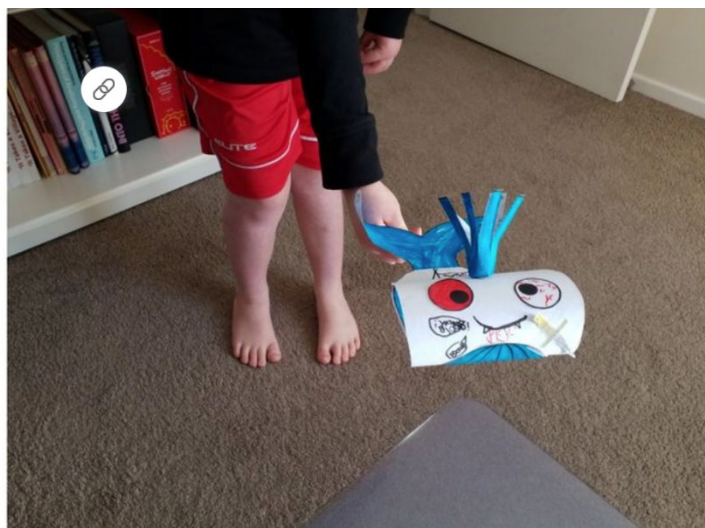
*WALT: understand how volume and pitch can be changed*



### 1M ZOOM SESSION



WALT: follow instructions to make a  
whale puppet



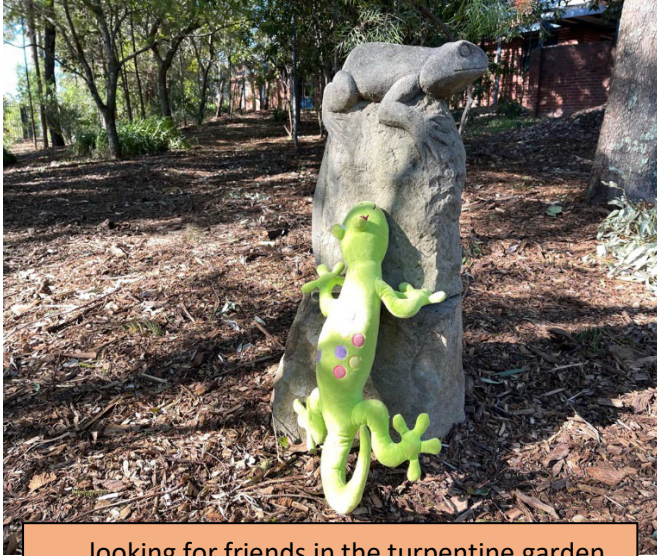
Mrs Leonie Black  
PRINCIPAL



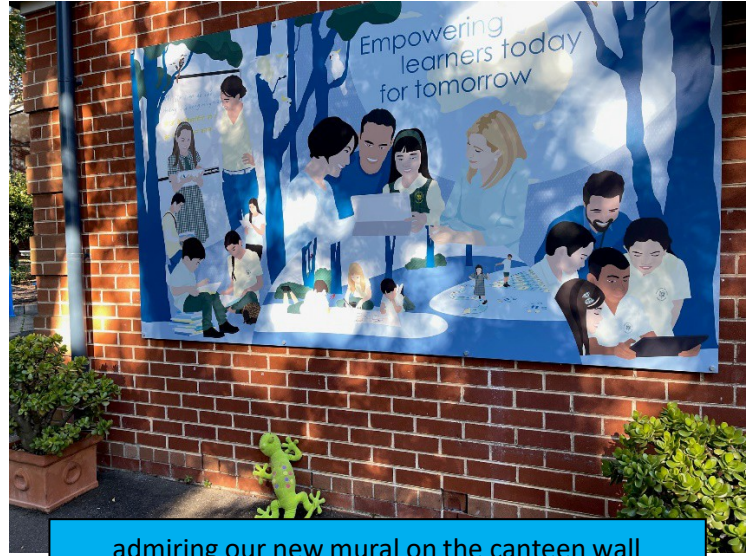
## FROM THE DEPUTY PRINCIPAL

### Where is Johnny Purchase?

One of our school mascots, Johnny Purchase, went exploring in the playground last week.



looking for friends in the turpentine garden



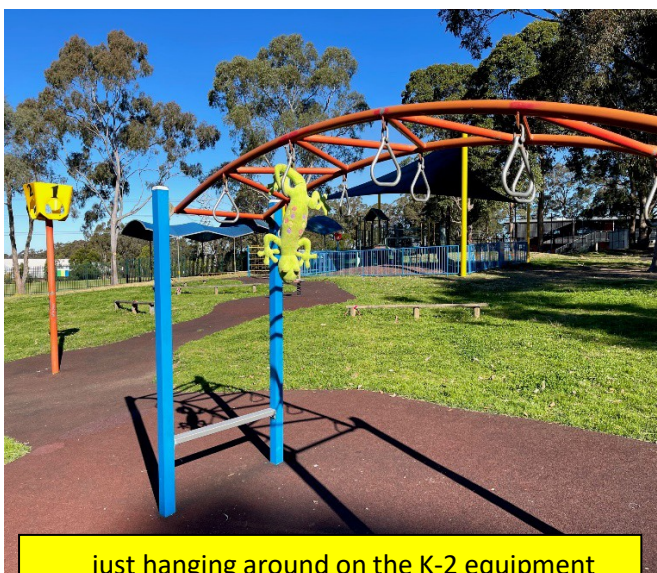
admiring our new mural on the canteen wall



learning to balance on the pencil expectations



practising camouflage while sunbaking on the artificial turf terraces



just hanging around on the K-2 equipment



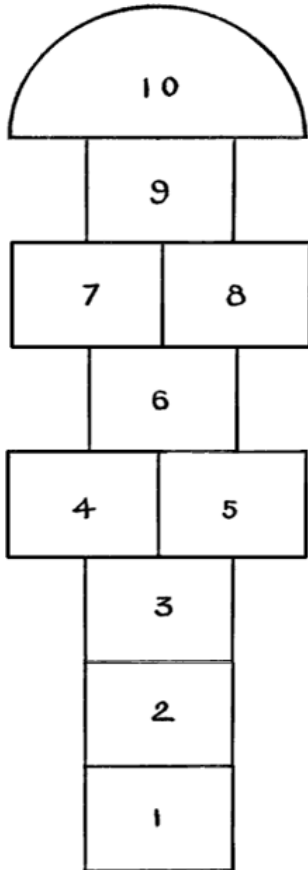
waiting for the next Purchase Pride assembly



## Let's Play!

It's really important for our wellbeing, to have some fun and take time each day, to play. Here are some games, which don't need a computer! (However, I have included some YouTube links, to help explain the games, in case they are brand new to you and your family.)

### *'Hopscotch'*



There are many different ways to set up a hopscotch grid.

Here is one version of how to play, in case you aren't sure:

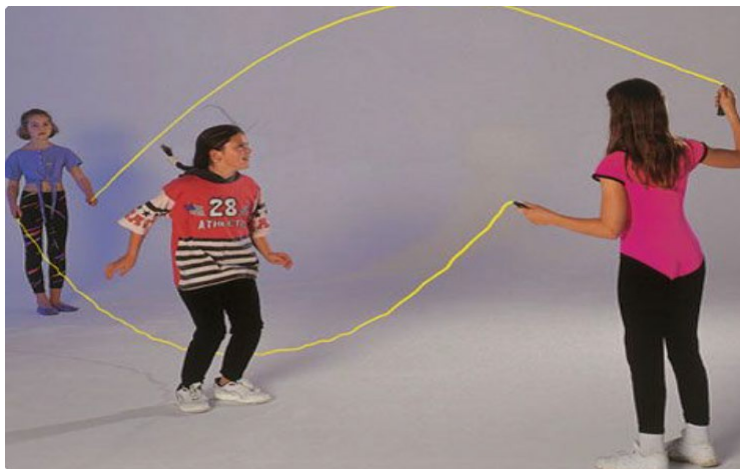
[https://www.youtube.com/watch?v=aUi0V6\\_ROW](https://www.youtube.com/watch?v=aUi0V6_ROW)

This hopscotch experiment from Purdue University, was a unique way to fundraise:

<https://www.youtube.com/watch?v=QhMLtvxITw0>

### *'Jumping a Rope - Double Dutch'*

Feel like a challenge, with two long ropes and 3 members of your family?



**How To Double Dutch- Basics - YouTube**

or this

**[https://www.youtube.com/watch?v=j8J7sX8\\_Hmo](https://www.youtube.com/watch?v=j8J7sX8_Hmo)**

## *'Elastics'*

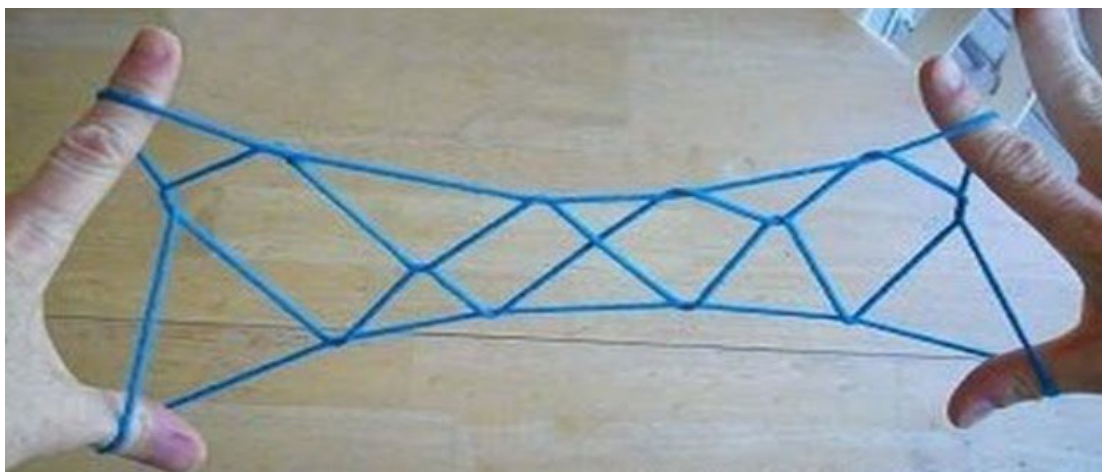
Have you ever tried this game, with a long piece of stretchy elastic tied in a loop?



<https://www.youtube.com/watch?v=nAwIRS9-okg>

## *'String Tricks - Jacob's Ladder'*

For something less energetic, playing with a loop of string, wool or thread, will help you to do the trick.



<https://www.youtube.com/watch?v=Vd5erYjjEhI>

## *Engineering challenge: build a tower of playing cards*

Who can build the highest tower in your family?



Here's a starting idea using playing cards:

<https://www.youtube.com/watch?v=xWDnJt1McT4>

## *'Knucklebones' (sometimes called 'Jacks')*

When I was in primary school, I remember playing a game called 'Jacks', which is sometimes called 'Knucklebones'. My sisters and I used plastic bone-shapes like these pictured below, to play the game of tossing and catching on the back of your hand. Some people have also used stones, or even dried knucklebones. You can practise by yourself and then have a competition with other people in your family.



Here are some tips about the game:

<https://www.youtube.com/watch?v=SNuklir7Tvg>

## **Everyday Maths – Resources for Parents**

As mentioned in last week's newsletter, the Department of Education has produced some excellent maths resources, which I commend to you. In case you didn't get a chance to browse last week, here is the link to the site below and on the home page, you will find topics organised in grade tabs. Some of the resources are translated into many other languages, including Arabic, Chinese, Korean, Russian, Spanish, and Vietnamese. Here is the link:



# Everyday maths

Maths is used every day in almost everything we do. Parents and carers can support their child's mathematical skills and understanding with these fun, practical, and creative activities.



## Our School Expectations



This week's expectation is:

**Respect - speak politely to others when online**

Congratulations to all the students at John Purchase PS, who have demonstrated our school expectations of **RESPECT, RESPONSIBILITY** or who have tried to **ASPIRE** this week.

*We are so proud of all our students, learning from home and from online programs at school, with the help of their parents and teachers. We miss your happy faces and we are looking forward to when we can all be back at school together.*

### Purchase Pride Badges

While we are learning from home, Mrs King will store these awards safely at school!

**Congratulations: Garron W (1N)**



**Bronze Awards**

Bronze Awards will be presented at the Principal's Morning Tea at the end of Term 3. Certificates are retained in Mrs King's office until then. Names of recipients will be published closer to the end of this term.



### Silver and Gold Awards

The publication and presentation of Gold Awards will be paused, until we are able to hold our next school assembly. Students are encouraged to keep their awards in a safe place!



We are very proud of our school, as it is such a special place. Please visit our fly-through school tour or 360degree virtual tour, on the home page of the school website:

<https://johnpurch-p.schools.nsw.gov.au/>

Stay safe, everyone!

*Mrs Adela King*  
Deputy Principal

## FROM THE TEACHERS

### **GOT IT 'Resilient Kids' Seminar**

*We are lucky to still have the wonderful 'Got It' team still working in our school until the end of this year. They are presenting a **new** and **different** online seminar 'Resilient Kids'*

*This seminar is for all parents and carers of students from Kindergarten to Year 6.*

*Please see the flyer below for details of the course and a registration link.*

Leonie Cole

Learning and Support Teacher/Coordinator



### **Communicating effectively with your children**

It is important to discuss bullying with your children on a regular basis. Regular communication with a person they trust and respect will help them form their own opinions and beliefs about bullying. Your children will also feel more comfortable telling you if they are being bullied.

Consider trying some of these ideas to improve the way you talk with your children about tricky issues.

#### **Sit shoulder-to-shoulder or walk with your child as you talk**

- Talking face-to-face can be quite confrontational, particularly for boys. Sitting or walking side by side will encourage both you and your child to talk freely.

#### **Use open-ended questions**

- It is easy to ask your child if they had a good day or if they would like toast for breakfast; however these questions only require a yes or no answer.
- Try asking questions such as "What did you do today?" or "What would you like for breakfast?" These types of questions encourage discussion between you and your child.

#### **Talk with your children about what to do rather than what not to do**

- It is common for us to focus on negative behaviour, such as "don't step in that puddle" or "stop swinging on your chair".
- Try telling your children what you would like them to do rather than what you don't want them to do.
- You can do this by using positive statements such as "please step over the puddle" or "please put the chair legs on the floor".

Leonie Cole

Learning and Support Teacher



All parents (K-6) are invited to attend an online seminar titled:

# Resilient Kids

Find out what you can do to:

- Help your kids learn how to 'bounce back' when faced with life's daily challenges
- Support the development of emotional intelligence
- Teach kids problem solving and coping skills



## Free Online Seminar

**Date:**                      **Week 7: Tuesday 24th August**

**Time:**                        **6.30pm - 8.00pm**

**To register, please follow this link**

**[https://zoom.us/webinar/register/WN\\_MnIsLIhjRdK3VaHrtEUFbw](https://zoom.us/webinar/register/WN_MnIsLIhjRdK3VaHrtEUFbw)**

Please note sessions are not recorded for later viewing.

**ICAS Assessments 2021 - Postponed**

*The English, Mathematics and Science ICAS tests will be postponed until later in the year as the COVID-19 situation in Greater Sydney continues to unfold. Students in Years 3, 4, 5 and 6 may continue to register for these tests. To enrol your child in ICAS, please complete the online registration form and payment outlined:*

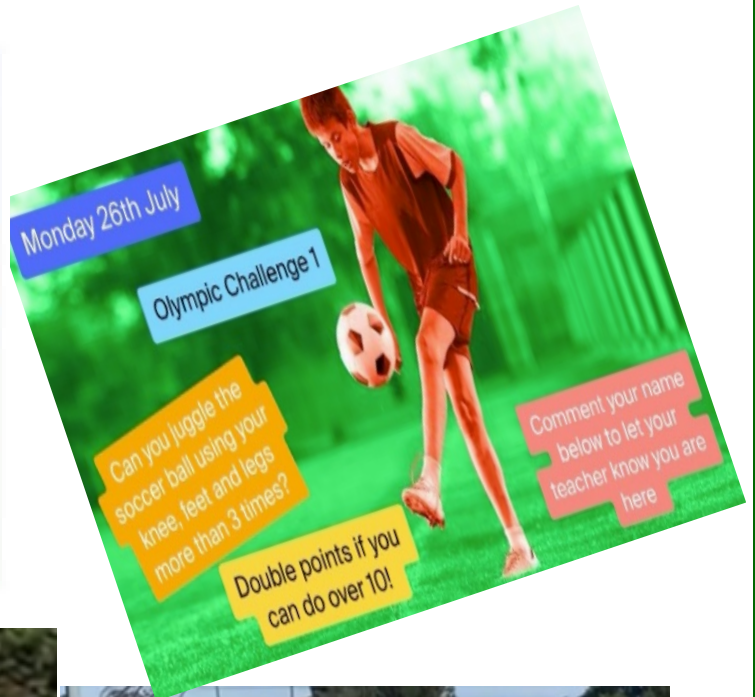
1. Visit <https://shop.icasassessments.com/pages/pps>
2. Enter the school code: OUH337
3. Enter the student's name and ICAS paper(s) you wish to register them for
4. Proceed through to payment

*Please note that John Purchase Public School will not be accepting any payments for ICAS. All payments are to be made directly to UNSW Global using the online parent payment system. Should you have any queries about the examinations please contact Miss Jacqueline Brennan.*

## **Stage 1 Olympic Challenges**



Stage 1 love the Olympics and have been competing in challenges each day to win points for their class. These points are added up and the winning class will receive the gold medal! Students get a point for posting a video or photo to Seesaw of them completing the daily challenge. If they do it in costume, they get 2 points! Miss Moore and Miss Scholz post videos of the results every few days, with student videos being included in a highlight reel.

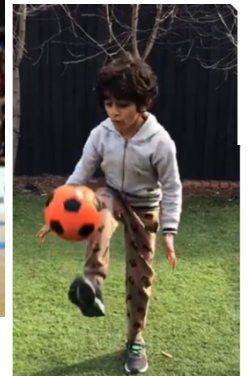




## Stage 1 athlete videos and day 1 standings from Miss Moore and Stage 1 students



[https://drive.google.com/file/d/1Pm8ooxPjlaf7lEpMyEjj2X8WMjTeHi\\_z/view?usp=sharing](https://drive.google.com/file/d/1Pm8ooxPjlaf7lEpMyEjj2X8WMjTeHi_z/view?usp=sharing)



Stage 1 Olympics introduction video from Miss Moore and Miss Scholz