



Regentville Public School

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"Learn Wisely, Live Proudly"

From the Principal - Mrs Maraga

1 March 2017

Parent Information Sessions

Over the last two weeks, teachers have conducted Information Sessions for parents that provided an insight into the procedures and activities for their respective stages. These sessions were well attended by parents who were keen to know more about what goes on in their child's classroom. If you were unable to make those sessions, your child's teacher is always willing to answer your questions about the work your child is doing in class. The best way to do this is to make an appointment for a mutually agreeable time.

Parent Teacher Interviews

The teachers will be conducting Parent Teacher Interviews in the week beginning March 13. The purpose of these interviews is to work out goals for each child that can be revisited later in the year. Information around how to book a time for these interviews is included later in this newsletter.

Swimming Carnival

By all reports the school Swimming Carnival was a great success with everyone involved having a wonderful day. I would like to extend my thanks to the organisers of the carnival who put in many hours of work before, during and after the carnival. They were well supported by the staff and parents who made sure that the day moved along smoothly.

Students from Regentville competed at the District Carnival today where I am sure they continued the great tradition of performing to the best of their ability for their school.

L3 Training

The Year 1 teachers will be starting their L3 training (Language, Learning, Literacy) this week as part of our school's commitment to teacher professional learning. Last year the Kindergarten teachers participated in this professional learning and they will continue to build on their knowledge again this year.

The Year 1 teachers training will be conducted three times each term and requires the teachers to travel to Riverbank Public School at The Ponds. The Year 1 students will be involved in a variety of activities supervised by teachers at school.

P&C AGM

Next Tuesday 4 March, the P&C will be holding their Annual General Meeting followed by the March meeting. All positions will be declared vacant at the Annual General Meeting and new office bearers will be elected.

At Regentville we have been very fortunate to have a long list of dedicated parents who volunteer their time to coordinate P&C events that provide funds for the school to support student learning. I would like to thank the 2016 office bearers for their work and commitment to the students and the school and I look forward to welcoming the 2017 office bearers on Tuesday night.

NAPLAN

The students of Years 3 and 5 will be participating in NAPLAN (National Assessment Program Literacy and Numeracy) testing early next term. These tests provide teachers with invaluable information about student progress and give direction to teachers for future planning. More information can be found later in this newsletter.

Glenmore Park HS Open Night

Glenmore Park High School will be holding their Information Night on Monday 13 March at 7pm. This session will provide valuable information for parents who are making decisions about which high school to send their child to in 2018.

Dates for the Calendar

1 March	District Swimming
7 March	P&C AGM
8 March	Stage 2 Science Excursion 3P & 3C
15 March	Stage 2 Science Excursion 3G, 3R (2/3R) & 4F (4/5F)
22 March	Stage 2 Science Excursion 3/4T & 4P
29 March	Stage 2 Science Excursion 4O & 4A

Payments Due

16 February	Swimming Carnival Y3 – 6 \$5 / \$12
1 March	Year 6 Polo Shirt \$35
1 March	Stage 2 Science Excursion
8 March	Year 5 Camp 1st Instalment \$100 or Full Payment of \$290
	Voluntary School Contribution can be paid at any time \$45/\$90

Emergency Contact Details

In a school with 720 students, there are always times when we need to contact parents about sickness, injuries at school or late pickups. It is extremely important that the contact details for parents are up to date and accurate in case there is an emergency.

It is also very important that emergency contact names and numbers are updated, that the contact person is close by to school and able to step in when parents are unavailable.

If your contact details, or your emergency contact person details, have recently changed, please contact the school to have them updated as soon as possible.

Procedures for Mobile Phones at school

- Students should only bring mobile phones to school if parents deem it necessary to make contact before and after school.
- Mobile phone contact is not needed during school hours because any emergency contact can be made through the office.
- Phones should be brought to Mr Bamford's office as soon as the student arrives at school.
- Phones can be picked up from the office at 3pm.

We cannot take responsibility for any loss or damage to phones that are left in student's bags.

Road Safety Around the School

A number of parents have contacted the school to report incidents regarding the dropping off and picking up of students around our school.

There are several key points that need to be highlighted:-

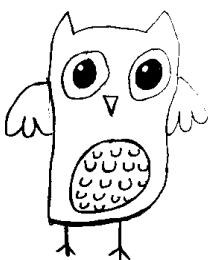
- The 'Kiss-and-Drop' zones **are not** parking areas. They are designed for parents to stay in the car with the engine running, to drop off/pick up, then leave. Under normal circumstances this process should take no longer than 20 seconds. Council Rangers and Highway Patrol cars randomly patrol these areas;
- Students have been asked not to walk out into the bus bay area at the back to get into waiting cars;
- The car park areas are not to be used to pick up students or as pedestrian access. **CAR PARKS ARE FOR STAFF PARKING ONLY.**
- There are pedestrian crossings at the front and rear of the school that should be used at all times. Adults need to model safe practices to all students
- Parking on or near the pedestrian crossing is illegal and extremely dangerous.

We are aware that parking spaces are limited, however, it is everyone's responsibility to ensure that our students are not put in danger.

Some parents ask their children to wait 5 to 10 minutes before coming and picking them up. If you are able to wait a few minutes, the congestion eases to make picking up quick and easy.

We look forward to your support with these issues to help make our school area safe for the students.

Reggie says congratulations to the following people for being our weekly winners!



	K-2	3-6
Safe	Georgia – 1G	Felicity – 5B
Respectful	Aiden – 2A	Austin – 3/4T
Learner	Laura – 1/2F	Anya – 4A
Green	Annabelle – 2H	

Blue Awards and Silver/Gold Trading System

Blue Awards are one of the many ways that teachers can acknowledge student achievements in the classroom. These awards are presented at Friday assemblies to students and records are kept of all students who receive an award.

Once a student has collected 4 Blue Awards they can bring them to school and give them to Mrs Garland (Kindergarten to Year 2 students) or Mrs Macleod-Jones (Year 3 to Year 6 students) to be traded in for a Silver Award. **This can be done anytime up to the Friday two weeks before the Gold and Silver Assembly for each term.** No awards can be accepted after this date as time is needed for printing of awards and sending home invitations to parents.

A **Silver Award** will be awarded to a student who has earned and submitted 4 Blue Awards and has also satisfied the criteria on the award,

“Very Good Behaviour, Consistent Effort, Positive Attitude, School Citizenship”

It is important to note that Silver Awards may be withheld from a student if they do not satisfy the criteria stated on the award. This is an important part of the process that protects the integrity of the award. Silver and Gold Awards are presented each term in the second last week at a special assembly and parents receive an invitation to attend the assembly to see their child receive their award.

A **Gold Award** will be awarded to a student who has earned and submitted 3 Silver Awards and has also satisfied the criteria on the award,

“Excellent Behaviour, Consistently High Effort, Enthusiastic Attitude, Outstanding Citizenship”

In addition to receiving Blue Awards from their class teacher, students can collect 4 smaller awards from Library lessons, and RFF lessons (Music and PD/Health/PE) that can be traded for a Blue Award. *NB. Computer classes have been replaced by PD/Health/PE classes this year. Therefore a mixture of Computer awards and PD/Health/PE awards can be traded for a Blue Award.*

While this process may seem complicated the purpose is to acknowledge individual students on a regular basis and encourage the qualities outlined on the Silver and Gold Awards in all students.

If you require clarification about any part of this process, please contact Mr Bamford at school.

4 x Small Library Awards = Blue Award

4 x Small PD/Health/PE and Computer Awards = Blue Award

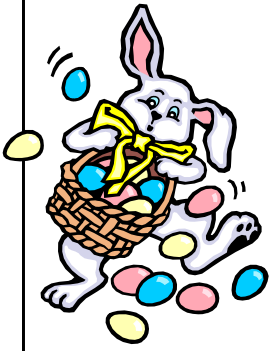
4 x Small Music Awards = Blue Award

4 x Blue Awards = Silver Award*

3 x Silver Awards = Gold Award*

2 x Gold Awards = Honour Board*

*** NB. These awards may be withheld if the stated criteria are not met.**



EASTER RAFFLE

Tickets are \$1.00 each or 3 for \$2.00

Tickets will be sent home on Friday 24th of March.

**RAFFLE TICKETS AND THE MONEY ARE DUE BACK TO SCHOOL ON
FRIDAY 31st MARCH.**

Please hand the tickets and money to your classroom teacher.

Draw will take place on Wednesday 5th April.

More ticket books are available from Mrs Simmons in the Canteen.

DONATION OF EASTER EGGS:

Tuesday 4th of April

The P & C are asking parents to donate an Easter egg to go towards the many baskets of eggs that will be used as prizes for the raffle. Please hand in the eggs to your teachers on Tuesday morning (the 4th). There will be a collection box in every classroom.

NOTE: There is only one day to hand the eggs in as the draw is the following day.

PLEASE DO NOT SEND EGGS IN BEFORE THIS DATE.

WANTED: - CANE BASKETS AND EASTER BAGS - If you no longer require these items at home, we would love to take them off your hands. Please take them to the Canteen to assist in our raffle.

VOLUNTEERS: - required for wrapping of Easter baskets on Tuesday 4th of April (Approximately 2 hours). Please leave your name and contact details at the canteen.

Meet at the Hall at 9am.



Penrith City Children's Choir

is about to start its first project for 2017

'Shake the papaya down'

directed by

Lucy McAlary

Boys and girls (7 – 13 years) are invited to join us for this project:
Workshops Sundays 12 and 19 March

If you love to sing, please join us.

No auditions!

For further information contact the Administrator, Liz Strasser:
0418 202 849 or pccc@penrithcitychoir.com.au

Helping children learn positive friendship skills

Importance of children's friendships

At any age, having friends provides support and promotes mental health and wellbeing. Children's friendships are also very important for their social and emotional development. Through friendships children learn how to relate with others. They develop social skills as they teach each other how to be good friends.

Most children want to have friends. Children who have friends are more likely to be self-confident and perform better academically at school than those without friends. When children have difficulty in making friends or in keeping them, it often leads to feeling lonely and unhappy with themselves. Feeling rejected by others may lead to significant distress. Learning positive friendship skills can help children socially so they feel happier and more confident.

How friendships develop and change

Friendships require give and take. By sharing toys, time, games, experiences and feelings, children learn that they can have their social needs met and can meet the needs of others. Since friendships develop through this kind of mutual exchange, close friendships are usually based on well-matched needs.

Children's friendship needs and skills change as they grow. Similarly, children's ideas about friendship change as they develop. This is reflected in the different kinds of activities that children like to spend time doing with their friends at different ages. The table below indicates the ways children tend to describe close friends and the kinds of skills that support positive friendships as they develop.

Approximate age	A friend is someone who...	Friendship skills include...
Up to 1 yr		<ul style="list-style-type: none"> looking, smiling, touching, imitating
1–2 yrs	<ul style="list-style-type: none"> plays with you has good toys can do fun things 	<ul style="list-style-type: none"> identifying friend by name
3–5 yrs	<ul style="list-style-type: none"> does something that pleases you you know better than other people 	<ul style="list-style-type: none"> playing well in a twosome approaching others to join in
5–7 yrs	<ul style="list-style-type: none"> helps and looks after you you help 	<ul style="list-style-type: none"> taking others' feelings into account seeing others' viewpoint
8–10 yrs	<ul style="list-style-type: none"> plays fair – follows the rules talks and shares interests 	<ul style="list-style-type: none"> talking and listening to each other forming groups with similar interests
10–12 yrs	<ul style="list-style-type: none"> trusts you and is trustworthy 	<ul style="list-style-type: none"> sharing confidences negotiating respecting one another
12–18 yrs	<ul style="list-style-type: none"> understands you and who you understand you can talk to about feelings or problems 	<ul style="list-style-type: none"> talking about personal and social issues supporting one another



Friendship patterns in the primary school years

Children choose friends who have similar interests and enjoy similar activities. During primary school close friendships are most often with a child of the same sex. This is related to children's preferences in play.

Boys tend to prefer active kinds of play in groups, whereas girls typically prefer gentler games in pairs or threes and use talk more than action. Such preferences may be especially strong around the ages of eight and nine when many children become more aware of social expectations regarding girls' and boys' behaviour.

These expectations can create difficulties for boys who are interested in gentler kinds of play and for girls who prefer the kind of active play that is usually associated with boys.

Friends cooperate and communicate more with each other than with other children. They also have conflicts more often, but usually manage to settle them without upsetting the friendship. Friends influence each other's behaviour. Over time they may take on similar mannerisms, language and preferences. Although friendships usually have positive effects, friends who have behavioural problems may encourage problem behaviour in one another.

As children's interests and developmental needs change, their friendship patterns may also change. By the middle of primary school it is common for children to form small friendship groups based around similar interests. These groups often establish their own rules about who can join them. Setting rules and learning to negotiate them is important for helping children to develop their understanding of social relationships. However, when children lack cooperative relationship skills it can lead to friendship groups being dominated by some children and excluding others.

Friends influence each other's behaviour. Over time they may take on similar mannerisms, language and preferences.

Social skills that promote friendship

Children who are good at making and keeping friends use positive social skills. Parents, carers and school staff help children learn positive social skills by guiding them as young children, being positive examples for children to follow, and providing opportunities for play where children can practise their skills. Key social skills that help with friendships include cooperation, communication, empathy, emotional control and responsibility.

All children go through friendship conflicts. Even usually popular children experience rejection sometimes. When this happens children's confidence may be affected. They may blame themselves or others. Beliefs about the reasons for the friendship conflicts they experience affect the ways that children react.

Some kinds of thinking are more helpful than others for managing the conflicts children have with friends. The following example shows different possible reactions to being refused when a child has asked to join in a game with others.



Positive social skills are shown in these behaviours

Starting conversations	Sharing
Taking turns	Asking for what one wants/needs
Expressing feelings	Apologising to others
Asking questions	Following rules of play
Complimenting others	Playing fair
Accepting others	Listening to others
Refusing to join others' negative behaviours	Being a good loser
	Helping others
	Cooperating

Poor social skills are shown in these behaviours

Physical aggression (kicking, hitting, etc)	Being a poor loser
Arguing	Getting into others' space
Interrupting	Talking too much
Name-calling	Breaking rules of play
Bossing others	Being too rough in play
Whining, complaining	Taking others' possessions
Showing off	



All children go through friendship conflicts. Even usually popular children experience rejection sometimes.

Thoughts	Beliefs	Feelings	Behaviour
<i>I'm just not much fun. Other kids don't like me.</i>	<i>It's my fault and it won't change.</i>	Anxious Sad Low confidence	Withdraws from social contact with other children
<i>They're out to get me. They're being mean on purpose.</i>	<i>It's their fault and they shouldn't have done it.</i>	Angry Hostile	May become aggressive or try to get back at them in other ways
<i>It's because they already started the game. Next time I'll ask first. I can look for someone else to play with today.</i>	<i>The situation wasn't right. I can change it.</i>	Resilient (disappointed at first but quickly recovers) Confident	Accepts what has happened and looks for other ways to solve the problem

It is very beneficial for children when a parent, carer or school staff member helps them solve friendship conflicts by encouraging resilient, cooperative attitudes. Rather than simply blaming the other children the adult may say something like, "What else can you do? Are there other children who might be interested in playing a game?"

Key points for supporting children's friendship skills

Parents, carers and school staff have important roles to play in helping children develop friendships. They set examples for children to follow through the ways they manage relationships. They can also act as coaches for children, teaching them helpful social skills and talking through friendship issues to help with solving problems. As they learn how to manage social situations, having opportunities to talk about friendships with parents, carers and school staff helps children feel supported and develops their communication skills.

Provide children with opportunities to play with peers

Children gain experience and learn important social skills from playing with friends. For children who are still learning how to get along, it can be helpful to plan what to do before having a friend over for a play date. This could involve deciding whether to share all of their toys or only some, or encouraging them to think about what games the other child would like to play when they arrive.

Teach positive social skills

Observe your child to work out the negative social behaviours your child uses too often and the positive social behaviours they could use more.

Little things like smiles, looking at the person, knowing names and using a confident, friendly voice can make a big difference when making friends. Being able to better control negative emotions and paying attention to the needs and wants of others are also very important.

Teach one behaviour or social skill at a time and make sure the child is able to do it before introducing another skill. Show your child what to do. You may act out the situation and even demonstrate what to say. Take turns 'acting' until your child can demonstrate what to do. Don't be too serious. Make it a fun experience.

Be a coach

Coaching is critical for helping children use new skills in real-life situations. Coaching involves prompting, reminding and encouraging (but not nagging!) children to use the skills they have learned. Coach your child to practise positive social skills in everyday situations with family members and friends. Support children's learning by giving positive feedback and praise.

Help children solve friendship conflicts

Talking problems through with a supportive adult helps children to think about what happens, how they feel about it and what to do next. Thinking things through like this helps to build more mature social skills.

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au



Casual Work

School Crossing Supervisors – Work with your community
2 x Casual positions – Penrith Local Government Area (000052S7)

An important person in a child's school life is the School Crossing Supervisor, who ensures they cross the road safely. The role requires minimal hours out of your day and gives something worthwhile back to the community.

The hours are usually 8.00am to 9.30am and/or 2.30 to 4.00pm Monday to Friday during school terms. The base rate is \$21.91 - \$26.29 per hour.

All the qualifications you need are community spirit, good communication skills, an alert and professional attitude to work and a reliable personality. The casual hours and school holidays would suit a parent or grandparent, a retiree or anyone wanting meaningful work — but not full-time.

Training for your key responsibilities of directing traffic to stop at the designated crossing and giving clear instructions to infants and primary school students to cross the road safely, will be provided. You may be required to attend a health assessment. Appointment is subject to a Working with Children Check clearance.

Roads and Maritime Services is an equal opportunity employer.

For further information on this exciting opportunity please call 1300 305 855 or go to iworkfor.nsw.gov.au

Applications close Sunday 5 March 2017



Transport
**Roads & Maritime
Services**

What is NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Why do students do NAPLAN tests?

NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not young Australians are meeting important educational outcomes in literacy and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and what areas need to be improved.

NAPLAN tests are one aspect of a school's assessment and reporting process; they do not replace the extensive ongoing assessments made by teachers about each student's performance.

What will be tested and how?

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. NAPLAN content is aligned with the Australian Curriculum. For more information on this, please see the NAP website:

www.nap.edu.au

Questions are multiple-choice or require a short written response. The writing task requires students to write a text in response to a prompt.

To give you an idea of what the tests look like, sample questions and a sample writing task are available on the NAP website.

Who will run the tests?

NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or principals. Each state and territory is responsible for marking the tests in accordance with strict guidelines and processes.

How can I help my child prepare for the tests?

NAPLAN assesses literacy and numeracy skills that students have already been learning through the school curriculum. Teachers will ensure students are familiar with the test formats and will provide appropriate support and guidance.

Help your child prepare for NAPLAN by reassuring them that NAPLAN tests are just one part of their school program, and reminding them on the day to simply try their best. The use of services by coaching providers is not recommended.

If you have any questions about your child's preparation for NAPLAN, you should make a time to speak with their teacher.

What additional support can schools provide for students with special needs?

All students are encouraged to participate in NAPLAN tests. Students with disability may qualify for adjustments that reflect the support normally provided in the classroom. Students who have a temporary injury may also be reasonably accommodated.

A formal exemption may be granted for a student with significant intellectual disability and/or significant coexisting conditions, or for a student who has recently arrived in Australia and has a non-English speaking background.

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

How is NAPLAN performance measured?

NAPLAN is not a pass-or-fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has 10 bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands represents the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

What happens if my child is absent from school on test days?

Where possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during the testing week. Individual students are not permitted to sit tests after Friday 12 May 2017.

Will I receive a report on my child's performance?

A NAPLAN report will be issued by your school later in the year. The same report format is used for every student in Australia. The school will notify you when the reports are being sent to you. If you do not receive a report, you should contact the school. Individual student results are strictly confidential.

How are NAPLAN test results used?

- Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to help them better identify students who require greater challenges or additional support.
- The community can see average school NAPLAN results on the My School website: www.myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- visit the NAP website www.nap.edu.au
- contact your child's school
- contact your state or territory's education authority (details available on the NAP website).

For ACARA's privacy policy, go to:

www.acara.edu.au/contact-us/privacy

NAPLAN 2017 tests timetable

	Tuesday 9 May	Wednesday 10 May	Thursday 11 May
Year 3	language conventions 40 minutes writing 40 minutes	reading 45 minutes	numeracy 45 minutes
Year 5	language conventions 40 minutes writing 40 minutes	reading 50 minutes	numeracy 50 minutes
Year 7	language conventions 45 minutes writing 40 minutes	reading 65 minutes	numeracy 60 minutes
Year 9	language conventions 45 minutes writing 40 minutes	reading 65 minutes	numeracy 60 minutes

- Language conventions test includes spelling, grammar and punctuation.
- Numeracy test includes number and algebra; measurement and geometry; and statistics and probability.
- Calculators are **not** permitted in the numeracy test in Years 3 and 5. In Years 7 and 9, each student will sit one numeracy test. This test will have two parts: one where calculator use is permitted and one where it is not.

National Assessment Program – Literacy and Numeracy (NAPLAN) 2017

LETTER TO PARENTS

In May 2017 the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by students in Years 3, 5, 7 and 9. NAPLAN has the support of all State and Territory Education Ministers and will assess the literacy and numeracy skills of students across Australian schools.

The results of the tests will provide important information to schools about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement. Each student's level of achievement will be reported against the national minimum standard.

Student background information (student name, gender, date of birth, language background and Aboriginality) will be collected as part of the National Assessment Program. This information is treated confidentially and held securely to ensure that every student's right to privacy is maintained.

The NAPLAN tests will be conducted from 9-11 May 2017.

TUESDAY 9 MAY	WEDNESDAY 10 MAY	THURSDAY 11 MAY
Language Conventions (Spelling, Punctuation and Grammar)	Reading test	Numeracy test
Writing test		

In the numeracy tests students do not require any measuring tools such as rulers or protractors. In Years 7 and 9 there will be one numeracy test with two parts: Part A calculator is allowed and Part B where calculators are not to be used. For the calculator test, the student should use the calculator that they currently use at school.

Friday 12 May – A 'catch-up' day is scheduled for students who missed a test or were absent on a test day. Students may be considered for exemption from the tests if they:

- are newly arrived in Australia (less than one year before the test) and with a language background other than English, **or**
- have significant intellectual disability and/or significant co-existing conditions which severely limit their capacity to participate in the tests.

All other students are expected to participate in the tests. Disability adjustments which reflect the student's normal level of support in the classroom may be provided. Large print, braille, coloured paper versions and electronic tests are available to meet the needs of individual students.

Access to disability adjustments or exemption from the tests must be discussed with the school principal and a parent or carer consent form must be signed.

Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents in consultation with the school principal. If you wish to withdraw your child from the tests, a parent or carer consent form must be signed.

Please make an appointment with the principal of the school your child attends if you would like to discuss your child's participation in NAPLAN.

Additional information about NAPLAN can be found at <http://www.nap.edu.au/naplan/parent-carer-support>



Coffee Connect



Parents and teachers, come and
connect with the people in our
school community and enjoy a

coffee.

Served fresh by 'Café Au Go Go'

Monday mornings

next to the library.

CASH ONLY

