NEWSLETTER

PRINCIPAL’S REPORT

Term 3, WK 5, 12th Aug 2015

On Monday night, we held a presentation for parents about digital nutrition focused on helping their children to keep a healthy, balanced relationship with technology. The presenter was Jocelyn Brewer, a registered psychologist. She explored a range of social, emotional and cognitive impacts of our technology use and how our use or overuse is shaping our brains and our behaviours. The parents who attended this presentation found it useful in many ways particularly tips and strategies for helping children to manage their use of technology. If you would like to explore this topic yourself, a good place to start would be on Jocelyn’s website which can be found at http://www.digitalnutrition.com.au/

Thanks to our new student welfare policy and procedures, our new reward system is up and running (stars, bronze awards, silver awards and gold awards). Part of the policy is to have signage around the school to remind students about the expected positive behaviours in the various venues. Before we can do that, we needed a logo for our signage which we agreed should be an aeroplane due to our close proximity to the airport and the school’s logo which is already in existence. We invited students to enter a competition to find that logo. We received many entries and have managed to whittle it down to a few which will be shared with the Student Representative Council this week so that they can vote on the logo that we will adopt. I will let you know the outcome of that vote as soon as possible.

I’d like to use this space to give our parents and caregivers a couple of reminders:

- Children cannot swap sports groups at their own will. There is a lot of work that goes into the organisation of sport including trialling for teams, booking buses and ensuring that we have the correct teacher to student ratios in place. When students swap sport without consultation, it throws our organisation out of whack, creating a whole set of new problems which delay our ability to get to sport on time each week.
- Students who arrive at school before 8:30am do so at their own risk. We do not have teachers on duty until 8:30am. Please make alternative arrangements for the care of your child if this affects you.
- EFTPOS payments can be made at the school office. Payments by cash or cheque must be made directly to your child’s class teacher in the morning only. All permission notes, regardless of method of payment, must also be given directly to the class teacher.
- Students’ toilets are for students only. No adult should enter the students’ toilets at any time. If you or an adult that you know needs to use the bathroom, please see the office staff who will direct you to our staff toilets.

Have a great week.

Helen Empacher
Principal

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If you have news of achievements by any of our students outside of school, please let us know so that we can tell our community about it. Please send any articles of photos to our school email mascot-p.school@det.nsw.edu.au or drop them into the office and we’ll include it in our newsletters.
WHY WE SHOULD THINK ABOUT WHAT WE THROW AWAY - BY 4W

4W is learning about the properties of materials like paper, plastics, fabric, metal, rubber and glass and organic matter. We are learning how long they take to decompose. We have been doing scientific experiments and making observations and hypotheses like real scientists do.

We have learnt that many things take a long time to decompose and this is a big problem for our environment. So... we should be more thoughtful about the things we throw away!

Why?

▪ The Earth is our home and we should protect it!
▪ If we throw away everything we use, the Earth will become a rubbish dump because the rubbish we throw away all goes into landfill and soon there will no space to fill and our environment will be in danger.
▪ Global warming will increase.

We want everyone to think about what they use and throw away. Ask yourself if it is recyclable or reusable.

Did you know...

▪ It takes up to 20 years for a plastic bag to decompose and 500 years for a disposable nappy to decompose!
▪ A “Styrofoam” coffee cup takes up to 5000 years to decompose.
▪ Some things like glass may never decompose.
▪ Organic matter like apple cores should be used for compost.

What can we do?

▪ We can recycle plastics, glass, paper, cardboard, cans.
▪ We can reuse and donate our clothes and furniture that we no longer need.
▪ Take a cloth bag to the shops and say no to the plastic bag.
▪ Bring lunch in a reusable container.
▪ Walk to places rather than use the car.
### Student Of The Week

<table>
<thead>
<tr>
<th>Class</th>
<th>Student Name</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>KD</td>
<td>Adem</td>
<td>for working well during our Hungry Caterpillar activities.</td>
</tr>
<tr>
<td>KK</td>
<td>Dhrubo</td>
<td>for a huge improvement in spelling and reading.</td>
</tr>
<tr>
<td>KR</td>
<td>Ryan</td>
<td>for contributing to classroom discussions.</td>
</tr>
<tr>
<td>1L</td>
<td>Yaren</td>
<td>for improvement in her participation in class discussions.</td>
</tr>
<tr>
<td>1S</td>
<td>Jet</td>
<td>for participating so well in our class discussions on child protection.</td>
</tr>
<tr>
<td>1Z</td>
<td>Kayla</td>
<td>for always trying her best in all subjects.</td>
</tr>
<tr>
<td>2K</td>
<td>Matthew</td>
<td>for applying himself in class during discussions.</td>
</tr>
<tr>
<td>2PG</td>
<td>Aaliyah</td>
<td>for painting a fantastic picture of trees, bees and butterflies.</td>
</tr>
<tr>
<td>3M</td>
<td>Rayhan</td>
<td>for making responsible decisions both in the classroom and on the playground.</td>
</tr>
<tr>
<td>3/4D</td>
<td>Lucy</td>
<td>for a fantastic work ethic.</td>
</tr>
<tr>
<td>4W</td>
<td>Joseph</td>
<td>for excellent contribution to class activities and for settling into his new school so quickly.</td>
</tr>
<tr>
<td>5C</td>
<td>Engin</td>
<td>for participating in all activities with great enthusiasm.</td>
</tr>
<tr>
<td>5M</td>
<td>Atilla</td>
<td>for showing initiative and enthusiasm in our gold rush activities.</td>
</tr>
<tr>
<td>6G</td>
<td>Marcus</td>
<td>for excellent participation during our gold rush activities.</td>
</tr>
<tr>
<td>6D</td>
<td>Wudda</td>
<td>for exhibiting enthusiasm and cooperation in all activities.</td>
</tr>
</tbody>
</table>

### ICAS Tests

Students from our school achieved outstanding results when they participated in ICAS this year. ICAS stands for International Competitions and Assessments for Schools and is developed by Educational Assessment Australia (EAA) to assess students’ academic ability in aspects of digital technologies, English, mathematics, science, spelling and writing.

In the science test, we received:
- 3 distinction certificates – Sameeha, Alfis and Leanne
- 5 credit certificates – Arwaa, Rafa, Tamim, Samin and Jerry
- 4 merit certificates – Jacinta, Paul, Angona and Eric
- 10 participation certificates – Sumaya, Adam, Raya, Naba, Ryan, Paul, Amaan, Norhan, Samed and Nabeeana

In the digital technologies test, we received:
- 1 high distinction certificate – Arwaa
- 3 distinction certificates – Sumaya, Sameeha and Alfis
- 8 credit certificates – Adam, Samin, Tamim, Rafa, Nabeeana, Leanne, Jerry and Eric
- 9 participation certificates – Naba, Raya, Leon, Paul, Amaan, Angona, Mrinmooyee, Norhan and Samed

Congratulations to all of our students who challenged themselves in these assessments. We are proud of your effort and achievements.
HELPING YOUR CHILD BECOME A GOOD SPELLER

At a glance

✓ Use everyday opportunities to draw your child’s attention to words.
✓ Talk to your child about how you spell and what you do when you don’t know how to spell a word.
✓ When your child comes to words they can’t spell, encourage them to look at the new words, say them, cover them with their hand, write them from memory, and then check them.
✓ When learning to spell an unknown word, first talk about what the word means.

When your child is taught spelling at school, they learn to understand:

✓ how words sound
✓ how words look
✓ how words change form, eg from ‘jump’ to ‘jumped’
✓ where words come from.

At school, kids:

✓ usually spend time each day studying words
✓ learn that spelling is a tool that is closely linked to writing and reading
✓ learn that accurate spelling matters and that it’s important to check their writing for mistakes.

What you can do to help your child with spelling?

✓ Explain to your child that some words can be sounded out, but not all English words can be spelt correctly by ‘sounding out’, eg the words ‘you’ and ‘said’.
✓ Talk to your child about how you spell, and what you do when you don’t know how to spell a word.
✓ Encourage your child to write at home on paper and on the computer, eg filling in forms, writing notes to family members, writing phone messages and reminder notes, making lists, replying to letters and emails, and sending cards.
✓ Provide a dictionary and use it together.
   Remember that dictionaries are more useful if your child knows about the alphabet and how a dictionary works.
✓ Encourage your child to first try spelling unknown words themselves, and then praise the parts of the word that are correct and suggest what else is needed.

Say, cover, write, check

When learning to spell an unknown word, first talk about what the word means, then try learning to spell it using the following technique:

✓ look carefully at the word
✓ say the word
✓ cover the word
✓ write it from memory
✓ uncover and check your attempt against the correct word
✓ repeat as needed.

What you can do when your child asks how to spell a word?

✓ Encourage your child to have a go first, and then discuss their effort.
✓ Make sure they have access to a dictionary (if they have learnt to read) and know how to use it.
✓ Simply tell your child how the word is spelt and talk about it together.

Should you correct your child’s spelling?

✓ First, encourage your child to check their work and find any mistakes.
✓ If they have made a mistake with a common word, ask them to try to fix it without your help.
✓ It’s always useful to show your child the correct spelling of a word.

What you can do when your child finds spelling too hard?

Be supportive. Remember that when you child is learning to write, they will not be able to accurately spell all the words they want to write.
If your child seems to be having ongoing problems, talk to their teacher.

Should you let your child use a spellchecker?

Yes. Spell checkers can be useful, but remind your child that they still need to be thinking when they use it. Your child will need your support:

✓ when the word is spelt correctly but it is not the right word, eg ‘shore’ and ‘sure’
✓ when the computer gives suggestions but your child still doesn’t know which word is correct
✓ when the computer uses American spellings
Position available: Defence School Transition Aide
Location: South Coogee Public School

Commencing: Term 4, 2015.
Part-time: 15 hours per week (days and times to be negotiated with the school)
NB: You will be required to attend negotiated school visits as part of a handover and transition during Term 4, 2015.

Closing Date for applications: Monday 7th September at 3pm.

Please provide a CV of your knowledge, skills and ability to excel in this role to the school email: sthcoogee-p.school@det.nsw.edu.au.
[If you are interested in a copy of the School Plan please phone: (02) 93494000.]

South Coogee Public School Profile.
South Coogee Public School provides a nurturing and welcoming environment for students from diverse cultural and socio-economic communities, accommodating 21 classes. The school population is made up with 35% of students from language backgrounds other than English, 10% of students come from Australian Defence Force families (supported by a part time Defence School Transition Aide) and 3% identify as indigenous Australians. The school has a focus on continuous improvement in the areas of literacy, numeracy, student wellbeing, technology, sustainability, performance & development, new curriculum and PDHPE; in a restorative and resilient school environment. All classrooms are equipped with interactive whiteboards and computers with an increasing emphasis on Technology for Learning. There are high expectations for sporting endeavours, the performing arts and the provision of extracurricular programs. There is also provision of programs for gifted and talented students, combined with learning support assistance that ensures individual student learning needs are met. A strong Parents and Citizens association supports a dedicated staff in providing high quality teaching and learning programs for all students. Also on site is a committee led OOSH facility and a community based full time day care centre for 2 to 5 year olds.

Why do we have a Defence School Transition Aide in our school?
We are fortunate at South Coogee Public School to have a Defence School Transition Aide (DSTA). The Defence School Transition Aide Program provides support to children of Australian Defence Force (ADF) Members and their families, particularly during their transition into and out of a school on posting. The program aims to assist the smooth transition of mobile Australian Defence Force children from school to school and across the States and Territories.
The Defence School Transition Aide assists children and parents to quickly become part of our school community. The DSTA answers basic questions about the school and provides a link from families to the school. The DSTA provides support to children during times of parental absence. The DSTA also helps build the school's long-term capacity to support mobile children and their families.
Children respond differently to relocation and change. Some make a positive transition into the new school, while others may experience difficulties. These difficulties may present as changes in behaviour, loss of self-esteem or diminished academic performance. The DSTA works in conjunction with classroom teachers to monitor the transition of both new and leaving students and provide assistance to support the social, emotional and academic wellbeing of these students.

What does our Defence School Transition Aide do?
A Defence School Transition Aide is not a teacher but a member of the school team.
The duties of the DSTA may include the following:
· assisting children and families to integrate into the new school and local community,
· coordinating appropriate welcome and farewell activities,
· smoothing the transition from school to school and between different education systems (including minimising the impact of relocation on learning outcomes),
· monitoring and supporting the social, emotional and academic wellbeing of Defence students,
· helping students develop self-confidence, self-reliance and resilience,
· referring students to services, or school and community programs that meet their needs,
· enhancing awareness and appreciation of the unique Defence lifestyle in schools and communities, and
· providing support to children during times of parental absence,
· contributing items of interest to the school newsletter.