**NEWSLETTER**

**PRINCIPAL’S REPORT**

Term 1, WK 4, 17th Feb 2016

At our *Meet the Teacher Night today*, you will be informed about the teaching and learning programs that each grade will be undertaking this term. As part of this information, we will *provide you with a newsletter* which outlines syllabus requirements and activities that students will participate in, as well as routines and reminders for each class or grade. This is a new feature at our school which we hope helps to *keep you informed about your child’s education*.

Our school’s teaching and learning programs are increasingly aligned with the NSW Quality Teaching Framework (QTF) which is a key feature of our school’s 2015-2017 School Plan. The framework proposes a model for pedagogy that can be applied from Kindergarten to Year 12 and across all key learning areas (eg. English, mathematics and Science and Technology). ‘Pedagogy’ is the art and science of teaching and/or the methods of instruction, and the *quality of pedagogy (teaching instruction) equates to the quality of outcomes for students*. As part of our work behind the scenes, we have asked ourselves key questions, such as:

1. Why does quality pedagogy matter?
2. What is current best practice?
3. How does best practice connect to what we are doing?

As part of these discussions, we explored the dimensions and elements of the QTF which are outlined inside today’s newsletter. We have used the QTF to analyse and help plan our units of work for this term. We plan to build on that by reflecting, evaluating and refining our practices and to analyse and help plan lesson activities and assessment tasks in the coming terms. By the end of the year, we *plan to embed the model into all programming, teaching and assessment practices*.

This term, we will *continue to offer a subsidised speech therapy program* for identified students and will *expand our support programs to include a subsidised occupational therapy program* for identified students as well. All identified students will participate in a screening assessment which aims to gather more information about their specific area(s) of need. In the next week or so, you may be contacted by either the speech therapist or the occupational therapist to discuss the possibility of including your child in this program. The final decision ultimately is yours. If you have any concerns or questions, please do not hesitate to contact me.

Have a great week.

HELEN EMPACHER
PRINCIPAL

---

**P&C Meeting**
**7:00pm**
**22nd February 2016**

**School Council Meeting**
**(Rescheduled)**
**7:00pm**
**23rd February 2016**
Each year, Start Smart reaches over 500,000 students, making it the largest program of its kind in the world. Last week, our Stage 3 students (Years 5 & 6) participated in a Start Smart workshop.

Shannon was an outstanding facilitator, providing our students with many simple ideas about how to save money and even start a business that can make them money at this early stage in their life! Throughout the year, our Stage 3 students will continue to use the Start Smart program through the online resources.

Through this program, we aim to help change the way young people learn about money. This will be accomplished by making money management interactive, engaging and fun through the free workshop and online resources. It will equip our students with the confidence and competence to make smart decisions about money.
Quality Teaching Framework

Each of the dimensions has meaning in real classrooms, can be sustained organisationally by schools and has demonstrated effects on learning outcomes for all students. Each dimension is described in terms of a number of elements selected and defined on the basis of sound and reliable research linking them to improved student learning outcomes.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Dimensions</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual quality</td>
<td>Quality learning environment</td>
<td></td>
</tr>
<tr>
<td>Deep knowledge</td>
<td>Explicit quality criteria</td>
<td>Background knowledge</td>
</tr>
<tr>
<td>Deep understanding</td>
<td>Engagement</td>
<td>Cultural knowledge</td>
</tr>
<tr>
<td>Problematic knowledge</td>
<td>High expectations</td>
<td>Knowledge integration</td>
</tr>
<tr>
<td>Higher-order thinking</td>
<td>Social support</td>
<td>Inclusivity</td>
</tr>
<tr>
<td>Metalanguage</td>
<td>Students’ self-regulation</td>
<td>Connectedness</td>
</tr>
<tr>
<td>Substantive communication</td>
<td>Student direction</td>
<td>Narrative</td>
</tr>
</tbody>
</table>

**BOTANY BAY LAC EXPO DAY**

**Fun for the Whole Family**

Police Dog Demonstrations
Westpac Rescue Helicopter
Highway Patrol
Mounted Police
Aviation Fire & Rescue
Police Band
Constable Charlie the Penguin
Jumping Castles
Petting Zoo
Face Painting
‘Dunk-a-Cop’
Gladiator Arena
Food & Drink Stalls
& Much More

Sunday 6th March 2016
11am - 3pm
Mutch Park
Heffron Rd, Pagewood
School Communities Working Together
Fact Sheet for Parents and Carers

Introduction
The role of schools is to work in partnership with parents to provide an environment that encourages students to connect with each other and their community, so they can succeed and thrive. Parents, teachers and the community all play a role in fostering this environment.

Schools have well established systems which support student wellbeing and address instances of anti-social behaviour such as bullying, threats of physical violence and other offensive behaviours.

Your role in supporting your child
- Be involved in your child’s life – dedicate time to really understand your child. Know where they are, who they are with and what they are doing.
- Be cyber-aware:
  - regularly monitor what they are looking at on the internet and on social media sites and do what you can to reduce their exposure to inappropriate content;
  - place the computer or device in a common area of the house, so your child is less likely to try and access inappropriate web sites or use social media sites inappropriately; and
  - consider using content filters to help control what your child can access.
- Encourage open and honest discussion at home – encouraging your child to learn about and understand other points of view is a valuable life skill. If you stop discussion about topics that you are uncomfortable with, for example religion, politics, racism, drugs, extremism or terrorism, your child may find it even more interesting and may try to find information without you knowing. This could lead them to inaccurate information.

Remember
As your child grows, they will be exploring their own values and beliefs. They may search for and push the boundaries of acceptable, responsible behaviour during this process.

Cyber Safety

If you are concerned that a person in your community is showing possible signs of terrorism, you should call the National Security Hotline - 1800 123 400 or email hotline@nationalsecurity.gov.au

- Encourage positive outlets for your child’s energies – sports, performing arts, hobbies and organised clubs, all provide a sense of belonging and somewhere to focus their interests, though it may take a few attempts to find the right interest for your child.
- Be a role model – modelling positive, respectful relationships, positive ways to show emotions and how to apply objective thinking skills are valuable life skills for your child.

How you can help your child
You know your child better than anyone else and are in a good position to notice any changes in their behaviour. If their behaviour changes significantly, try to find out what is happening in their lives. There are many reasons for a change in behaviour, so don’t jump to conclusions.

The best way to support your child is to maintain open, non-judgemental communication with them. By keeping a positive relationship you may be in a position to help them if they want to talk about their problems. Listen to their concerns and try to understand their perspective.

Even if you disagree with what they are saying, it is important to find some way to let them know they are accepted and that you are there to help them.

What to do if you are concerned for your child
If you do have concerns that your child is involved in or supporting extremist behaviour there are a number of options for seeking advice. You may like to talk to someone from your child’s school such as the Principal, your child’s Year Advisor, a teacher, or a trusted staff member.

You may wish to talk to your child yourself, or ask a close friend or family member to do so. Alternatively, there are government assistance and advice lines and websites. Some are listed below.

Resources
- 000 (triple zero) if you feel unsafe or in danger
- 1800 RESPECT – http://www.1800respect.org.au
- Domestic violence line (24hr) 1800 65 64 63
- Black Dog Institute – http://www.blackdoginstitute.org.au

If you are concerned that a person in your community is showing possible signs of terrorism, you should call the National Security Hotline – 1800 123 400 or email hotline@nationalsecurity.gov.au